

Winter 2014 UW-L Conference on Teaching & Learning
Tuesday, January 21, 2014, 1:00 - 4:30 p.m.
Third Floor, Centennial Hall

Program Schedule

1:00 – 2:00 p.m. Concurrent Sessions
2:00 – 2:45 p.m. Poster Session A
2:45 – 3:30 p.m. Poster Session B
3:30 – 4:30 p.m. Concurrent Sessions

Gallery of many of the poster presentations from the conference

About the Conference The conference is an opportunity to meet with colleagues from across campus to explore issues and approaches to teaching and learning. There will be 36 presentations by UW-L faculty and staff. The conference begins at 1:00 p.m. with three concurrent panel discussions about online teaching, the scholarship of teaching and learning, and the challenges and rewards of publishing a book. From 2:00-3:30 there will be two poster sessions that include 30 poster presentations on a broad range of topic. The conference concludes with three concurrent sessions on incorporating research activities into a course, reducing stereotype threat on campus, and improving learning at the program level through assessment. See presentation descriptions below.

Concurrent Sessions — 1:00 - 2:00 p.m.

Online Teaching Showcase

Presented by James Murray, *Economics*; Tim Dale, *Political Science and Public Administration*; Christine Hippert, *Sociology and Archaeology*; Adam Van Liere, *Political Science and Public Administration* with moderators Kristin Koepke and Jen Snook, CATL

The Online Teaching Showcase will highlight and share exceptional teaching practices used by UW-L faculty in the online learning environment. The showcase will feature technologies, tools and instructional strategies that encourage critical thinking, collaboration and community building in online courses. This is a unique opportunity to see examples of various activities and content delivery methods used by a variety of online instructors. Presenters will explain how a particular area of their course works, show the assignment or area (including technology), and discuss benefits to student learning. Topics include: PenCasts (James Murray), Mini-lectures (Tim Dale), Field Experience Assignment (Christine Hippert) and Discussion Board Design (Adam Van Liere).

The Scholarship of Teaching & Learning at UW-L

Presented by Laurie Strangman and Betsy Knowles, *Economics*; Heather Schenck, *Chemistry & Biochemistry*; Darci Thoune, *English*; with moderators Bill Cerbin and Bryan Kopp, CATL "The scholarship of teaching and learning encompasses a broad set of practices that engage teachers in looking closely and critically at student learning in order to improve their own courses and programs, and to share insights with other educators who can evaluate and build on their efforts." (Hutchings, Huber & Ciccone, 2011) This session will feature instructors who have been involved in the scholarship of teaching and learning [SoTL]. The discussion will focus on projects in which UW-L instructors have systematically investigated teaching and learning in their own classes, general characteristics of SoTL, and the benefits and challenges associated with this type of scholarship.

Panel Discussion on the Challenges and Rewards of Publishing a Book

Presented by Heidi Macpherson, *Provost Office*; Sam Scinta, *Political Science and Public Administration*; Jeff Bryan, *Chemistry and Biochemistry*; James Longhurst, *History*; Jodi Vandenberg-Daves, *Women's, Gender and Sexuality Studies*; with moderator Brian Udermann, CATL

Since Murphy Library started its *Celebration of Authors* event six years ago, they have highlighted 135 books written by over 60 UW-L faculty and staff. The panelists for this session will discuss: (1) The challenges and rewards of writing a book (2) The pros and cons of self-publishing or submitting your manuscript to a publisher (3) Changes that

have occurred in the publishing industry over the past 10 years.

Poster Session A — 2:00 - 2:45 p.m.

1. Evolution Across the Biology Curriculum at UW-L: Departmental Initiation and Implementation Process Kathryn Perez, Tisha King-Heiden, Gretchen Gerrish, Anton Sanderfoot, Mike Abler, Lee Baines, and Anita Baines, *Biology*
Evolution is the unifying theme of biology. In response to the call for integrated evolution education in *Vision and Change: A Call for Action*, a movement to revitalize biology undergraduate education, we made a concerted effort towards teaching evolutionary content across the biology department's core (required) curriculum. The members of the biology department at the University of Wisconsin - La Crosse (UW-L) unanimously agreed that evolution should be a centralized theme across our biology curriculum. The integration of evolution content across the core classes has engaged the biology faculty in discussions about how to assess learning across the curriculum, what core student gains are essential, and has reinvigorated the debate of breadth vs. depth in curriculum planning. There is also heightened awareness among department members of the use of student-centered teaching materials and techniques. This effort has spawned additional departmental efforts to integrate other *Vision and Change* content and competency objectives across the core classes, such as quantitative and reasoning skills.

