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.