

Fall 2017 Workshop Schedule

Online Course Development Working Session

Facilitators: Brian Udermann, Director of Online Education; Marjorie Bazluki & Khendum Gyabak, Instructional Designers

9:00 a.m. - 3:00 p.m., Monday, August 21, 150/153 Murphy Library

This working session is intended for instructors who are developing a new online course, and instructors who want to revise an online course they have already developed and taught. Brian, Marjorie and Khendum will be on hand to answer questions, and give feedback and suggestions about your courses. Assistance will be provided for instructors who might be looking for help to: develop student learning objectives that are measureable and clearly stated; demonstrate alignment between learning objectives, course activities, and assessments; design and develop engaging course content; use online discussions more effectively; develop appropriate assessments; develop ways to provide better feedback for online learners; manage the workload associated with teaching online; use technology and media more effectively; improve online teaching facilitation skills; make sure online course material is accessible to all learners; create an online course that is more visually appealing.

You can attend for the entire day to work on online course revisions, or drop in at your convenience to get specific help throughout the day.

Improving Assignments through Peer Review

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

9:00 - 11:00 a.m. Tuesday, August 22 & Thursday August 24, 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. In some ways they are always a work in progress. We plan an assignment and based on student performance, we realize how it falls short of our goals. We think of ways to make it more effective, we revise it, and try it again.

To assist instructors in the development of effective assignments, the Center for Advancing Teaching and Learning will facilitate an opportunity for instructors to revise and improve an important class assignment. As a participant, you will share ideas with colleagues, give and receive feedback, and do a substantive revision of a class assignment.

You will work with a small peer review group of 3-4 instructors. After reading your group members' assignments, you will meet to discuss and give feedback on one another's assignments, and then use the feedback to revise your own assignment. The process is modeled after the efforts of the [National Institute of Learning Outcomes Assessment](#) in the area of [assignment design](#).

The benefits of participating in this workshop include:

- Improving your assignment
- Practice using assignment design principles
- Having your assignment peer reviewed
- Being a peer reviewer
- The opportunity to see assignments from other disciplines
- Creating evidence of teaching effectiveness

Registration deadline is noon, August 15. To register, select a class assignment you want to revise. Complete the [COVER PAGE](#), and submit both the cover page and your assignment to Bill Cerbin, wcerbin@uwlax.edu. Enrollment is limited to 20 participants. You will receive additional information after registering.

Date	Activity
Preparation August 17-21	Read your group members' assignments and make notes to bring to the meeting.
Peer Review Meeting August 22 9:00 - 11:00 153 Murphy	Give and receive oral and written feedback on one another's assignments.
Assignment Revision August 22-24	After receiving feedback, revise your assignment and prepare to bring to the final peer review meeting.
Peer Review Meeting August 24 9:00 - 11:00 153 Murphy	Discuss and critique revised assignments.

CATL Kickstart Working Session

8:30 a.m.-4:00 p.m., Thursday, August 24, 150 Murphy

CATL is offering a daylong work session at which you can prepare a syllabus, plan your course, put the finishing touches on a course preparation, design a new assignment, discuss teaching issues with consultants, or simply explore alternative teaching practices. CATL staff members will be available to discuss any topics and questions with you, and provide feedback on your revisions. This combination of dedicated work-time, resources, feedback, and on-demand consultation may help you feel better prepared for the coming semester.

You can attend for the entire day to work on preparing your teaching content, or drop in at your convenience to get specific help throughout the day.

Strategies to Develop Students' Prior Knowledge Before Lecture

(Science of Learning Series)

Bill Cerbin, CATL Director

2:30-3:30 p.m., Thursday, September 7, 153 Murphy

Prior knowledge (PK) 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 learning from lecture (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 the topic.
3. Inaccurate PK. They have misconceptions or erroneous preconceptions about the topic.
4. Inert PK. They have relevant prior knowledge but do not use it to learn the topic

In this session, you will explore strategies to develop students' prior knowledge relevant to your lectures.

