The 12th Annual UW-La Crosse Conference on Teaching & Learning
Tuesday, August 31, 2010, 9:00 a.m.-1:00 p.m.
Valhalla, Cartwright Center

Conference Schedule

8:45   Coffee, Juice, Muffins available at 8:45

9:00   Welcome
        Provost Enz Finken

9:10   Keynote, *Making Thinking Visible*
        Bill Cerbin, Director CATL

9:30   Posters and Demonstrations (Valhalla A)

12:00   Buffet Lunch (Valhalla B)

Presentation Abstracts

Posters

1. Using Instruction in Scientific Writing to Teach Critical Thinking
Melissa W. Anderson, Chemistry

Writing in the sciences requires the ability to think critically about how to assemble, organize, and present scientific content knowledge. As such, instruction in the essential elements of scientific writing can be a powerful tool for teaching students to think critically about experimental results. This poster will summarize the development of materials and methods for chemistry and biochemistry laboratory courses that use the following writing skills to teach critical thinking:

– Stating information in accurate, precise, and concise terms
– Organizing information into the appropriate structures for chemical writing genres
– Distinguishing between description of experimentally observable evidence and interpretation of that evidence in terms of scientific models and theories
– Formatting figures and tables appropriately

2. Show and Tell: A PhotoVoice Experience in Tanzania
Sheryl Tuttle Ross, Philosophy

Faculty-led International Study Tours play a key role in UW-L's efforts to "internationalize the university." One may wonder how these study tours truly provide an international experience which is different than a simple vacation. One way to do so is by using PhotoVoice methodology. PhotoVoice entails handing out disposable cameras to those living in the country and asking them to take photos that respond to a specific question. Two sets of photos are developed, one for the participant to keep and others for the students. The participants tell the researchers what the pictures represent to them. This allows the students to see and to hear how participants see and narrate their world.

3. Problem-Based Learning to Prepare Proficient Practitioners
Cordial Gillette, Mark Gibson, and Kari Emineth, Exercise and Sport Science

The objective of this investigation was to experiment with problem-based learning (PBL) type activities to assess the viability of implementing PBL into the athletic training classroom. PBL is an instructional method as well as a

curricular philosophy in which students solve problems before they receive formal didactic education. Through PBL, basic and clinical sciences are learned at the same time. For this investigation, PBL activities were utilized to teach three separate units in an undergraduate athletic training evaluation course. In each of the activities, students were asked to seek out information about athletic injuries, which they had no prior formal education. One activity produced a "game" of 20 questions; each student was given the name of several injuries to research on their own, then, when class reconvened, they went around the room, each asking a yes/no question about the injury until another student could identify the injury. The student to whom the questions were being asked had to know the injury well enough to provide the answers while other students could build on their knowledge of injury nomenclature. The students learned to ask the right questions and effectively listen to all information being gathered to arrive at an answer.

4. Using Assessment to Impact Learning in the General Education Curriculum: A Summary of the Progress to Date
Scott Cooper, Biology; Linda Dickmeyer, Communication Studies; Kenny Hunt, Computer Science; Betsy Knowles, Economics; Cris Prucha, Library; Patrick Barlow, Center for Advancing Teaching and Learning

Beginning in the fall of 2008, faculty members teaching in the General Education program have participated in course embedded assessment to measure at least one General Education student learning outcome annually. The goal of the General Education assessment process is to improve student learning by facilitating an ongoing and systematic approach to assessing the outcomes of the General Education program. This is accomplished by documenting, discussing, and summarizing the use of these results to make improvements in the classroom. The analysis of the results can also be used to make improvements to the overall program. This poster will present an overview of the assessment process and the program-wide results from the first two years of assessment data. We will answer any questions about assessment in general education and discuss the progress and educational value afforded by the assessment process. Examples of efficient departmental approaches to General Education assessment will also be shared.