2. Evolution Across the Biology Curriculum at UW-L: Design and Assessment of Evolution Content Modules in Organismal Biology Courses Kathryn Perez, *Biology*

The Evolution Across Curriculum initiative at UW-L was implemented using student-centered learning modules in each of our core courses (General, Organismal, Plant, and Animal Biology, Cell, Ecology, Genetics, Anatomy and Physiology). Modules included student exploration and activities to reinforce presented content. Modules were originally tested among control and experimental sections (when possible). Here we present examples of modules used in our 200 level organismal courses.

3. Reinventing the Syllabus: From Boring Legal Document to Motivational Pedagogical Tool Ian Muehlenhaus, *Geography & Earth Science*

Traditional syllabi have become stupefyingly dreadful. Instead of being accessible, informative, and motivational, they are now typically designed and thought of as legal contracts. They do not have to be. A syllabus is often the first thing students see and analyze when entering a new class. It is argued here that changing the role of the syllabus in your course through graphic redesign can help improve student motivation, actually result in better retention of important course information, and change student attitudes about learning throughout the rest of the semester. This poster reviews the process the author went through in redesigning several four-page course syllabi from classic Word documents into two-page, dynamic newsletters. It also reviews student comments about the effectiveness of the new syllabi. Ideas and thoughts for redesigning one's own syllabi are provided. Hyperlinks to Adobe InDesign templates and tutorials for setting up your own newsletter syllabus are also provided.

4. Efficient and Effective Feedback: A Lesson Study Investigating Students' Responses and Follow-Up to Feedback in their Writing James Murray, *Economics*, in collaboration with Betsy Knowles, Laurie Strangman, and TJ Brooks, *Economics* and Bryan Kopp, *CATL*

We developed and implemented a systematic and efficient approach to give feedback on student writing in a business research methods course. In this lesson study, we investigate how students respond to this feedback. We observed our students conversations upon receiving the feedback and noted how it influenced their revision plans. To make the process of giving feedback efficient, we developed a database of comments on student writing which were specific to the objectives of the assignment. The comments are specific enough to address specific goals of the assignment and common writing problems, but they are also general enough so that they could be used for any student's writing for the given assignment. We found some evidence that students understood well some of the comments in their feedback letters, but we focused our investigation and our teaching improvement efforts on the challenges students faced understanding the feedback and revising their work. In our presentation, we will discuss these challenges and our ideas for improving the feedback process.

5. Student Interpretation and Application of Peer Writing Comments Ryan Friesen, Jen Mohlenhoff-Baggett, and Bruce Handtke, *English*

In 2012-2013 we conducted a Lesson Study funded by CATL to study how students in ENG 110/112 utilize peer editing

comments to improve their writing. In order to understand how student writers perceive peer and instructor comments and what value or usefulness they assign to them, we observed students reading, understanding, and applying given comments to the revision of a text. Through observation we collected evidence of how students understand peer comments, how they translate them into a process, and how they use the comments to evaluate their revisions. To make student learning visible, we observed how peers offered revision comments on a paper written by a member of their group.