Helping Students Be Successful in Your Online Course

Brian Udermann, Director of Online Education

1:30-2:30 p.m., Friday, September 8, in 153 Murphy Library

There are a variety of strategies instructors can utilize to help their online students be successful. These strategies can range from how a course is designed to using effective communication and facilitation practices when teaching online. This workshop will focus on providing practical tips and suggestions instructors can use to help their online students succeed.

Strategies that Promote Deeper Learning during Lecture

(Science of Learning Series)

Bill Cerbin, CATL Director

2:30-3:30 p.m., Thursday, September 14, in 153 Murphy Library

Researchers distinguish between shallow and deep processing in learning (Chi & Wylie, 2014). Shallow processing involves trying to remember material through rote memorization, repetition, re-reading, 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 connecting new information to what you already know looking for patterns, themes, organizing principles 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, and class activities.

Infographics as Visual Learning Tools

Khendum Gyabak, Instructional Designer

1:30-3:00 p.m., Friday, September 15, in 153 Murphy Library

Infographics have become a popular way to communicate pertinent information. Recent studies on visualization and memorability suggest that infographics can be viewed as an effective learning tool (Borkin et al, 2015). This hands-on work will walk you through identifying key design elements for creating and using infographics.

As a working session, participants are asked to bring their laptop and a topic/concept in your subject-area that you want to design as an infographic.

Consolidate and Deepen Students' Knowledge after Lecture

(Science of Learning Series)

Bill Cerbin, CATL Director

2:30-3:30 p.m., Thursday, September 21, in 153 Murphy Library

The first exposure to the lecture material in class is unlikely to produce durable knowledge (Nuthall, 2007). Unless students do something more with the newly acquired information, they may not achieve much depth of understanding, and are likely to forget most of the material quickly. What should students do after lecture to elaborate, consolidate and remember what they have been learning? What can teachers do to support students' post-lecture learning?

In this session you will explore learning strategies that make learning last, and how you can incorporate these into your courses.

Discussion Design Alternatives

Marjorie Bazluki, Instructional Designer

2:30-3:30 p.m., Thursday, September 28, in 153 Murphy Library

Online asynchronous discussions are critical for promoting learning and often incorporated into blended and online courses, providing opportunities for rich dialogue 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, you're encouraged to bring existing discussion questions or discussion ideas that may be developed or revised. Examples of good discussion questions turned great discussion questions will be shared.

Designing Writing Assignments (Writing-Intensive Instructor Series)

Bryan Kopp, CATL Writing Programs Coordinator

1:30-2:30 p.m., Friday, September 29, in 153 Murphy Library

Writing assignments can be challenging to integrate into courses given the time constraints faced by students and instructors alike. This session is an opportunity for instructors to reflect on how they use writing in one of their classes and overcome potential challenges. Prior to this session, you will be given access to a collection of sample writing assignments and design strategies. During the session, we will discuss ways to select, sequence, and streamline formal and informal writing assignments in our courses. This session is recommended for faculty and staff across the disciplines, including Writing Emphasis/Writing-in-the-Major instructors.

Giving Feedback on Student Writing (Writing-Intensive Instructor Series)

Bryan Kopp, CATL Writing Programs Coordinator

1:30-2:30 p.m., Friday, October 6, in 153 Murphy Library

Many instructors report that giving feedback on writing is one of the most time-intensive aspects of their job. How can feedback be delivered more efficiently, increasing the chances students will actually use it? After a quick review of instructor and peer feedback strategies, this session will spotlight techniques that can significantly reduce the time it takes to respond to student work and improve student learning. Those who register for this session will be given access to a collection of feedback strategies and practical tips for integrating them into your courses. During the session, instructors will develop a plan for generating and delivering feedback on writing assignments. This session is recommended for faculty and staff across the disciplines, including Writing Emphasis/Writing-in-the-Major instructors.

