

19th Annual UWL Conference on Teaching and Learning

Tuesday, August 29, 2017, 7:45 – noon

Centennial Hall, 3rd Floor

7:45 Coffee and Poster Set up

8:00 Poster Session

9:15 Concurrent Session I

10:15 Concurrent Session II

11:15 Concurrent Session III

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LA CROSSE

Poster Sessions

1. Office Hours Satisfaction Guaranteed! Maximizing Student Learning and Satisfaction while Respecting Instructors' Time James Murray, <i>Economics</i>
2. The Impact of Student Evaluation of Instruction (SEIs) on Instructors' Motivation Tesia Marshik & Jessica Sim, <i>Psychology</i>
3. The Wikipedia Education Program in UWL's ARC 312 (African Archaeology) Course; Students Creating Content, Not Copying It Kate Grillo, <i>Archaeology and Anthropology</i>
4. Team-based Learning in the Neuroanatomy Lab of an Undergraduate Human Anatomy and Physiology Course – A Lesson Study James Schanandore, Sumei Liu, Christine Schwartz, & Ryan Stapley, <i>Biology</i>
5. Exploration of Preservation and Packaging Materials Lesson Study Lisa Kobs & Peg Maher, <i>Biology</i>
6. Student Interviews of Environmental Professionals Connect Classwork to Career Preparation Meredith Thomsen, <i>Biology</i>
7. Required Attendance at Environmental Events Outside of Class Alysa Remsburg, <i>Environmental Studies</i>
8. Developing a Final Project that Reflects on the Broad Value of General Education Courses Ellen Rozek, <i>Psychology</i>
9. Gerontology Emphasis Survey: Student Experiences and Curriculum Assessment Ellen Rozek & Erica G. Srinivasan, <i>Psychology</i>
10. Using Research to Create a Meaningful Final Group Project in Theatre Appreciation Megan Morey, <i>Theatre</i>
11. UWL PT Weekly Planning Form: A Refined Goal Writing Method for Physical Therapy Clinical Internships Angela Benfield & Amy Taebel, <i>Health Professions</i>
12. Utilizing Humor and Creativity in the Human Sexuality Classroom Casey T. Tobin, <i>Psychology</i>
13. Late Night with Latin American Icons Rose Brougham, <i>Global Cultures and Languages</i>
14. Essential Literacy Strategies and Requisite Skills: Effective Supports for Beginning Teacher Candidates Alyssa Boardman & Ann Epstein, <i>Educational Studies</i>
15. What's NAFTA? Changes in Students' Attitudes about Trade and Immigration Carol Miller, <i>Sociology</i>
16. Developing an Interdisciplinary Study Abroad Experience Elizabeth Peacock, <i>Archaeology and Anthropology</i> & Regina Goodnow, <i>Political Science and Public Administration</i>
17. Using Economic Models to Expose Students' Misconceptions and to Build Knowledge Laurie Miller & Nabamita Dutta, <i>Economics</i>
18. De-Risking Instrumental Assistance in Teams: How to Prevent Certain Students from Leaving Themselves Behind Justin Kraemer, <i>Management</i>
19. Thinking Inclusive in Online Course Design Khendum Gyabak, <i>Center for Advancing Teaching and Learning</i>
20. Assessment Commons 2018: Got Ideas? Barb Bennie, <i>Mathematics</i> , Linda Dickmeyer, <i>Communication Studies</i> , Jennifer Docktor, <i>Physics</i> , Betsy Knowles, <i>Economics</i> , & Tiffany Trimmer, <i>History</i>