6. *Hixon Forest Trail Work: A Hands-On Approach to Environmental Philosophy* Sam Cocks, *Philosophy*, and Steven Simpson, *Recreation Management and Therapeutic Recreation*

A hiking trail restoration project in PHL 341 Environmental Ethics (Fall 2013) was a first step of an ongoing interdisciplinary collaboration between the disciplines of environmental philosophy and outdoor recreation. Eight students from a course of 20 students in the course spent over two hours working with a trained trail builder from the Wisconsin Conservation Corps (WisCorps) re-vegetating a recently closed hiking trail in La Crosse's Hixon Forest. The hypothesis was that linking environmental philosophy to a purposeful personal experience in the outdoors will heighten a student's understanding and appreciation of the philosophical concepts in the philosophy course. Utilizing three assessment tools (a facilitated discussion, a short survey, and an analysis of a student essay), preliminary results show that students participating in the trail restoration 1) needed a period of reflection (1 week) to conclude that fieldwork enhanced understanding of the course content, and 2) believed the fieldwork was a worthwhile and concrete way to put the theory into practice. Also because the field experience was conservation work and not merely an outdoor recreation activity, students felt that they were working for nature and ought to feel good about themselves.

7. *Wow It's Better! What Did You Do?* Deborah Dougherty, *Health Professions Department - Occupational Therapy Program*

A group of average students in the Occupational Therapy Program demonstrated a 20% improvement from one group presentation assignment to the next. A group interview was held with 3 of the 4 students, during which they were asked what they thought were key aspects of and/or influences in their improvement. Their responses included a mixture of work habits and the structure of the assignment. In addition, they described an intricately, self-designed presentation-framework that required presentation of each other's materials. Ritchhart, Church, and Morrison's (2011) "thinking concepts involved in understanding" will be used to analyze the findings, and implications for future assignments that require synthesis and integration will be shared.

8. *Global Citizenship: Fostering Concern or Nihilism?* Carol Miller, *Sociology and Archaeology*

A survey was completed by a probability sample of 374 undergraduate students at the University of Wisconsin-La Crosse. Survey questions were adapted from the World Values Survey (2009) in order to assess knowledge, understanding and beliefs about global issues. While most of the respondents identified themselves as citizens of the world, many also expressed a belief that they had little power to fix the world's problems. Specific factors were identified as significant predictors of global citizenship and nihilism, suggesting that universities can do more to help students feel empowered to make the necessary changes in their world.

9. *The Effectiveness of Google Docs on Promoting Student Engagement and Reflection* Lema Kabashi and Leslie Ann Rogers, *Special Education*

Our poster presentation will highlight how to use Google Docs to increase student engagement and feedback opportunities. The specific Google Doc form/template we will be sharing was created for teacher candidates enrolled in the "Introduction to Exceptional Learners" course (SPE 401). The template allowed students to create appropriate modifications or accommodations for exceptional learners, an essential learning outcome for the class, and receive timely feedback from their peers and instructors during the writing/editing process. Specifically, students begin working on the Google Doc during class and then follow specific timelines for:

- writing their first draft,(b) providing feedback to their peers(c) evaluating the quality of their peer's feedback, and (d) making corrections based on the feedback provided.

As instructors, we were able to supervise these transactions and make comments or answer specific questions addressed to us on the Google Doc. This teaching technique also improved the level of student engagement and reflection as teacher candidates applied what was discussed in class in relation to disability categories and

accommodations/modifications. This presentation is given by two Special Education Professors as the Google Doc and procedures were used in two courses.

10. Science Friday or Thursday: Bringing Current Science into the Philosophy of Science Classroom Eric Kraemer, *Philosophy*

Philosophers who teach courses in the Philosophy of Science face the problem of determining whether students have sufficient background in science to make complex philosophy of science discussions meaningful and accurate. In particular, how can one be sure one's students have sufficient understanding of examples from current scientific practice and the history of science to make sense out of the differing philosophy of science views on important topics? One standard solution is to spend a significant part of class-time reviewing the history of science as well as recent major developments. The problem with this approach is that instructors are typically not expert in these areas, so a large amount of poorly instructed class time winds up being devoted to providing a scientific background. I here present an alternative approach, "Science Friday," that takes advantage of student technological skills, often greater than their instructors, as well as student's personal interest. I describe how students are regularly assigned the task of finding and presenting a relevant piece of science or history of science that helps them as well as their classmates better understand how complex and conflicting ideas in the Philosophy of Science apply to the variety of real examples that students present. Additional advantages of this approach are presented.