Helping Students Be Successful in Your Online Course

Brian Udermann, Director of Online Education

2:30-3:30 p.m., Tuesday, October 10, in 153 Murphy Library

There are a variety of strategies instructors can utilize to help their online students be successful. These strategies can range from how a course is designed to using effective communication and facilitation practices when teaching online. This workshop will focus on providing practical tips and suggestions instructors can use to help their online students succeed.

Assessing Student Writing (Writing-Intensive Instructor Series)

Bryan Kopp, CATL Writing Programs Coordinator

1:30-2:30 p.m., Friday, October 13, in 153 Murphy Library

What does success look like in student writing? Regardless of our definition of success, it can be challenging to communicate expectations to students and manage the grading workload associated with writing assignments. This session will focus on ways to articulate assignment goals, write evaluation criteria, and develop a grading scheme. After registering, participants will receive a link to a collection of teaching resources dedicated to writing assessment, including several examples of writing rubrics and scoring guides. Participants are invited to bring copies of writing assignments and/or rubrics they would like to review during the hands-on portion. This session is recommended for faculty and staff across the disciplines, including Writing Emphasis/Writing-in-the-Major instructors.

Instructor Mindset (Inclusive Teaching Series)

Deb Hoskins, CATL Inclusive Excellence Coordinator

1:30-2:30 p.m., Friday, October 20, in 153 Murphy Library

Many instructors – perhaps even most – believe that all students can succeed. How do we demonstrate our belief in students? Are there times or circumstances when we don't? If there are such times and circumstances, what do we do, and what could we do differently?

UWL's Strategic Plan commits us to trying to convince students that learning is possible, even those who've absorbed the idea that they "just aren't good" at some important skill. That message means most to students when it's obvious that their instructor believes it, and believes it about every student in the room. In this session, we will examine research on highly successful single-population institutions indicating that student success requires high belief, along with high challenge and high support. We will then consider how and where we can apply their assumption of high belief to our own practices, beginning with our syllabi. Instructors should bring a copy of a course syllabus with them to this session.

Each session in the Inclusive Teaching series will return to this issue in some form.

High Support and Students Who Struggle (Inclusive Teaching Series)

Deb Hoskins, CATL Inclusive Excellence Coordinator

1:30-2:30 p.m., Friday, October 27, in 153 Murphy Library

If any student can learn, how do we respond when a student struggles? Do we really believe that one learns more from failure than success? If we do, how do students who struggle experience our belief? How do extenuating circumstances — the size of the class, the proportion who struggle, the centrality of the learning goals, the level of the course — affect our response? Can we design high support into the course? When, and how? How transparent are we with students about how we should respond? Do we simply refer struggling students elsewhere? When should we refer? How? Are there other ways we could support students who struggle that we have not considered?

In this session, you'll develop a flowchart for a particular course to help think through decisions when working with a student who is struggling.

Level of Challenge (Inclusive Teaching Series)

Deb Hoskins, CATL Inclusive Excellence Coordinator

1:30-2:30 p.m., Friday, November 3, in 153 Murphy Library

We know from research on specific-population institutions that high challenge, combined with high belief and high support, is key to student success. There's an inherent conflict in this idea for instructors: if everyone succeeds, is it because we set the bar too low? And yet, don't we want everyone to succeed? Does a high rate of Ds, Fs, and Ws indicate quality? And if we tell students that, what messages might students from historically underserved populations hear in that statistic?

Documenting how you determine the level of challenge in a course, and the processes you engage to help students reach those high goals, are important contributions to the teaching evidence in your promotion and retention materials. In this session, instructors will chart each of those processes as we consider a variety of options for each.

Course Embedded Undergraduate Research

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

Friday, December 15, 10:00 a.m. - noon, 153 Murphy Library and

Wednesday, January 10, 2018, 10:00 a.m. - noon, 153 Murphy Library

Both workshops will focus on how instructors can use backward design to embed undergraduate research projects in their courses, and on how to use the [community portal](#) to select projects for students to work on in class. Participants will be asked to watch a brief [video](#) before the workshop and to bring along the syllabus for the course they wish to modify. By the end of the workshop you should have a working draft of the project for the spring semester.