5. Of Mice and Men: Using a Book Club as a Means to Improve Teaching and Student Learning
Kathryn Birkeland, Taggert Brooks, Betsy Knowles, James Murray, and Laurie Strangman, Economics

The University of Wisconsin-La Crosse is an institution that prides itself on the quality of its teaching. High quality teaching, however, requires constant improvement on the part of faculty and instructional academic staff. The vehicles for such improvement are many, such as teaching conferences, lesson study plans, and classroom observation. Another effective means of improving one's teaching is through regular discussions with other colleagues. However, there is often little opportunity to sit down with one's colleagues to thoughtfully and critically discuss teaching. In the economics department we overcame these hurdles this past academic year and established a book club as a forum to regularly discuss teaching and student learning. The purpose of this poster is to share those factors that made this book club a success as well as the ways in which we incorporated the knowledge that we gained from these discussions into the classroom.

6. Teaching Critical Analysis of Media Reports of Primary Literature through Writing Assignments
Anita Davelos Baines, Biology

Students should understand the role and value of media reports of scientific discoveries and how to critically evaluate what is presented. Does the media report try to influence public opinion? Are the conclusions and limitations of the primary study accurately represented? The goal of this project was to teach students how to extract the necessary information to address these questions from the primary literature. To achieve this goal, a series of writing assignments on a topic selected by the students were introduced. The confidence of students in their abilities to understand and access the primary literature was enhanced by this series of exercises. Student understanding of the scientific content of the pieces improved over the semester. However, issues with the mechanics of written communication (e.g. grammar, organization) did not improve.

7. Creation and Interpretation of Graphical Data in Introductory Biology
Anita Davelos Baines, Kathryn E. Perez, and Lee Baines, Biology

Creating and interpreting graphs are critical skills for science students to master. The goal of our study was to assess what specific graph creation or interpreting skills students find challenging. A group assignment in BIO105 (the biomes assignment) had students construct a series of scatter plot (x y) graphs using temperature, precipitation and primary productivity data. Based on these graphs, students created a hypothesis and then tested it using data from two different sites. We assessed student graphing skill levels prior to and after this assignment. In addition we tested additional types of graphing skills (e.g. bar graphs) to assess student comprehension and application. Student confidence in their ability to analyze a scatter plot increased between pre and post tests. Further, there was a positive relationship between perceived student ability to interpret and construct a scatter plot graph and their scores for pre and post tests. Changes in student confidence and ability for other types of graphing skills depended on the specific skill being assessed. These results indicate that the biome assignment in BIO105 improves student confidence and ability in interpreting and creating scatter plots. Similar exercises could improve student ability in interpreting and constructing other types of graphical information.

8. CHE-Net: Connecting Undergraduate Majors to One Another, Their Major, and Off-Campus Learning
Bob Jecklin, Health Education and Health Promotion

CHE-Net is a private social network supporting the undergraduate Community Health Education Program at the University of Wisconsin-La Crosse; membership is restricted to undergraduate majors, faculty, alumni, and agency preceptors for required student field work. The development of CHE-Net used an application of NING social network webware and was funded by a mini-grant from the University of Wisconsin System Learning Technology Development Council. Network participation was not required of faculty or students, but over 100 persons used the system as members during the first year. Members used the system to blog, post media, and links, track important dates, distribute forms, and share information about preceptorship locations.

9. Embedding Process into Part of Course Assessment in a Group Dynamics Course
Deborah Dougherty, Health Professions

As part of a Group Dynamics Course, students learn concepts regarding group process for collaborative teamwork (first half of the semester) in addition to concepts addressing occupational therapy intervention in groups (second half of semester). For the last two years, students have been required to collaboratively, in class, complete their midterm and final exams, with members in groups receiving the grade that they achieve as a group. This poster will describe the process and logistics of these exams, observations made by the instructor regarding student behavior and outcomes, and feedback from students on the experience.

