

The **18th Annual Conference on Teaching and Learning** was held Tuesday, August 30, 2016, 8:00 - 12:15 in Centennial Hall (third floor). This annual conference highlighted teaching and learning projects by UWL faculty, instructors, and staff, offering excellent opportunity for instructors to share their work and learn about the work of others.

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## Schedule:

**8:00 a.m.** - Muffins, fruit, beverages

**8:15 a.m.** - Poster Session 1

**9:15 a.m.** - Concurrent Sessions 1

**10:15 a.m.**- Poster Session 2

**11:15 a.m.**- Concurrent Sessions 2

Conference concluded 12:15 a.m.

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## Poster Presentations, 8:15 a.m. - 9:15 a.m. (3rd Floor Commons, Centennial Hall)

### Poster #1

#### **Teaching Science as Persuasion: Turning the Classroom into a Grant Review Panel**

*Chris McCracken, English*

Focusing on persuasion in the sciences gives students insight into important dimensions of scientific work that are often rendered invisible. For example, plenty of hard work is put into acquiring research funding, but the granting process is something of a black box to many students. I have developed and implemented a mock grant panel activity for my Writing in the Sciences class that opens this black box by allowing students to assume the role of a grant review panel. My presentation will report on the successes and problems I've encountered with this activity. I aim to more fully develop my mock review panel activity by scaling it into a full-blown mock granting agency, and I could use some input and (potentially) trans-disciplinary collaboration to make this happen. I would like to take this presentation as an opportunity to introduce my fake granting agency to my colleagues and welcome such input.

### Poster #2

#### **Preparing Students for Success in Geography and Earth Science: Using Potential Employer Feedback to Define our "Ideal Graduate"**

*Joan Bunbury, Colin Belby, Cynthia Berlin, & Paul Reyerson, Geography and Earth Science*

We are revising the Geography Major: Environmental Science Concentration and the Earth Science Minor to ensure students from these programs are graduating with the knowledge and skillsets required to secure employment in an environmental science-related field. The redesign strategy is built upon identifying what an "ideal graduate" should know and what

they should be able to do. A survey of potential employers will guide us in the development of a list of the necessary skills, knowledge, and experiences these employers desire in an applicant. We will also present how these are related to our program-level student learning outcomes.

#### Poster #3

##### **Click Here to Learn Logic**

*Mary Krizan & Eric Kraemer, Philosophy*

This poster presentation will offer an overview of the use of clickers in Philosophy 101: Introduction to Logic, as implemented during the 2015-16 academic year. Clickers were implemented in PHL 101 in order to achieve several outcomes: they were intended to increase student participation, serve as a tool for formative assessment, and provide feedback to instructors in order to improve pedagogy. First, the poster will describe the steps that we took to implement clickers across sections with multiple instructors, including the development and use of common questions. Second, the poster will describe practices that we found to be successful in Introduction to Logic and how these practices contributed to the intended outcomes of the project. Finally, we will note some of the problems we encountered in using clickers in PHL 101, noting ways that we have altered clicker usage to avoid such problems.

#### Poster #4

##### **Gerontology, Geriatric, and Recreational Therapy Competencies: Measuring Student Outcomes**

*Nancy Richeson, Recreation Management & Therapeutic Recreation*

This study examines the effects of an elective course, Recreational Therapy for Older Adults on meeting the Association for Gerontology in Higher Education (AGHE) health professions competencies, the Partnership for Health in Aging (PHA) competencies, and the Recreational Therapy (RT) competencies. The results indicated a statistically significant increase from pre to post testing. Correlational data revealed a significant negative correlation between interest in geriatrics, and previous experience working with older adults and pursuing a gerontology certificate. This finding implies a necessity for increased marketing and education to collegiates to pursue geriatrics as a career option. Additionally, this study demonstrates the need to educate students about entry-level competencies needed to work with older adults.

#### Poster #5

##### **What Can the Writing Center Do for Me?**

*Virginia Crank, English*

This poster presentation will provide basic information about UWL's Writing Center, including when we're open, who our tutors are, what courses and assignments we can help with, what kinds of students use our services, how we conduct a typical session, what kinds of feedback we give, and how faculty can talk to their students about the Writing Center.

#### Poster #6

##### **Five Ways to Improve your SEIs**

*Deb Hoskins, CATL*

Summary of five proven strategies for raising SEIs that target what students most commonly identify as barriers to their learning.