What is course embedded undergraduate research and why do it? 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 disciplinary 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.

Spring 2018 Workshop Schedule

CATL Kickstart Work Session

Wednesday, January 10, 8:30 a.m. - 4:00 p.m., 150 Murphy

The Kickstart is a work session at which you can prepare a syllabus, plan your course, put the finishing touches on a course preparation, design a new assignment, discuss teaching issues with consultants, or simply explore alternative teaching practices. Attend as long as your schedule permits. CATL staff members will be available to discuss any topics and questions with you, and provide feedback on your revisions. This combination of dedicated work-time, resources, feedback and on-demand consultation may help you feel better prepared for the coming semester. Refreshments will be available throughout the day, with a lunch option available for those who register by Friday, January 5th.

Assignment Feedback Exchange

Bryan Kopp, Deb Hoskins, and Bill Cerbin, CATL and Betsy Knowles, Economics

Wednesday, January 10, 8:30 a.m. - 10:00 a.m., 153 Murphy

This is a work session for instructors who want to revise or redesign a course assignment. In small groups, participants will exchange, read, review, and give feedback to one another's assignments. The feedback session meets 8:30-10:00. Following the session instructors can choose to work individually on their assignments, and then reconvene in the afternoon to discuss progress, questions, and further revisions.

Course Embedded Undergraduate Research

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

Wednesday, January 10, 10:00 - 12:00pm, 153 Murphy Library

This workshop will focus on how instructors can use backward design to embed undergraduate research projects in their courses, and on how to use the [community portal](#) to select projects for students to work on in class. Participants are asked to watch a brief [video](#) before the workshop and to bring along the syllabus for the course they wish to modify. By the end of the workshop you should have a working draft of the project for the spring semester.

Designing Writing Assignments (Writing-Intensive Instructor Series)

Bryan Kopp, CATL Writing Programs Coordinator

Thursday, February 8, 2:15–3:30 p.m. 153 Murphy Library

Writing assignments can be challenging to integrate into courses given the time constraints faced by students and instructors alike. This session is an opportunity for instructors to reflect on how they use writing in one of their classes and overcome potential challenges. Prior to the session, participants will be given access to a collection of sample writing assignments and design strategies. During the session, we will discuss ways to select, sequence, and streamline formal and informal writing assignments in our courses. This session is recommended for faculty and staff across the disciplines, including Writing Emphasis/Writing-in-the-Major instructors.

Giving Feedback on Student Writing (Writing-Intensive Instructor Series)

Bryan Kopp, CATL Writing Programs Coordinator

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

Many instructors report that giving feedback on writing is one of the most time-intensive aspects of their job. How can feedback be delivered more efficiently, increasing the chances students will actually use it? After a quick review of instructor and peer feedback strategies, this session will spotlight techniques that can significantly reduce the time it takes to respond to student work and improve student learning. Those who register for this session will be given access to a collection of feedback strategies and practical tips for integrating them into our courses. During the session, instructors will develop a plan for generating and delivering feedback on writing assignments. This session is recommended for faculty and staff across the disciplines, including Writing Emphasis/Writing-in-the-Major instructors.

Assessing Student Writing (Writing-Intensive Instructor Series)

Bryan Kopp, CATL Writing Programs Coordinator

Thursday, February 22, 2:15–3:30 p.m., 153 Murphy Library

What does success look like in student writing? Regardless of our definition of success, it can be challenging to communicate expectations to students and manage the grading workload associated with writing assignments. This session will focus on ways to articulate assignment goals, write evaluation criteria, and develop a grading scheme. After registering, participants will receive a link to a collection of teaching resources dedicated to writing assessment, including several examples of writing rubrics and scoring guides. Participants are invited to bring copies of writing assignments and/or rubrics they would like to review during the hands-on portion. This session is recommended for faculty and staff across the disciplines, including Writing Emphasis/Writing-in-the-Major instructors.