10. Organic Assessment: Mapping Local, Reflective, and Ongoing Assessment
Darci Thoune, English and Bryan Kopp, English/CATL

How can assessment be more meaningful and sustainable? We propose a model for assessment derived from current discussions in the field of composition studies that reflects possible paths for integrated (organic and local) assessment that encourages reflection on both the individual and programmatic level. In this multimedia presentation we will provide a visual representation (an interactive concept map) of important elements in the assessment process. This model can be used to coordinate assessment at the departmental level. Specifically, this presentation will provide an overview of how our newly formed Department Assessment Committee is working to coordinate multiple assessments this year, including our Freshman Writing Program, General Education courses, and our undergraduate degree programs.

11. Active Learning in the Online Classroom
Jo Arney, Political Science and Public Administration; Deb Hoskins, Women's, Gender, and Sexuality Studies/CATL; Betsy Morgan and Casey Tobin, Psychology

We have assembled a team interested in looking at group learning in online classes. Online learning tends to be a solitary experience if it is solely based on reading and individual student projects. Given that online students meet virtually, rather than face-to-face at a set place and time, group interactions can prove challenging to oversee for instructors.

As a team we are interested in further developing active learning models for online classes that can be used across disciplines in the social sciences. All four team members employ active group learning exercises extensively in face-to-face sections of their courses. Through the process of the project, three members have recently incorporated active learning in their online classes during the summer of 2010. The fourth has served as a moderator and evaluator. The specific model includes the use of group projects, dissemination, and peer assessment.

Our team plans to share our experiences of moving toward a more active learning model. Our poster will detail a step-by-step process that has been utilized and includes samples of student work. We will also be prepared to discuss the assessment tools used to evaluate active learning online and adjustments we would make in the future.

12. Evolutionary Evidence: Identifying & Correcting Student Preconceptions through an Inquiry-Based Critical Approach to Evolution Education
Kathryn E. Perez and Nicholas Downey, Biology (UW-L); Joel K. Abraham, SimBiotic Software, Biology (MIT)

Undergraduate students, and the general public, lack knowledge of evolutionary biology and commonly misunderstand important evolutionary concepts, even after intensive instruction. SimBiotic Software, with funding from the National Science Foundation, has developed a series of computer-based interactive simulations designed to use an inquiry-based approach for teaching evolutionary principles. However, the efficacy of many of these new tools for dislodging misconceptions and conveying concepts remains unknown, as systematic assessment is rare. We used data from pre- and post-instructional tests from 634 students enrolled in General Biology and Introductory Biology, survey courses for Biology or Health Professions majors and non-Biology majors to quantify the effectiveness of the software at teaching the desired concepts and student acceptance of evolution. The objectives of this study were to answer the following questions: 1) Is the *EvoBeaker: Evolutionary Evidence* simulation effective at teaching evolutionary concepts and reducing misconceptions? 2) Does performance of the lab affect students' acceptance of evolution? 3) Are there differences among Biology majors vs. non-majors in content knowledge or level acceptance of evolution?

13. Redesign of Amputee Rehabilitation and Prosthetics Unit for Physical Therapy Students
Michele Thorman, Health Professions

PTS 623 Integument incorporates curriculum related to amputee rehabilitation and prosthetics. Due to the technical nature of this content, expert clinical faculty were hired in previous years to teach this unit over two days/16 hours. While this model is commonly used for continuing education courses for experienced clinicians, it has proven to be a less effective model for first time student learners. Student and core faculty feedback suggested course redesign was needed to improve learning outcomes. This poster will present changes incorporated in PTS 623 including increased collaboration with local prosthetists, an invited speaker from Walter Reed Army Medical Center's Amputee Rehab Clinic, use of multiple "patient professors", incorporation of pro bono treatment, use of a new text and on line resources and a final examination which simulates aspects of the national board exam. Preliminary learning outcomes as evidenced by students working with "patient professors" and performance on the examination reflected improved integration of clinical concepts.   Additional learning

outcome measures will be defined.   Outcomes will be monitored as students use this information on their internships and national board exam.