11. Communication Studies 110 Asynchronous Information Literacy Instruction & Assessment: Preliminary Assessment Results & Next Steps Jen Holman and Kate Russell, *Murphy Library*, Susan Schuyler and Terry Smith, *Communication Studies*

In fall 2012, librarians and CST instructors joined forces to solve the problem of information overload in the CST 110-required "library day" session. Librarians and CST instructors alike were not impressed by our past attempts to the traditional, passive information literacy tutorials and videos. Our team of investigators found a perfect solution: Guide on the Side, which was developed by reference librarians at the University of Arizona. Students use instructions and prompts on one side of the screen, while working in a live web environment, with built-in assessment of their grasp of the skills. With the help of a CATL Online Program Grant, we have created and are testing two *Guide on the Side* modules: *Finding Articles* and *Using the Murphy Library Catalog*. We will share our early assessment data and discuss plans for future *Guide on the Side* modules.

12. Math Bio or Bio Math? Flipping the Mathematical Biology Classroom Eric Eager, *Mathematics*

Mathematics has become an indispensable set of tools for modern biology and chemistry. Biological applications are creating problems needing the development of new mathematics, and mathematics is providing the biological community with previously unattainable solutions and perspectives. Because of this, courses in Mathematical Biology have become commonplace in university curricula around the country. However, not all Mathematical Biology audiences are created equal. We currently have one Mathematical Biology course at UW-La Crosse. This course is commonly taken by BioChem majors. Because of this I decided, in the spring of 2013, to implement a modified flipped classroom based entirely on case studies, with the mathematics introduced outside of class via video lectures. In this presentation I provide the layout for the course, some example case studies and video lectures, as well as the results of a CLASSE survey describing students' reactions to the course.

13. Resolution of an Ethical and Legal Issue During a Clinical Internship – Implications for Teaching Physical Therapy Students and Development of Clinical Instructors Michelle Thorman, *Health Professions Department - Physical Therapy Program*

Clinical education is an integral component of physical therapy (PT) education. Access to reputable clinical education internship sites are among the scarcest resources in physical therapy education. PT faculty have an obligation to assure students are well-educated on current practice and an equal obligation to support clinical instructors who mentor students in complex practice environments. This case study will describe how a PT intern, clinical instructor, practice owner and PT instructor collaborated to resolve an ethical and legal dilemma. The instructor was challenged to skillfully negotiate a change related to intern supervision and billing to comply with Medicare regulations while supporting the intern and addressing tensions with the clinical instructor and practice owner. Failure to seek a resolution to this dilemma could have resulted in harm to this practice, sanctions on the clinical instructor's license and ineffective instruction for the student intern. The outcome ultimately resulted in the preservation of a valued

clinical education site and their improved compliance with Medicare regulations. The instructor used this difficult situation to engage the intern in the art of negotiating conflict and reflect on their professional responsibility to demonstrate moral potency. Additional outcomes included development of educational resources clarifying Medicare regulations for all of the PT Program's clinical instructors and students. This case will be incorporated in didactic instruction (PTS 733 and OT 641) for students to analyze and formulate their response prior to their internships.

14. *The Art of Teaching - The Craft of Learning* Shelley Hay, Jorge Aguilar-Sánchez, Darlene Lake, and Leslee Poulton, *Modern Languages*

What do we do as university instructors to encourage our students to acquire and apply knowledge as life-long learners? How do we tackle the various challenges we encounter when attempting to facilitate this kind of development? Four professors from the Department of Modern Languages organized a panel for the 2013 Midwest Modern Language Association conference and presented papers, which address these and similar issues in unique and creative ways. Together they explored how the responsibility of learning can be transferred to the student (the craft of learning), while the teacher adopts the role of facilitator (the art of teaching). This poster presentation summarizes the results from the following presentation topics:

Dr. Jorge Aguilar-Sánchez (Spanish): "The Craft of Writing in the 21st Century Language Classroom" Dr. Leslee Poulton (French): "The Art of Balancing General Education and the Major" Dr. Shelley Hay (German): "Vampires, Muggles, and Hobbits: Philosophy and Pop Culture" Dr. Darlene Lake (Spanish): "Service Learning and Online Education"