**Linking Classroom and Community:
Considerations for Planning, Implementing, and Institutionalizing Service-Learning**

(Community-Engaged Learning Series)

Gavin Luter, Executive Director, Wisconsin Campus Compact

Friday, February 23, 1:30–3:00 p.m., 150 Murphy Library

Linking community issues with your course content has many benefits for student learning and for the community. This interactive session will provide information about what makes high-quality service-learning. Participants will also get information about organizations and resources that can help build capacity to bring service-learning into your classrooms, along with a broad overview of the broader field of community engagement, including best practices for supervising internships.

This workshop also includes a planning session where we will explore what faculty need to feel supported in doing this work.

Rubrics: Bringing Transparency and Efficiency to your Grading Practice

Khendum Gyabak & Marjorie Bazluki, CATL Instructional Designers

Wednesday, February 28, 12:00–1:00 p.m., 153 Murphy Library

Rubrics have become a popular tool for instructors to communicate expectations for an assignment, provide focused feedback on works in progress, and grade final deliverables. Rubrics can make the grading process more transparent by expressing what is valued in a rich descriptive form. Additionally, rubrics can also be used as a tool to support learner self-reflection and peer evaluation. With iRubric, instructors can create an online rubric that can be shared with students and linked to the gradebook in the learning management system.

As a working session, participants should bring an assessment for which they intend to build a rubric. A laptop is required for this session.

Developing a Proposal for a Short-term Faculty-led Study Abroad Program

Emelee Volden, Director, International Education & Engagement

Thursday, March 1, 12:00–1:00 p.m., 153 Murphy Library

The goal of this information session is to provide participants with the information needed to complete a successful proposal for a new study abroad program. Participants have an opportunity to network with faculty and staff members familiar with running faculty-led study abroad programs. Discussion topics include:

- Program director responsibilities
- Program location and timing
- Curriculum
- Health, safety and security
- Fiscal issues
- Administrative matters

Strategies to Develop Students' Prior Knowledge before Lecture

(Learning from Lecture Series)

Bill Cerbin, CATL Director

Friday, March 2, 1:30–3:00 p.m., 153 Murphy Library

Part 1: Background Theory and Research, 1:30–2:10 p.m.

Prior knowledge (PK) 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. *Inaccurate* PK. They have misconceptions or erroneous beliefs about a new topic.
3. *Inappropriate* PK. They draw upon irrelevant PK in learning a new topic
4. *Inert* PK. They have relevant prior knowledge but do not use it to learn a new topic.

In Part 1 we examine the role of prior knowledge in learning, how it can facilitate or impede learning, and review strategies to assess and develop students' prior knowledge relevant to your lectures.

Part 2: Work Session, 2:15–3:00 p.m.

You identify and develop prior knowledge strategies to use in your classes, such as prior knowledge tests, prior knowledge assignments, and in-class exercises to activate students' prior knowledge.

Strategies to Reduce Unnecessary Cognitive Load during Lecture

(Learning from Lecture Series)

Presented by: Bill Cerbin, CATL Director

Friday, March 9, 1:30–3:00 p.m., 153 Murphy Library

Part 1: Background Theory and Research, 1:30–2:10 p.m.

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

By far the most common problem is that lectures contain too much information. One count has it that an average engineering lecture introduces a new equation every 2.5 minutes and a new variable every 45 seconds (Blikstein & Wilensky, 2010). Imagine sitting through that for an hour!

Schwartz, Tsang, & Blair, 2016, *The ABCs of How We Learn*, p.124

Too much information is not the only source of overload. Distractions, disorganized instruction, and even an instructor's anecdotes are sources of unnecessary cognitive load that make it harder for students to learn. We will examine sources of cognitive load, how they interfere with learning, and review strategies to reduce and manage cognitive load.