14. Senior Psychology Undergraduates' Perceptions of their Attainment of APA Learning Goals
Betsy L. Morgan and Emily J. Johnson, Psychology

The Psychology Department developed an active assessment program over a decade ago and has assessed graduating seniors' perceptions of learning goals every other year for the past 12 years. The department recently adopted the American Psychological Association's learning goals and utilized a senior seminar to engage students in the modification of our Learning Environment Survey to better reflect the 10 categories of the APA goals. Analysis of the previous versions of the survey indicated weaknesses in items reflecting APA goal 5, "Values in Psychology" and more specific items in terms of APA goal 2, "Research Methods in Psychology" pertaining to the use of statistical software. Seventy-seven out of 93 graduating seniors (83% response rate) completed the modified questionnaire. Results of the indirect assessment indicate a high level of perceived achievement. For example, 95% of the sample indicated the program had helped them "develop critical thinking skills." In addition, the questionnaire flagged areas for improvement. In response to the finding that only 19% of the students indicated that "most" or "almost all" of their classes provided "critical feedback on your speaking," the department devised a more uniform rubric regarding presentation skills. Material associated with this poster may help other departments thinking about indirect assessment measures of disciplinary goals.

15. Engaging with Diverse Student Populations
Mahruq F. Khan, Women's, Gender, and Sexuality Studies

Universities nationwide grapple with growing expectations that faculty and staff be more attuned to the needs of a diverse student population. Yet, these very institutions often conclude that their policies and practices fall short in meeting these goals. Teaching groups such as "Teaching for Diversity" at the University of Wisconsin-La Crosse actively broach the topic of engaging with racial-, gender-, class-, age-, citizenship-, religious-, and sexuality-privilege among students. This presentation summarizes key findings on the subject of student inclusivity based on the text, "Student Engagement in Higher Education" and the Teaching for Diversity group discussions. Furthermore, the presentation includes unique recommendations for UW-L.

16. Live Theatre in the Stage Management Classroom: Utilizing Digital Documentation of the Production Process
Laurie Kincman, Theatre Arts

One of the most important roles in any theatrical production is that of Stage Manager. He or she is responsible for organizing rehearsals and running performances. The stage manager creates an efficient environment in which the production team's creativity can blossom, and executes their collective vision on a nightly basis.
The blending of artistic sensibility and technical proficiency is most visible in the calling of a show—wherein the stage manager gives precise cues to the technicians about when and how to execute lighting, sound and scenic changes. This important skill is very difficult to develop strictly in a classroom setting because it is the responsiveness to live performance that makes the call a success.

Incorporating a visual component into instruction is a necessity, but watching a finished production from the audience's perspective misses the mark. Students see what happens, but not how. To address this disparity, I have worked to bring live theatre into the classroom. Combining digital audio and video documentation of a stage manager in action during a performance, students can experience the execution of cues and learn how to anticipate action and dialogue to deliver a consistent and flawless production.

17. Online Enrollments at UW-L: Examining Motivation and Satisfaction
Brian Udermann, CATL and Jo Arney, Political Science and Public Administration

This presentation will focus on the results of a survey given to students enrolled in online courses at UW-L. Online education is an emerging trend and the investigators sought to uncover why students at UW-L choose to enroll in online courses as opposed to face-to-face courses. The survey also asked students about their satisfaction for online courses. The survey was conducted during the three summer semesters in the summer of 2009 and the 2009 fall semester During the summer of 2009 a total of 597 students enrolled in online courses offered over the course of three summer semesters and a total of 346 students enrolled in online classes during the fall 2009 semester. We surveyed the entire population and had a response rate of 46 percent in the summer and 31 percent in the fall. The number one reason students indicated they chose to enroll in an online class in the summer was the belief that it would make it easier to graduate in four years (62 percent) while in the fall the top reason was the belief that online course were more flexible (58 percent).