Poster #7

**Classroom Beliefs: Growth Mindset, Value, and Belonging**

*Betsy Knowles, Economics*

Student beliefs and the impact of subsequent social psychological interventions were considered in a college introductory level economics course. The project measured pre and post beliefs about learning and intelligence, value of the course, and sense of belonging in order to explore changes in these beliefs which may have resulted from the interventions, as well as the relationship to subsequent academic outcomes. The interventions addressed growth mindset and the perceived value of the course.

Poster #8

**Directional Understanding of the Equals Sign**

*Tushar Das, Whitney George, and Nathan Warnberg, Mathematics & Statistics*

The phenomenon we investigated was the students' directional flexibility while operating with the equality sign. When given an expression such as  $A = B$ , students will follow the convention of reading English from left to right and read this as "A is equal to B". Mathematicians understand "=" as relational. We know that  $A = B$  is equivalent to  $B = A$  and thus have the freedom to interchange A with B or B with A as needed. However, students who are directionally rigid have a difficult time replacing B with A because they do not read  $A=B$  as "B is equal to A".

Poster #9

**Bringing Social Psychology to Life through Hollywood Films**

*Jessica Sim, Psychology*

Research has found that feature films can be used to illuminate psychological phenomena. Most of the studies, however, have taken place in the classroom or have used short video clips. The current study examines the impact of a social psychology film series on student learning outcomes. Organized by the social psychology faculty and sponsored by the 2016 College of Liberal Arts Small Grant, the Dark Side of Power film series featured three Hollywood films (Experimenter, Compliance, and The Stanford Prison Experiment) that were selected for their relevance to classic topics in social psychology and to contemporary issues in society. The films were shown outside of class, and students from three different psychology courses (General Psychology, Group Dynamics, and Social Psychology) completed self-report measures on the film(s) they attended. In addition, students in Group Dynamics and Social Psychology completed direct assessments to determine the impact of the films on student learning.

Poster #10

**Mindset and Motivation in Organic Chemistry Students**

*Heather Schenck, Chemistry & Biochemistry*

Organic chemistry is a notoriously difficult prerequisite in pre-health majors. Students have significant dread and low motivation (as judged by scores on the "motive" SEI question). Varying types of motivation and mindset have been correlated with success or failure in

some subject areas, but have not been explored much in organic chemistry. This study examined whether mindset in particular can change during the semester, and whether positive changes in mindset are correlated with favorable grade outcomes.

#### Poster #11

### **A Place for the Genuine: Investigating Undergraduate Experiences of Poetry in the General Education Literature Classroom**

*Kathryn Parker & Bryan Kopp, English*

College students often struggle to understand poetry, to make sense of ambiguity and figurative language, to construct their own interpretations of literature, and to reconcile diverse perspectives. Our goals as teacher-researchers were to help students overcome such difficulties by providing instruction in mindful reading strategies and by assessing student perceptions of meaningfulness throughout a directed reading process consisting of listening/first exposure, annotation, rereading, group discussion, and individual reflection. We tracked students' perceptions of meaningfulness at each step for five different poems. Our data revealed that students' self-reported "meaningfulness" scores generally tended to increase at each step in the process. In order to improve student learning and engagement, we are examining 1) where there were the greatest perceived gains and losses, 2) how different types of students perceived the meaningfulness of poetry, 3) whether unstructured or structured peer discussions affected perceptions of meaningfulness, and 4) how perceptions varied by poem.

#### Poster #12

### **Take Me to the River: Using Taskstream and Aqua to Support Assessment**

*Patrick Barlow, Institutional Research, Assessment and Planning*

The Taskstream System and a new tool named Aqua are available for faculty to help with their assessment work. The Learning Achievement Tools component of Taskstream allows a program to design a student ePortfolio process to provide means to collect and review students work. Aqua, is a very streamlined rubric reviewing system lite, that allows programs to design a process to review student works with multiple reviewers asynchronously to gather data quickly. Both tools are available for UW La Crosse and can help support your efforts. This poster will give highlights of the two tools and provide ideas for next steps if there is interest moving forward.