Part 2: Work Session, 2:15–3:00 p.m.

Use a cognitive load checklist to identify unnecessary cognitive load in your lectures. Examine ways you can reduce or manage unnecessary cognitive load by modifying lecture organization, slides and visuals, projected notes, classroom atmosphere, and pace of delivery.

Engaging Students and Facilitating Active Learning Using VoiceThread

Marjorie Bazluki & Khendum Gyabak, CATL Instructional Designers

Tuesday, March 20, 12:00–1:00 p.m., 153 Murphy Library

VoiceThread (VT) is a collaborative, multimedia tool for learner engagement and interaction across learning environments. With VoiceThread, instructors and students have access to an innovative active learning platform taking advantage of both visual and auditory narratives. The result is an ongoing, asynchronous, digital conversation that can be easily shared. The technology has the ability to facilitate a greater sense of course community and instructor presence, increasing student engagement and learning.

As a working session, participants should bring an activity for which they intend to use with VoiceThread. A laptop is required for this session.

Strategies that Promote Deeper Learning during Lecture (Learning from Lecture Series)

Bill Cerbin, CATL Director

Friday, March 23, 1:30–3:00 p.m., 153 Murphy Library

Part 1: Background Theory and Research, 1:30–2:10 p.m.

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

- connecting new information to what you already know
- looking for patterns, themes, organizing principles
- exploring the implications or consequences of the new information

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 make new connections among ideas, infer missing information, and identify what they still do not understand very well. In this case, students don't remember an explanation they already learned, they learn the material by explaining it.

In Part 1, we will explore “explanation” and other strategies that prompt deeper learning.

Part 2: Work Session, 2:15–3:00 p.m.

Identify and plan to implement deep learning strategies in your lectures. From a menu of strategies, you can select or modify any that fit your content area and teaching preferences. Work on how to implement new strategies in your classes.

Consolidate and Deepen Students' Knowledge after Lecture (Learning from Lecture Series)

Bill Cerbin, CATL Director

Friday, March 30, 1:30–3:00 p.m., 153 Murphy Library

Part 1: Background Theory and Research, 1:30–2:10 p.m.

A single exposure to the lecture material in class is unlikely to produce durable knowledge (Nuthall, 2007). Students may leave class with only a tenuous understanding of the material. In fact, research shows that students' notes typically contain fewer than half of the main ideas from lecture (King, 1992; Kierwa, 2002).

Unless students continue to think about the material they won't achieve much depth of understanding, and are likely to forget most of it.

In Part 1, we will explore strategies that make learning last, and how you can incorporate these in your courses.

Part 2: Work Session, 2:15–3:00 p.m.

Identify and develop strategies to help students elaborate and consolidate what they started to learn in lecture. Focus on 1) activities to use during the last few minutes of class time, e.g., minute papers, elaborating class notes, and 2) post-class assignments, e.g., online quizzes, application problems.

**Possibilities and Limitations of Online Science and Math Courses:
Experiences of Five UWL Instructors**

Monday, April 2, 2:15–3:30 p.m., 153 Murphy Library

This panel session will feature five UWL instructors who have developed and taught online math or science courses. Throughout this session panelists will share what initially motivated them to explore online teaching, discuss some of the challenges they have experienced with online instruction, and highlight teaching strategies they have found to work well in online courses. Time will be allocated for attendees to ask the panelists questions related to their online teaching experiences. Panelists include:

Nishele Lenards Clinical Associate Professor & Director of UWL's Online Medical Dosimetry Program

Peg Maher Professor, Department of Biology

David Reineke Professor, Department of Mathematics

Michele Thorman Clinical Professor, Department of Health Professions

Kari Emineth Lecturer, Department of Exercise and Sport Science

**The Possibilities of Community-Based Intellectual Engagement:
Best Practices and Best-Practices at UWL** (Community-Engaged Learning Series)
Friday, April 6, 1:30–3:30 p.m., 150 Murphy Library

Part I: (first half) A panel of UWL instructors will discuss a variety of kinds of community-engaged (CE) teaching/intellectual work, providing specific examples of successful community-engaged projects and practices here at UWL. Presenters will provide quick tips, best practices, and suggestions for others considering doing this kind of community-engaged work.