Concurrent Sessions

<p>9:15 – 10:05</p>	<p><u>Room 3205</u> <i>First Year Student Track</i></p> <p>Helping First Year Students Transition to <i>Higher Learning</i></p> <p>Bill Cerbin, <i>Center for Advancing Teaching and Learning</i></p>	<p><u>Room 3211</u></p> <p>The Inside Scoop on Outside Experts Laurlyn Harmon, <i>Rec Management and Therapeutic Recreation</i> Maggie McDermott, <i>Marketing</i> Alysa Remsburg, <i>Environmental Studies</i> Matthew Brantner, <i>Executive Director of WisCorps</i></p> <p><i>Moderator: Meredith Thomsen, Biology</i></p>	<p><u>Room 3213</u></p> <p>Incorporating Social Justice into Undergraduate Research in Mathematics and a General Education Course in History</p> <p>Deborah Buffton, <i>History</i> Susan Kelly, <i>Mathematics and Statistics</i></p>
<p>10:15 – 11:05</p>	<p><u>Room 3205</u> <i>First Year Student Track</i></p> <p>Designing a Syllabus, Creating Assignments, and Giving Feedback for First Year Students</p> <p>Tim Dale, <i>Political Science and Public Administration</i></p>	<p><u>Room 3214</u></p> <p><i>Academic Technology Demonstrations and Discussions</i></p> <ul style="list-style-type: none"> • Lecture Capture at UWL: Where to Use It, How to Use It • Screen Capture with MyMedia: Content Creation and Video Content Management • WebEx: A Powerful Tool for Online Meetings <p><i>Presenter: Terry Wirkus, Information Technology Services</i></p>	<p><u>Room 3211</u></p> <p>Cognitive Obstacles Run Both Ways: The Influence of Students’ Early Learning and Expert Blind Spots on Teaching Effectiveness</p> <p>Patricia Stovey and Tiffany Trimmer, <i>History</i></p>
<p>11:15 – 12:05</p>	<p><u>Room 3205</u> <i>First Year Student Track</i></p> <p>Cultivating a Growth Mindset for First Year Students</p> <p>Betsy Knowles, <i>Economics</i> Tesia Marshik, <i>Psychology</i> Nathan Warnberg, <i>Mathematics and Statistics</i></p>	<p><u>Room 3214</u></p> <p><i>Academic Technology Demonstrations and Discussions</i></p> <ul style="list-style-type: none"> • Closed Captioning Mark Valenti, <i>Information Technology Services</i> • Digital Annotation Shawn Fredrick, <i>Information Technology Services</i> • REEF Polling / iClicker David Maltby, <i>Macmillan Learning</i> 	

Concurrent Sessions I – 9:15-10:05

Helping First Year Students Transition to *Higher Learning* (FIRST YEAR STUDENT TRACK)

Room 3205

Bill Cerbin, Center for Advancing Teaching and Learning

Students admitted to UWL are academically well prepared for college as demonstrated by their class rank, GPA and admissions test scores. Yet there is a learning gap in one area that affects first year students—knowing how to plan, monitor, evaluate and modify their learning activities at the college level. The gap is manifested in their use of ineffective learning strategies, overestimating how well they know course material, making gaffes on assignments and tests, and not knowing how to recover from academic setbacks. In this session we will explore ways to promote the types of metacognitive knowledge important for effective, self-regulated learning.

The Inside Scoop on Outside Experts

Room 3211

Laurlyn Harmon, Recreation Management and Therapeutic Recreation, Maggie McDermott, Marketing, Alysa Remsburg, Environmental Studies, Matthew Brantner, Executive Director of WisCorps, Moderator: Meredith Thomsen, Biology

In our teaching, we often seek to connect class material to real-world applications and future career opportunities via community engagement. One way to do this is through the use of outside speakers. In this panel discussion, instructors from all three colleges will share tips, logistics, and student feedback regarding outside speakers, with a particular focus on environmental and sustainability classes. Our panelists have expertise with unique strategies for involving outside speakers, such as the use of video conferencing to connect with off-campus speakers, and using a guest speaker to introduce a service learning activity. Furthermore, a special guest who speaks regularly in ENV courses will also participate, to give the "outside" perspective on what does and doesn't work well for them as a guest speaker.

Incorporating Social Justice into Undergraduate Research in Mathematics and a General Education Course in History

Room 3213

Deborah Buffton, History & Susan Kelly, Mathematics and Statistics

Many instructors are concerned about social justice issues, but may feel such issues are "unrelated" to their discipline and to courses they teach. This session seeks to demonstrate how issues related to social justice can be fruitfully incorporated into one's discipline and courses. Susan Kelly (Mathematics and Statistics) will present how she has used her research with undergraduate students to highlight the lives and accomplishments of mathematicians from underrepresented groups and how this work has enriched her teaching. Deborah Buffton (History) will describe how she includes issues related to racism, sexism and militarism in her History 202 (Contemporary Global Issues) courses. They will also discuss ways they have encouraged their students to actively respond to these issues.