#### Poster #13

### **What Did I Say? How to Capture Your Lecture in Nearly Every Teaching Space on Campus!**

*Joe Gunderson & Terry Wirkus, Academic Technology Services/Information Technology Services*

Capturing all or some of your lectures and making the recordings available online for your students can be a great method to enhance learning and increase student success. Lecture capture can be accomplished in nearly every classroom space on campus. Joe and Terry will explain the steps necessary to make it happen. Learn how to create a MyMedia account, download and register the MDR software, organize your recordings and connect them with D2L.

Poster #14

**Course Design Components**

*Marjorie Bazluki & Khendum Gyabak, Instructional Designers, Center for Advancing Teaching & Learning*

How do I transform my face-to-face course into an online course? Do you have examples? These are questions often asked by faculty when thinking about the design of their online course. This informational poster will provide a variety of course design options that UWL faculty are using in their online courses. Two side-by-side posters comprised of various course design components will provide a snapshot of ideas related to course structure/navigation and student engagement.

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**Concurrent Sessions 9:15 a.m. - 10:15 a.m.**

**Room 3201**

**REEF Classroom Polling and WebEx Online Meetings: Two Technology Teaching Tools New to UWL**

*Mark Valenti, Alfred Hart, & Terry Wirkus, Academic Technology Services / Information Technology Services*

This session will begin with an introduction of REEF Polling. This interactive online tool is available in all classrooms on campus. Alfred and Mark will demonstrate how to start a poll. They will suggest what type of questions you might ask and perhaps most importantly how polling results will help engage students and enhance learning. The remainder of the session will be devoted to an introduction of WebEx. This tool lets you have online meetings with anyone who has an Internet connection. Terry will demonstrate how you can share content from your computer like PowerPoint files, Word documents or even browse the web together. Within the meeting, you can "Pass the Ball" so any attendee can control the meeting and share. Make sure to bring your device so that you can actively participate. A laptop is recommended.

**Room 3204**

**"Re-Image" Your Learning Environment! Learn How to Use the Validate-Affirm-Build-Bridge (VABB) Method to Better Connect with Students and Improve Student Learning Outcomes**

*Leslie Rogers, Educational Studies*

Effective pedagogy is predicated on the fact that teachers must remain curious and be willing to take action. Teachers must assess and respond. Attend this session to learn how to improve your overall responsiveness and by doing so, improve your student learning outcomes. Teaching methods described are taken from Sharroky Hollie's 2015 book entitled, "Strategies for Culturally and Linguistically Responsive Teaching and Learning." Participants will learn how to better validate and affirm student beliefs (e.g., purposeful call and response attention signals) and the importance of doing so in their effort to effectively build and bridge all students to new understandings. Participants will learn how to be a "VABB" teacher and the positive outcomes that one UWL teacher observed when applying these teaching methods in her spring 2016 classes.

## **Room 3205**

### **CATL Teaching and Learning Grant Projects**

*Bill Cerbin, CATL; Scott Cooper, Undergraduate Research & Creativity; Christa Kiersch, Management; Nathan Warnberg & Whitney George, Mathematics; Misha Bolstad, Art*

CATL Teaching and Learning Grants support projects that investigate how students learn, and how teaching affects student learning, thinking and behavior. Three types of grants are available: Lesson Study, Scholarship of Teaching and Learning (SoTL), and Course Embedded Undergraduate Research (CEUR). Lesson Study involves a team of instructors focusing on a single lesson in a course, SoTL research focuses on how students learn and different teaching approaches, while CEUR integrates an active research project into a course. In this panel we will give a brief description of the three grants and have recent awardees share their experiences and advice.

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## **Poster Presentations, 10:15 a.m. - 11:15 a.m. (3rd Floor Commons)**

### **Poster #1**

#### **Seeing the Trees AND the Forest: Concept Mapping Improved Student Performance in an Upper-Level Biology Course**

*Jennifer Miskowski, Biology*

Developmental Biology (BIO 408/508) focuses on the events from fertilization through embryogenesis of multicellular organisms. By its nature, the field is highly interdisciplinary and detail-oriented. After teaching the course several times, it was apparent that students often struggled with “putting it all together”. In an attempt to facilitate better learning, I incorporated concept mapping throughout the lecture portion of the course. This project was designed to quantitatively determine if students perform better on challenging exam questions when concept mapping is employed. To this end, student performance on 10 exam questions that required higher order cognitive skills were compared between pre-concept mapping and post-concept mapping student populations. The data revealed a statistically significant increase in scores when concept mapping was used. These findings, along with qualitative data and instructor perspective, will be discussed.