Demonstrations and Displays

18. "Light My Fire": Uncovering a Literary Text as a Site of Multilayered Communication between Author and Audience
Sharon Jessee, English

According to James Phelan, a literary text is "a site of a multilayered communication between author and audience, one that involves the engagement of the audience's intellect, psyche, emotions, and values." While most English majors enjoy reading and writing, the challenges of stylistic and rhetorical analyses frequently discourage them. In English 301, Foundations for Literary Studies, a three-week unit on closed-form poetry (poems with metrical schemes and conventional structures, such as the sonnet) is designed to give English majors experience in both analyzing and creating stylistic patterns in poetry in order to facilitate their broader skills (and perhaps improve their attitudes) in explaining how form and content together designate "meaning." In order to engage students enthusiastically in working with a complex stylistic feature of closed-form poetry—metrical rhythm—I used a popular rock and roll tune, "Light My Fire" by The Doors, because of its alternating use of rising and falling rhythm.

The online demonstration--listening to the lyrics of "Light My Fire" while viewing the lyrics on screen—was designed to help students respond to the question: how do Morrison's lyrics use rising and falling rhythm? It has helped English 301 students not only to identify and analyze rhythmic patterns in poems, but to create them in poems as well.

Jim Morrison's "Light My Fire" is a great text with which to begin a unit that has these goals:
By the end of the unit on closed-form poems, students are able to: locate patterns of rhyme, meter, and stanza structure; analyze how rhyme pattern contributes to the tone of a poem; create rhyme pattern in poetry; conceive how the structure of a poem (stanza divisions and order) reinforces theme or dramatic development; and design a closed-form poem.

19. *RelationalTurningPoints.org* – Facilitating Positive Relational Turning Points with Our Students
Tony Docan-Morgan, Communication Studies

This poster/multimedia presentation summarizes research findings and practical ideas on how one-time communicative events change college teacher-student relationships and how these changes affect outcomes such as student learning and motivation. Conference attendees will also receive a brief overview of *RelationalTurningPoints.org*, which offers resources for facilitating positive relational turning points with students, reflection questions for instructors, and an opportunity to submit a work or resource to the website.

20. Using *SoftChalk™* for Course Lectures
Nishele Lenards, Health Professions

This presentation will demonstrate SoftChalk™ and its use in an online D2L course. SoftChalk is a powerful web lesson editor that allows instructors to create engaging, interactive web lessons for an e-Learning classroom. SoftChalk can also be used for face-to-face course lectures in place of PowerPoint. Create interactive lectures with a professional design that will engage students with pop-up text, self-assessment quizzes, and interactive learning games. Instructors can package lessons for D2L, the Internet, Intranet, or CD-ROM. This presentation will also introduce SoftChalk Connect, an educator's community site where you can create interactive learning objects, tag them with meta data and share them with students and colleagues. The site offers instructors a web "cloud" where they can develop, discover and deliver SoftChalk learning objects. If you use a word-processing program – you can use SoftChalk.

21. Using *Jing®* in Your Teaching
Kristin Koepke, CATL and Bryan Kopp, English/CATL

Jing® is a free tool that allows you to snap a picture of your screen or record a video of onscreen action, which you may then save, post on D2L, or send via email. Jing has many educational purposes. The presenters have used Jing to create online tutorials and how-to demonstrations, and to offer feedback on written assignments. Stop by to see a quick demonstration of what Jing can do and how it can be used in your teaching. A handout will be provided that includes information about (1) how to install Jing on your computer, (2) how to share your Jing files, (3) strategies for using Jing in your Teaching and Learning, (4) learn how to use Jing, (5) ways to improve the production value of your Jing sessions, and (6) various Jing samples.