15. *Engaging Students in Digital Storytelling* James Jorstad, *Academic Technology Services*

In our digital age, students are "connected" every day, if not every second. Rich and social media has supplanted traditional e-mail communications. Students today have an expectation to get information from anywhere and at any time. While students are connected in their personal lives, we continue to "dive deeper" to find methods to engage students in the teaching and learning process through social and rich media. Through citizen journalism, students in Communications Studies CST: 271 Contemporary Media in Everyday Life [Media Literacy], and Political Science 201 are learning about current and relevant issues as they are mentored write and visually document digital stories that can be shared worldwide in an instant. For more than two years, this research study documents how students and faculty become digital story tellers through citizen journalism which is then distributed through social media channels. This new digital format provides a conduit to bring their creative work to a worldwide audience. This experience also helps faculty and students tie the curriculum to current and relevant facts. Through this process students become better writers, directors, and producers of their stories. These enhanced skills subsequently aid them throughout their college years, and future careers.

Poster Session B — 2:45 - 3:30 p.m.

1. *Concept Maps as Learning Tools for Students and Teachers* David Hart, *English*

The course is English 469 Postcolonial Literature. The SLO: Students will "Understand the basic terminology of postcolonial studies." Using concept maps, I am assessing how students gain a more complex understanding of significant course concepts as the semester progresses. The concept map task is an in-class assignment that I give students four times during the semester. The specific task requests that they create two concepts maps each time: "Colonialism stems from . . ." and "Colonialism leads to . . ." At the end of the semester, students will write a brief analysis of their progress, reflecting on their learning as illustrated by their concept maps. The further goal of the concept map task and student reflection is also to enable students to have a high success rate for their final project, which requires that they focus on one or two postcolonial "keywords" for research and analysis. For this poster presentation, I plan to discuss the results of using the mapping exercises relative to student progress toward their attainment of the SLO, and other interesting findings, such as possible connections to their final project, limitations of the process, and perhaps even revisions within the assigned mapping tasks.

2. *Learning by Design in Immunology* Bernadette Taylor and Peter Wilker, *Microbiology*

In fall 2013 a standalone 3-credit immunology lecture was offered for the first time at UWL. Concepts learned in CATL's summer *Learning by Design* workshop were applied to redesigning the lecture. A greater diversity of learning

tools have been incorporated into the lecture, including a variety of approaches to solving problems in which students apply knowledge to everyday problems in the immune system and in public health applications of immunology. Examples of these learning tools are shared here and preliminary learning outcomes are evaluated.

3. *Motivational Interviewing for Health Educators: An Innovative Strategy to Address Priority Health Issues* Keely Rees & Emily Whitney, *Health Education and Health Promotion*

Background: Motivational interviewing (MI), an evidence-based and theory driven strategy, is utilized to support individuals while strengthening their own motivation and commitment to a specific behavior change. Over the last decade the efficacy of motivational interviewing in other settings such as health departments, physician's offices, and other health settings has been explored. Researchers indicate that MI has been an effective means of addressing many priority health issues. Theoretical Basics: The skill set developed through MI, grounded in theories such as Transtheoretical Model and Social Cognitive Theory, has implications for health educators as a strategy to address the priority health issues in our nation. The purpose of implementing this course is to provide specific training in Motivational Interviewing for the Health Educator working in clinical, worksite, and community settings. Intervention: Grant monies were utilized to train faculty and staff in MI through the Motivational Interviewers National Network (MINT). The faculty created and implemented a motivational interviewing curriculum taught fall semesters of 2012 and 2013. Evaluation: A mix-methods design was used for data collection that included pre/post test, observations, and coding of recorded health educator-client interactions. The results from the course indicated that the health educators in training were proficient at using MI to elicit behavior change with the clients in their various health settings. Implications for Practice: As we face challenges in addressing priority health issues in various populations, motivational interviewing is an important tool that should be further explored in the context of health education and health promotion.