### **Poster #2**

#### **Preparing Preservice Teachers to Create Socially Equitable Middle School Classrooms**

*Ann Yehle, Educational Studies*

To create socially equitable middle schools (Doda, 2004), teachers must have a foundational understanding of middle level research and pedagogy and the ability to organize learning experiences grounded in the “here and now” of young adolescents’ (YAs) lives (Beane, 2004). Attaining a nuanced understanding of the concerns and lived experiences of YAs, which often involve issues of social justice (Beane, 1990), is therefore paramount for teachers in order to construct meaningful and equitable contexts for learning. Yet, scant research has explored the processes through which pre-service teachers (PSTs) develop these understandings in course-based university settings. This research utilizes

course embedded research to examine how PSTs are prepared to create socially equitable middle level classrooms where student voice is embedded into curricular decisions (Doda & Knowles, 2008) and curriculum integration is used to organize relevant and engaging learning experiences that are socially just in nature (Beane, 2005).

#### Poster #3

### **Effectiveness of Online Applications in Improving Chinese Learners' Perception of Tones: A Mixed-Method Study**

*Hongying Xu, Department of Modern Languages*

This study explored the effectiveness of online applications in improving Chinese beginning-level learners' perception of tones. Specifically, this study explored the following questions: a) Is there improvement in learners' perception of tones after using online applications? b) Is there an interaction between the improvement and different tones? c) How do students perceive the effectiveness of online applications? This study used the "pretest-treatment-post-test-delayed-posttest" design. A perception task with 80 monosyllable tokens was used to measure learners' perception accuracy. The treatment involved two twenty-minute self-paced use of an online application. An open-ended survey was conducted to investigate students' attitudes towards online applications. The results indicate that there is a significant improvement in students' perception accuracy in the posttest, especially in the 2nd and 4th tones. However, the significance failed to retain in the delayed posttest. Students mostly indicated a positive attitude towards online applications.

#### Poster #4

### **Learning about Leadership by Developing Your Own**

*Christa Kiersch, Management*

Undergraduate students' growth as leaders is a stated or implied goal of all higher education institutions, and a central concern of students' future employers. This project is meant to build an understanding of if and how students grow as leaders within a course on leadership. Preliminary survey results indicate that students enrolled in the leadership course had greater growth than students not enrolled in the class in terms of self-ratings of leadership ability, leadership self-efficacy, authentic leadership, and servant leadership. Taken together, results suggest that students do develop their own leadership by taking this leadership course. Specifically, they become more confident in their leadership effectiveness and ability, and they develop more authentic and servant-based leadership styles. This project adds to the growing literature on evidence-based leadership education and helps to bridge the gap between business leadership research and student leadership development.

#### Poster #5

### **Student Learning Gains from Peer Lectures Versus Instructor Lectures**

*Alysa Remsburg, Environmental Studies*

Faculty often wonder whether listening to other students present is effective use of class time. This research investigated learning gains by students who served as an audience for peer presentations. An interactive game or discussion was included in the 25-35 minute group presentation assignment. Seven student presentations about environmental impacts of different food types were interspersed with four presentations of the same format given

by the instructor. The same short-answer quiz question was used before and after each presentation. Out of 5 points possible on each quiz, student scores increased by an average of 1.96 points on the post-instruction quiz (SD = 1.23, n = 248), and whether students or the instructor presented the topic did not influence scores. Surveys indicated that students found peer instruction to be the least effective classroom method. However, these data suggest that students can learn as much from peer presenters as from the instructor's lectures.

#### Poster #6

### **Classroom Reactors: Using Role Playing and Simulation to Engage First-Year Students** *James Longhurst, History*

Reacting to the Past (RTTP) is an award-winning, interdisciplinary, student-centered curriculum that consists of elaborate, weeks-long, document-based classroom simulations and role-playing. This poster will report on the results of a first-ever application of the RTTP methodology in six sections of a general education world history course on the UWL campus in AY 15/16. Over the course of one semester, students took roles of Neolithic peoples, Athenian political leaders, and Ming Dynasty Confucian scholars advising the Wanli Emperor. RTTP simulations have a wide variety of disciplinary applications, from communications studies to science education to historical understanding to political institutions. Student outcomes can include experience in leadership, collaboration, argumentation, appreciation of historical causation and cultural difference. For more information, see <https://reacting.barnard.edu>.