22. Striving to Engage Non-Science Majors in a General Education Lab Science Course
Colin Belby, Geography and Earth Science

Too often I hear students remark "I'm no good at science" in my introductory Earth Science course (ESC 101). These sentiments cause frustration and may negatively impact students through a lack of ownership or interest in the material. I have worked with CATL to revamp my general education class to increase student engagement and to create a more productive learning experience.   The establishment of distinct learning objectives led to a re-structured course syllabus that will give students a clearer map of what is required for success.   Group "mini-discussions" initiated by the iClicker® system will provide real-time assessment of student understanding. Test bank questions uploaded to D2L may be used by students as an additional study tool. Classroom material will continue to be engaged off-campus through ecosystem restoration workdays co-organized with the Myrick Hixon Eco Park. Expanded "hands-on" lab experiences, including a floating classroom on the Mississippi River, will expose students to the local environment while a new assignment "Geography in the News" seeks to make connections between lecture topics and global events. Through these changes I hope to reach a greater number of students that happen upon ESC 101 during their quest for general education lab science credits.

23. Online Course Demonstration- Patient Care Issues
Melissa Weege, Health Professions
This online course demonstration will exhibit various ways to engage students with course material, as well as different methods of assessing learning. The demonstration will also show different techniques in prompting discussions and student collaboration.

24. *"There's an App for That"* - Teaching and Learning with the *iPad*™
Jim Jorstad, Academic Technology Services and Bob Hoar, Mathematics/Office of the Provost

The introduction of Apple's iPad ™ has created an avalanche of new and innovative applications designed for a myriad of uses. From productivity, utilities, games, life improvement, thousands of applications exist and new

ones are introduced every day. Coupled with the iPad's capability of mobile connectivity, high quality audio/video playback, and a multi-touch screen, this new appliance is redefining what we think of as mobile computing. This presentation will help showcase the opportunities the iPad offers us in the teaching and learning environment and beyond. Learn about creative and innovative applications that can transform the educational experience for both faculty and students, and become more productive along the way. *"There are many apps for that."*

25. Learning Objects 101 / Learning Object Development Demo
Bob Hoar and Jen Kosiak, Mathematics; Maggie McHugh, Student Support Services

In this hands-on demonstration, we will present an easy to use workflow that allows for the development of Learning Objects. A Learning Object is a collection of web based learning materials that relate to a single topic. The collection could include text, images, videos, and many other items, all packaged into an easy to use player. Developed in partnerships that included students, high school   teachers, and faculty, the development tools and workflows are easy to adapt to a variety of learning situation. A variety of examples will be on display.

26. Collaborating across Campus to Create a Bilingual Children's Book
Maggie McHugh, Student Support Services; Bee Lo, Modern Languages; Jennifer Kosiak, Mathematics; Amanda Goodenough, Campus Climate and Diversity; Pa Houa Vang and Yang Cha Thao, UW-L undergraduate students; Vong Lao, UW-L alum

Children's literature can be a powerful educational tool in any classroom. By linking instruction with children's literature, student understanding of key concepts and procedures can be enhanced, especially for students with diverse learning backgrounds. This presentation will examine how collaboration was the key to the success of Ka's Garden, a children's book that integrates Hmong language and culture. Presenters will share how this bilingual book went from draft form to a published product through the assistances of campus and community resources. As this book provides a unique bridge between culture and multiple disciplines such as English, Mathematics, and Modern Languages, the presenters will share how they have or will use Ka's Garden to support UW-L's Inclusive Excellence by intentionally integrating diversity into the classroom.

27. Academic Technology Services Information Table
Larry Sleznikow and Other ATS Staff

Academic Technology Services is a new unit comprised of the former Educational Technologies, the classroom and CGA lab functions of Technical Support Services, and D2L support from the ITS Support Desk. This new unit in ITS will be focusing on the effective integration of technology into the teaching and learning needs of the campus. A variety of technologies and services will be highlighted at our ATS Roundtable. Stop by to learn not only about the services we can provide, but help us know what you need to enhance the use of technology in your teaching and learning activities. Stop by to learn, to share, and to collaborate.