Panelists include:

- Song Chen (Mathematics and Statistics)
- Lindsay Steiner (English)
- Kate Parker (English)
- Maggie McDermott (Marketing)
- Alysa Remsburg (Environmental Studies)

Part II: (second half) Participants will break out into one of four interest areas to discuss logistical issues in designing CE experiences. Discussions will be facilitated by one instructor from the panel, and a member of the staff from UWL offices that coordinate internships, undergraduate research, and volunteer experiences on campus.

Science Lab Kit Information Session / Open House
Thursday, April 12th, 9:00 a.m. – 3:00 p.m., 150 Murphy Library

CATL is sponsoring a day-long science lab kit information session for instructors who may be interested in developing and teaching online lab science courses. Representatives from [eScience Labs](#) and [Hands-On Labs](#) will be on campus to share information and demo lab kits for Biology, Biochemistry, Chemistry, Geography, Microbiology, and Physics courses.

These representatives can also share information about kits available for other course disciplines, including: anthropology, archaeology, community health education, clinical lab science, environmental studies, earth science, and neuroscience.

Lunch and Learn: Working with Trans Students

Will Vanroosenbeek, Director, Pride Center

Deb Hoskins, Inclusive Excellence Coordinator, Center for Advancing Teaching and Learning

Tuesday, April 17, 2018, Noon to 1 p.m., 150 Murphy Library

Bring your lunch for this conversation about working with students who identify as transgender or nonbinary. This is an emerging population, whose terms and activism is changing at the speed of social media. We know it's hard to keep up. During this informal session, we will discuss several issues arising from the questions Will and Deb are hearing from you, our colleagues:

1. Best practices for pronouns.
2. First day strategies, including how to educate other students in your class.
3. The expectations of today's traditional-aged LGBTQIAA students, including "allyship" and "identities" from their perspectives, and how to talk with the student who is angry with you.
4. Gendered language in your course/gender in your course.

Expect no presentation, although we will have a handout with some resources for you. We look forward to a conversation while we enjoy our lunches.

Designing Effective Community-Based Learning

(Community-Engaged Learning Series)

Gavin Luter, Wisconsin Campus Compact

Deb Hoskins, Inclusive Excellence Coordinator, CATL

Friday, April 20, 1:30–3:30 p.m., 150 Murphy Library

In this session, participants will learn what current research suggests makes community-based learning effective, especially for historically underserved students. Participants will then identify a community partner working in an area that is relevant to a course they teach, outline a community-based learning assignment for one course, and plan an implementation timeline. The session will assume a focus on 100/200-level courses, but instructors teaching at any level are welcome.

In preparation for this workshop, please explore the Instructors section of [the community portal](#) and identify one or more community requests that could be addressed, in whole or in part, through your course. You might also explore [UGetConnected](#), UWL's software-based collaboration with La Crosse's other two campuses to serve the need for volunteers in our community's various agencies; many volunteer opportunities can become service-learning experiences with a little thoughtful development and collaboration.

Community-Engaged Learning: Supported Work Session

Monday, May 7, 8:30 a.m. – Noon, Murphy 150

This half-day work session provides time and support by campus experts to design a new community-based learning experience. Attend as long as your schedule permits. Identify potential community partners and/or projects, write learning outcomes, identify and design the preparation students will need to be successful, draft instructions or policies, discuss teaching issues with consultants. Members of the Community Engagement Council and CATL staff members will be available to discuss any topics and questions with you, and to provide feedback on your revisions. Consultations with UWL staff (e.g., volunteer coordination, internships coordination, client-based course-embedded research) can be arranged.