4. *A Closer Look at Students' Approach to Decision Making: Do They Know to Provide Evidence?* Maggie McDermott, *Marketing*, and Nicole Gullekson, *Management*

Through lesson study we sought to develop a greater understanding of the process students used in evaluating information. For this lesson, students were given three examples of a SWOT analysis and asked to work collaboratively to identify strengths and weakness of each example and create criteria for a good SWOT analysis. Findings revealed that students focused on superficial details of the examples, rather than on content or the quality of information. Additionally, team members did not appear to engage in debate or critique one another's ideas. This lesson allowed us to understand how student approach this task and to build in additional content on critical thinking and problem solving into the course.

5. *College Readiness Math MOOC: What We Have Learned* The Math MOOC Team, *Academic Affairs and Mathematics*

Recently MOOCs have become a central topic in higher education. In this poster we will share the design, development, and findings from the UW La Crosse's College Readiness Math MOOC which utilized the Desire2Learn platform.

6. *Social Media in #ANT101UWL: A Case Study in Digital Anthropology* Heather Walder, *Sociology & Archaeology*

This poster shares insight from the past two semesters of teaching ANT 101: Human Nature/Human Culture, a gen-ed course that introduces the holistic discipline of Anthropology and fulfills the Self and Society requirement. Students engage in class participation through a closed WordPress blog and a course Twitter hashtag, #ANT101UWL. These digital components enable students to connect key anthropological concepts to their own real-world experiences, share ideas in real-time during lecture and discussion, and develop skills for responsible use of social media. Students generate original content, search for reliable educational sources online, share their findings, and comment on peers' posts. Student-generated content is directly integrated in class lectures, fostering dialogue in a large class setting, rewarding successful achievement of learning outcomes, and promoting a student-centered approach to learning. Anthropologists today conduct fieldwork and research in online communities in addition to traditional venues, and they promote cultural awareness to the general public using social media like blogging and twitter. In #ANT101UWL students participate in digital anthropology by contributing personal insight to their online anthropology learning community and sharing their experiences with digital followers outside of the classroom.

7. Effect of Active Learning in a Large Organic Chemistry Lecture Heather Schenck, *Chemistry & Biochemistry*

Active learning does not yet appear to have made major inroads in the pedagogy used in organic chemistry lecture halls. Students struggle in this gatekeeper course with the dynamic aspects of organic reactivity, as well as with the "electron book-keeping" exercise of studying reaction mechanisms. A full-semester pedagogy experiment in which a 90-student lecture was led through active-learning exercises in both reactions and reaction mechanisms was conducted in Fall 2013. Results of this work are compared to results of two prior semesters taught with a single, focused active learning component in one chapter. This poster will discuss the effect of full-semester active learning exercises on student understanding of course material (as judged by final exam performance) and on the ability of students to propose reasonable mechanisms for new reactions (as judged by ungraded evaluations of mechanisms to be taught in a later lecture course).

8. Using Student-Centered Activities to Promote a Better Understanding of How Evolution Applies to Human Health

Tisha King-Heiden and Megan Litster, *Biology*

Understanding the role of evolutionary processes in shaping human physiology is key to understanding disease, and enables key advances in medicine and human health. The American Association of Medical Colleges and the Howard Hughes Medical Institute view competence in evolution as necessary as calculus, physics, and chemistry as these competencies enable physicians to make better medical decisions when they view human physiology and disease as products of evolutionary processes. Most anatomy and physiology curriculums take a more traditional approach rather than focus on evolutionary processes; therefore, students fail to understand how evolution can leave the human body susceptible to disease. To address this deficiency, we developed student-centered modules to address these gaps in student understanding of how evolutionary processes pertain to human health and disease. The module we will be discussing was developed for the first semester of a two semester Anatomy and Physiology course. This is a high enrollment course (> 80 students) taken by students interested in pursuing careers in health professions. Assessment data show biology majors have greater learning gains than non-majors; however, the module was overall successful in promoting understanding of the impact evolution has on human health and disease.