#### Poster #7

### **Concept Cards and Cumulative Exams** *Bradley Butterfield, English*

Recent research tells us that frequent, low-stakes testing that requires students to re-remember what they might otherwise forget is the best way to burn lasting new neural pathways into the brain. I administer five "Cumulative Exams" throughout the term that ask students to recall key concepts, quotes, definitions, authors and titles covered in the course up to the point of each exam, the point being not so much to test as to exercise their brains. As a study guide, I use the website Quizlet.com to set up "Concept Cards" (electronic flashcards) for students to practice with. At the end of the term, I allow them to select their best Exam for a grade, and the concepts they've internalized by then serve as a scaffold for their final writing assignment. My presentation will exhibit some sample Concept Cards and discuss the way I've perfected this assignment over the past three semesters.

#### Poster #8

### **Embedded Undergraduate Research in the Animal Physiology Laboratory Course** *Sumei Liu, Biology*

It is widely accepted that undergraduate research experience enhances scientific education and attracts and retains talented undergraduate students to careers in science. The high student enrollment and consequent student-to-faculty ratios produce a significant challenge to providing research experiences to all or even most students in faculty research labs. Course-embedded undergraduate research experiences may provide some of the same benefits to students as the traditional faculty-supervised undergraduate research. In this project, I developed a course embedded undergraduate research module and incorporated



in the Animal Physiology Laboratory Course. The results suggest that course-embedded undergraduate research enhances students' scientific thinking and bench skills and improves students' confidence in their ability to do scientific research.

Poster #9

**Improving Transfer and Encouraging Deep Learning of Models in an Introductory Economics Course**

*Laurie Miller, Economics*

This project explored the effectiveness of a new teaching technique in terms of improving transfer of knowledge and deep learning with respect to the demand/supply model in an introductory macroeconomic course. During the fall 2015 and spring 2016 semesters a treatment group of 140 students in an introductory macroeconomics course were exposed to a new teaching technique that places a strong emphasis on the common elements and underlying structure of the demand/supply model under various applications. General education assessment data was used to determine the effectiveness of this new technique by comparing the performance of the treatment group to students in a non-treatment group. Initial results reveal students in the treatment group outperformed students in the non-treatment group on several aspects of a general education assessment task. In addition, students in the treatment group were better at constructing and using the model as opposed to explaining changes in behavior occurring within it.

Poster #10

**Using Teaching Rehearsals to Prepare Preservice Teachers for Explanation-Driven Science Instruction**

*Heidi Masters, Educational Studies*

Within two sections of a general science methods course for prospective elementary and middle school teachers, a quasi-experimental design was employed to explore whether incorporating teaching rehearsals into the curriculum would better prepare them to implement explanation-driven science instruction. One section engaged in a teaching rehearsal prior to implementing their first science lesson in their field experience classroom. The other section served as the comparison group. The results demonstrate that teaching rehearsals are an effective approach to preparing preservice teachers for implementing explanation-driven science instruction. All preservice teachers in the intervention group were able to successfully engage students in an in-depth data analysis discussion, introduce the claim, evidence, and reasoning (CER) framework using an everyday example, and support students in collaboratively forming a claim as well as multiple pieces of evidence and a reasoning statement. These findings are contrary to the comparison group where an in-depth discussion of the data occurred superficially or not at all, and as a result they struggled to support students with constructing a scientific explanation even though they introduced the CER framework.

Poster #11

**Developing Students' Ability to Connect Economic Modeling to Real World Issues**

*Nabamita Dutta & James Murray, Economics*

In introductory economics classes, we emphasize graphical modeling, which for many students is a new way of framing problems, thinking about them, and solving them. We have learned in past years by assessing these courses that students struggle with

modeling. We have made some improvement in this area, but we recently learned that even when students correctly set up and solve a graphical modeling problem, they fail to connect the result to the real world economic problem. For example, students are often able to correctly model and solve a problem involving taxes, but when in a separate question they are asked to describe the implications of the same tax policy, their answers are inconsistent with the results they had just found. Often answers showed little relationship to the previous analysis.

We created a lesson that challenges students to integrate graphical modeling and economic reasoning in the context of an authentic scenario. Students present their case in a manner appropriate to a non-expert audience while still using economic reasoning based on graphical modeling. In our lesson, the instructor demonstrates this thought process with a few examples. Then we give in-class group exercises that ask the students to do the same. In this report, we present our lesson, some findings on our students' thought processes, and identify some common challenges in student learning and hurdles we still face as instructors.