Concurrent Sessions II – 10:15-11:05

Designing a Syllabus, Creating Assignments, and Giving Feedback for First Year Students (FIRST YEAR STUDENT TRACK) Room 3205

Tim Dale, Political Science and Public Administration

First year students typically struggle with doubts about whether they belong in college. Instructors can help counteract these doubts through effective syllabus design, clear assignment instructions, and useful student feedback. In this session we will explore ways instructors can make a course more "first year friendly" without compromising rigor or sacrificing content.

Academic Technology Demonstrations and Discussions Room 3214

Terry Wirkus, Information Technology Services

- **Lecture Capture at UWL: Where to Use It, How to Use It** - This session's goal is to answer the where and how of the capturing of classroom lectures. Perspectives of UWL faculty and staff that currently use lecture capture will be shared to explain why this technology positively influences teaching and learning. There are spaces on campus that have hardware lecture capture systems. The use of the MyMedia software lecture capture method can be used in potentially every teaching space on campus. In the final portion of this session the nuts and bolts of how to perform lecture capture will be discussed.
- **Screen Capture with MyMedia: Content Creation and Video Content Management** - In conjunction with the capturing of classroom lectures, we will discuss how MyMedia and its Mediasite Desktop Recorder can be used to create content outside the classroom. Faculty, staff and students can create their own MyMedia account. This provides the user with a video content management area similar to a personal YouTube channel. It also provides access to a powerful screencast tool.
- **WebEx – A Powerful Tool for On-Line Meetings** - UWL can provide a WebEx account at the request of faculty and staff. It is a high-rated tool for conducting on-line meetings, webinars both large and small, computer servicing, videoconferencing and meeting recordings. You will see an overview of the product, and can sign up for an account if you would like to join this communication revolution.

Cognitive Obstacles Run Both Ways: The Influence of Students' Early Learning and Expert Blind Spots on Teaching Effectiveness Room 3213

Patricia Stovey & Tiffany Trimmer, History

All students come into our classrooms with prior knowledge and assumptions which can help, or hinder, their transition from novice-level thinking to advanced-level thinking. How do instructors help students internalize the habits of mind required for disciplinary thinking? We will be presenting the results from two semesters of classroom research focused on identifying the kinds of cognitive obstacles that majors and minors commonly struggle with. Our research showed cognitive obstacles running both ways (students' resistance to abandoning early learning and instructors' expert blind spots). In this session we will use our findings to launch a conversation about a common pedagogical problem that we all struggle with regardless of discipline. Our goal is to bring about a lively conversation designed to facilitate collective problem-solving. Having this conversation as we approach the Fall semester will heighten awareness of our students' (novice) and our own (professional) limitations and enhance our teaching effectiveness.

Concurrent Sessions III – 11:15-12:05

Cultivating a Growth Mindset for First Year Students (FIRST YEAR STUDENT TRACK)

Room 3205

Betsy Knowles, Economics, Tesia Marshik, Psychology, & Nathan Warnberg, Mathematics and Statistics

Research has demonstrated that fostering particular “mindsets” can improve student success. In particular, student outcomes may improve if they embrace a “growth mindset,” if they see value in their academic experiences, and if they feel as though they belong in college or a class. Social psychological interventions that help students respond to their academic experiences, such as failures or poor grades, can have an impact on their persistence and subsequent academic success. We will explore the ways in which we can identify evidence of a growth or fixed mindset in our students and discuss implications for student success. Subsequently, we will share specific ideas to foster a growth mindset in students, both through classroom activities and our own language and feedback.

Academic Technology Demonstrations and Discussions

Room 3214

- **Closed Captioning**

Mark Valenti, Information Technology Services

Mark will discuss the Closed Captioning process at UWL. This will take the user through the process from beginning to end, and outline how we have automated the process using MyMedia. This will also include how to set up an account with 3Play Media and MyMedia.

- **Digital Annotation**

Shawn Fredrick, Information Technology Services

Shawn will demonstrate the basics on using the classroom SMART podium monitors and Dell AIO touch screen computers for digital annotation in the classroom. This is a good alternative to using the physical white board in the classroom and offers many benefits such as saving and retrieving your annotations among other features.

- **REEF Polling / iClicker**

David Maltby, Macmillan Learning

David will discuss REEF online polling and i>clicker, advantages of both solutions, how to set up accounts and get started. He will also discuss a new feature with REEF, “Geolocation Attendance” that will be available in Fall of 2017. If you a current user of either solution, please bring any questions or concerns you may have.