9. Using Student-Centered Learning to Teach Basic Source Evaluation: A Collaboration between Communication Studies and Murphy Library Sharon Hamilton, *Murphy Library*, and Pamela Morris, *Communication Studies*

Critical evaluation of sources is a recurring problem among college students, and manifests itself in poorly cited papers and the use of non-credible information sources. This project is a collaboration developed between the Murphy Library and Communication Studies faculties at University of Wisconsin-La Crosse. It addresses the topic of research source evaluation via the CST 110 required course. Today, all students in CST 110 prepare a homework assignment, then attend a face-to-face session with their instructor and librarian. The homework requires them to both locate and evaluate an assigned source from a given APA citation. At the session, groups present their source evaluation to the class, followed by a critique from the librarian and instructor. We have also developed a pre-test and post-test to assess students' knowledge about source evaluation. The pre-test helps us evaluate what incoming students already know about evaluating sources; the post-test checks for mastery after the activity. Our poster will describe why we are doing this assignment and assessment, what the current assignment looks like, and a sample of questions from our assessment. Future plans for this collaboration will further analyze student retention of information about how to access and analyze sources.

10. Assessing Early Childhood Program "Strand" Goals with CLASSE Ann Epstein, Barb Gander, and Dawn Rouse, *Educational Studies* and Patrick Barlow, *CATL*

The Early Childhood – Middle Childhood Education major integrates six curricular components across several courses. Faculty identified CLASSE (Classroom Survey of Student Engagement) as a robust tool to obtain students' views of how well we do this. CLASSE provides an opportunity for faculty and students to rate the degree to which specific aspects of instruction are implemented. Faculty and student ratings are compared, providing faculty with valuable instructional information. Specifically, we implemented CLASSE to obtain data regarding students' views of how well (or not) we provide instruction on the following components:

Developmentally appropriate technology to use with young children.

Use of formative and summative assessment to document children's progress and learning (i.e. data driven

instruction)

Use of anti-bias curriculum including multi-cultural issues and partnering with families who have diverse backgrounds
Developmentally appropriate guidance strategies for young children

Integration of art, music, drama, and movement into curriculum

Collaboration among teachers (e.g. Professional Learning Communities)

Our poster will display mean ratings of student scores regarding the above goals as well as other key aspects of our instruction. In addition, we will provide a summary of how EC-MC faculty intends to use this information to strengthen our instruction.

11. Exploring Students' Understanding of the Relationship Between Acid-Base Conjugate Pairs and Their Relative Strength Melissa Anderson, Nadia Carmosini, Katherine Friesen, and Yevgeniya Turov, *Chemistry & Biochemistry*

General Chemistry II (CHM 104) introduces introductory chemistry concepts with a laboratory component to provide hands-on experience. This lesson study focused on the course's 5th laboratory experiment, Properties of Acid and Base Solutions. During our time working with students, we've observed that acid-base concepts are particularly challenging. Even after a significant amount of instruction, students have only a superficial understanding of the topic at the completion of the course. The goal of this study was to improve students' understanding of the relationships between acids and bases, and their conjugates. Our approach was to modify Experiment #5 by removing the bulk of the pre-lab instruction out of the set laboratory time, assigning preparative work before the lab period, and removing one experimental procedure to reduce the cognitive load of the experiment. In this way, students arrived to the lab more prepared, which allowed them to focus their attention on the fewer experimental outcomes. We found that the modifications made to the experiment increased student proficiency with equation writing skills, and reinforced their understanding of many of the differences between acids and bases. However, common misunderstandings surrounding pK_a , pK_b , and pH were not fully addressed and still need some attention.

12. The Challenge of Teaching Theory: Becoming Jazz Players in a World of Ideas Kelly Sultzbach, *English*

Critical theory has the potential to be an empowering, dynamic experience of re-assessing how representations construct ideas and one's own experience of identity within the world. Yet, students are just as likely to confront dense theoretical concepts with dismissive frustration or to mistake mastery as memorizing sound-bites rather than grappling with complexity. How do we teach them the basic scales of theory in ways that will also allow them to become a "jazzman in a world of ideas" (Cornel West)? In an ongoing effort to design a meaningful critical theory survey course for English majors, I used work done in a CATL "Learning by Design" seminar to craft new assignments for theoretical learning. This presentation will share assignments for: (1) enhancing students' ability to read and understand critical theory before they come to class in order to gain confidence in articulating questions and observations in class; (2) scaffolding practices of applying theory to a variety of texts, including not only literature and non-fiction writing, but also films, places, and cultural practices; and (3) fostering successful independent projects that encourage students to connect their own various interests and areas of expertise with theoretical schools and questions.