#### Poster #12

##### **Supporting Preservice Teacher Written Reflections with Multi-Modal Experience**

*Alyssa Boardman, Educational Studies*

The goal of reflection in teacher preparation programs is to support the development of adaptive professionals who can differentiate instruction based on student performance, as well as analyze beliefs and assumptions underlying practice. This study investigates the effectiveness of instructing teacher candidates (TC's) in different reflection practices in order to improve the quality of their written reflections. This study seeks to extend previous research in order to determine the effectiveness of these methods on raising the quality of TC's written reflections that are required for licensure assessments. Twenty-five TC's participated in this guided inquiry study. They were guided through multi-modal reflection practices and applied these reflection practices to their written reflections. The reflections were scored using edTPA and Danielson rubrics. Results indicate that guiding TC's through this process supports their knowledge, increases their understanding, and improves the quality of written reflections. This research needs to be expanded to determine if TC's continue to apply these reflection practices to their teaching as they continue in the program and complete the edTPA for licensure.

#### Poster #13

##### **SMART & Epson: Bringing Touch Screen Annotation to the Classroom**

*Alison Ray, Academic Technology Services/Information Technology Services*

This poster session will feature two different types of computer displays and you will be able to "try out" their annotation software. Many campus classrooms are equipped with annotation-capable displays and more are being added with each classroom upgrade. Alison will show you how the software works and will suggest ways that it can be utilized to enhance classroom instruction.

#### Poster #14

##### **Expanding Knowledge in Ethnographic Research Methods**

*Elizabeth Peacock, Archaeology & Anthropology*

Ethnographic research is central to anthropology, and its methods have been used in a variety of other fields, such as consumer research, marketing, and health care. Systematic training in ethnographic methods at the undergraduate level, however, is rare. The main objective of ANT 401 Ethnographic Methods is to provide students with hands-on experience, so that they may learn the benefits and limitations of different techniques as they also discover their own strengths and weaknesses as ethnographers. In order to improve the content and teaching of ANT 401, I received specialized training (network analysis and text analysis); gained experience with the qualitative analysis program MaxQDA; and attended workshops. Drawing upon this training and previous coursework, I present revised course assignments that focus on expanding students' engagement with a particular field site, and incorporate some of these new methods.

#### Poster #15

#### **Preliminary Findings of Psychology's Writing-in-the-Major Program Assessment**

*Tesia Marshik, Katy Kortenkamp, Bianca Basten, Ale Quartirolì, & Niwako Sugimura, Psychology*

The objective of this research was to assess students' writing skills developmentally, at three course levels in the psychology program. A total of 135 students completed an assignment for which they read a series of research abstracts and synthesized the findings in 500-work reports. Preliminary findings (based on an analysis of 60 papers) did not reveal significant difference in students writing skills. However, there were some positive trends in the data and the process itself facilitated important/fruitful departmental discussions about curriculum goals. We also summarize the challenges we encountered, which may be useful for others interested in developing program-wide assessments.

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## Concurrent Sessions 11:15 a.m. - 12:15 p.m.

#### **Room 3201**

#### **The Successes and Challenges of Online Education: The Perspectives of Four UWL Instructors**

*Brian Udermann, Online Education; Nick Bakken, Sociology; Dave Reineke, Mathematics and Statistics; Diana Tempksi, Finance; and Ann Yehle, Educational Studies*

During this session four UWL instructors will briefly discuss what motivated them to develop and teach an online course, and will share some of the successes and challenges they have encountered with online teaching. There will be ample time for questions and interaction with participants.

#### **Room 3204**

#### **Exploring Possibilities for Cross-, Multi-, or Interdisciplinary Teaching** *Deb Hoskins, Women's, Gender, and Sexuality Studies*

This session provides instructors an opportunity to identify potential cross-, multi-, or interdisciplinary teaching collaborations. Participants should come with a short (1-minute) explanation of an assignment they think would benefit from collaboration with a course in a different discipline. Identify the primary goal of the assignments, the purpose of the

collaboration, and the discipline you think might bring the expertise your idea needs. The session will open by hearing from each participant, while listeners identify potential collaborators from these introductions. Participants will then continue the conversation in small groups. A brief questionnaire filled out by each group at the end will enable organizers to help support next steps.