13. Gender Through Their Lenses: A Film of Students' Images Carol Miller, *Sociology and Archaeology* and Mark Seitz

Students in a Sociology of Gender class were each required to provide five digital photos of something they have seen in their world that reinforces gender stereotypical beliefs or behaviors. The photos were organized into themes related to assigned readings on gender and work, family, sexuality, health, education and more. A short film using their photos was created for them to review and discuss. Once the course-created film was made available for viewing on-line, students were asked a series of questions to assess the effectiveness and reusability of the learning object and the overall assignment.

14. Jabber Junkie – My Mediasite Terry Wirkus, *Information Technology Support*

UW-La Crosse made major improvements last summer to its video conferencing services. To make video conferencing as ubiquitous as picking up the telephone, Cisco Jabber is available to faculty and staff. This desktop videoconferencing solution is similar to Skype but it is standards-based – meaning it is compatible with and compares in quality to the equipment in our distance learning classrooms. Bring your laptop or iPad to this session. Become a Jabber Junkie! In the second portion of the session you will learn about the capabilities of the My

Mediasite portal for video upload and management. This tool can empower faculty, staff or students to share video, lectures, training modules or assignments wherever they are. *My Mediasite* is a friendly launch pad for users to upload, manage and publish their own video content. It could be a key element to "flipping the classroom!"

15. UW-L's Virtual Desktop is At Your Service Larry Sleznikow, *Academic Technology Services*

UW-L's Information Technology Services now offers a virtual computer desktop like those available in campus computer classrooms and labs. Using a small software client that is installed on your PC, Macintosh, iOS or Android device and a reasonably fast Internet connection, students, faculty, and staff can access the same Windows 7 desktop and software available in the classrooms – seven days a week, on and off campus. Work and collaborate when you want to using the campus software you need. This will be an opportunity to learn more about the new virtual desktop, ask questions, and take it for a test drive.

Concurrent Sessions — 3:30 - 4:30 p.m.

Panel Discussion on Incorporating Research Activities into a Course

Panelists: Jennifer Klein, *Biology*; James Murray, *Economics*; Ariel Beaujot, *History*

Moderator: Scott Cooper, *Biology* and *Office of Undergraduate Research and Creativity*

Assessment of UW-L undergraduate research activities revealed that 75% of these experiences occur in a course.

Out panel will discuss the advantages and disadvantages of methods they have used to embed research projects in a variety of courses including HIS 102, BUS 230, HIS 320, and BIO 436.

Reducing the Threat in the Air: Cues of Belongingness on a Multicultural Campus

Presenters: Jennifer Wang, *Psychology*, Christina Haynes, *Women's, Gender, and Sexuality Studies*, Deb Hoskins, *CATL*

If you've read *Whistling Vivaldi* or attended the fall conference with Valerie Purdie-Vaughns, you might recall that underperformance due to fear of enacting a stereotype is often triggered by cues – messages in the environment that tell a student that a stigmatized group to which they belong is invisible, unimportant, or even unwelcome. Research indicates that some forms of positive cues can override negative cues. Campus experts on microaggressions (subtle negative messages we may unintentionally send – body language, phrasing of statements) and on the success strategies of black women undergraduates on predominately white campuses will help participants in this workshop to examine three important sites where we may be sending cues unintentionally: the course syllabus, the first day of class, and our office spaces.

Improving Learning at the Program Level: Insights on the Meaningful Use of Assessment Across Disciplines

Presenters: Kathryn Perez, *Biology*; Betsy Morgan, *Psychology*; TJ Brooks, *Economics*

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Program level assessment seems an onerous and daunting task yet programs and departments at UW-L have been able to produce meaningful results that have lead to improvements in student learning. This session will explore the issue through the lens of three different departments and what they have found to facilitate their process. Questions will also be drawn from the audience and addressed by the panel.