

**Preliminary Program Schedule (July 2017)**  
19<sup>th</sup> Annual UWL Conference on Teaching and Learning  
Tuesday, August 29, 2017, 8:00 – noon  
Centennial Hall 3<sup>rd</sup> Floor

Final Program Schedule will be distributed in August

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

**POSTER ABSTRACTS**

**Office Hours Satisfaction Guaranteed! Maximizing Student Learning and Satisfaction while Respecting Instructors' Time**

*James Murray, Economics*

I will outline an office hours strategy that respects instructors' time and need for flexibility while simultaneously maximizes instructors' availability to students. The policy also gives students further incentive and confidence to take advantage of office hours. The strategy uses an online scheduling tool that is easy for students to use and seamlessly integrates into instructors' calendars. The strategy also involves a satisfaction guarantee to students where the instructor issues "refunds" to students should they come to office hours and still lose points on their exam. I will discuss strategies to set up such a guarantee so that it is not abused and so that variability in grade distributions remain so that grades still signal differences in student learning.

**The Impact of Student Evaluations of Instruction (SEIs) on Instructors' Motivation**

*Tesia Marshik & Jessica Sim, Psychology*

Course evaluations such as UWL's Student Evaluations of Instruction (SEIs) are frequently used to provide formative and summative feedback to instructors. Despite concerns about the quality, reliability, and validity of student evaluations, research suggests that they are generally reliable and valid measures of effective teaching. Yet, there is little research on whether instructors meaningfully engage with student feedback, or how they use them to improve their pedagogy. The current study explores how instructors interpret and respond to SEIs, and whether positive and negative feedback impact their motivation and instructional practices. Faculty and instructional staff at UWL completed an online survey about their reactions to SEI feedback and their perceptions of the meaningfulness and validity of SEIs in assessing teacher effectiveness and quality. In this poster, we will discuss instructor reactions to, and perceptions of, student feedback, and examine the effect of these reactions on subsequent motivation and teaching behaviors based on preliminary analyses of the data.

**The Wikipedia Education Program in UWL's ARC 312 (African Archaeology) Course: Students Creating Content, Not Copying It**

*Kate Grillo, Archaeology and Anthropology*

Students in UWL's ARC 312: African Archaeology course (Fall 2014 and 2016) were the first from our university to participate in the Wikipedia Education Program, the Wikimedia Foundation's global initiative designed to increase student contributions to Wikipedia's encyclopedic content. Students created new articles (and substantially corrected and expanded existing articles) about important sites, topics, and scholars in African archaeology, and those articles are now publically available to a

worldwide audience. Students gained vital experience in scouring the primary archaeological literature on their chosen topics (given that they couldn't simply turn to Wikipedia!), and they also gained valuable insight into the problems with much of Wikipedia's existing content. The Wikipedia Education Project provides instructors with a range of helpful materials they can use when incorporating Wikipedia assignments into their syllabi, and overall the program is highly recommended as a pedagogical tool.

### **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, Biology*

Students in the Human Anatomy and Physiology Laboratory at UWL are responsible for learning a large amount of material, particularly in the neuroanatomy lab. Team-based learning (TBL) is an active learning approach that has potential to engage students, allow instructors to provide immediate feedback, and help students to learn anatomy effectively. We conducted a lesson study using TBL in the neuroanatomy lab, which included both individual and group activities, along with pre-lab and post-lab assessment. Students achieved higher mean post-test scores ( $70.17 \pm 1.40\%$ ,  $n=177$ ) two weeks after the TBL module compared to the pre-test scores ( $43.08 \pm 1.40\%$ ,  $n=177$ ;  $p < 0.001$ ). However, exam performances between TBL sections and traditionally-taught sections were not significantly different. Importantly, feedback from outside observers and student surveys indicated positive attitudes about TBL. We concluded that incorporating more TBL modules in this course may help engage students, encourage teamwork, help students learn laboratory materials, and potentially improve student performance.

### **Student Interviews of Environmental Professionals Connect Classwork to Career Preparation**

*Meredith Thomsen, Biology*

In Fall 2016, students in Quantitative Methods in Ecology interviewed a local environmental professional to learn about their background and job duties. Students then gave short presentations about what they learned. On the final, I asked students to describe two themes, which emerged from the career presentations, and how coursework had prepared them for that aspect of a career. Three major themes emerged: the importance of field experience (mentioned by 73% of students), the importance of writing skills (70%) and the importance of interpersonal skills such as networking or management ability (40%). In general, students listed examples of how classwork had helped them develop their writing skills, but they were not able to say how coursework had given them field experience, or helped them develop networking or management skills. Moving forward, I will revise the course to include a wider array of field sampling techniques, and emphasize how those are building on previous classes. Finding ways to integrate the development of interpersonal skills remains a work in process.

### **Developing a Final Project that Reflects on the Broad Value of General Education Courses**

*Ellen Rozek, Psychology*

Although students are often told their general education courses are important, they have a tendency to try to "check off" those course requirements as quickly as possible – as if the classes are a burden. My goal was to provide students in *Adulthood and Aging* (PSY 358) an opportunity to connect their experiences in general education classes to the current course content, reiterating the relevance of general education in their lives. Students attempted to answer "How can a liberal arts education support our understanding of the issues relevant to the aging process/aging experience?" After identifying their favorite general education course, students developed unique projects that used course concepts, methods/tools, or a specific disciplinary approach learned from the selected course **to tackle a** challenge faced in adult development. Students presented a range of work that highlighted their learning in both Adulthood and their previous courses.

### **Gerontology Emphasis Survey: Student Experiences and Curriculum Assessment**

*Ellen Rozek & Erica G. Srinivasan, Psychology*

Five years ago the gerontology program was dwindling with a single undergraduate student declared within the emphasis. With the hire of new gerontology-focused faculty, the emphasis has grown. The 2016-2017 academic year was the fourth year of substantial growth in the emphasis. Today there are more than 50 undergraduates participating in the emphasis and 8 full time faculty affiliates. Recent graduates were surveyed to learn about their experience. The survey included questions about the strengths and weaknesses of the program; the content across courses; and accredited gerontology competencies. Students (n = 31) were mostly psychology majors (n = 18, 58%) or therapeutic recreation majors (n = 11, 35%), which is representative of the students in the emphasis. We will discuss students' feedback, as well as how we intend to use this data to shape the curriculum, improve the cohesiveness of the emphasis, and recruit future students into the program.

### **Using Research to Create a Meaningful Final Group Project in Theatre Appreciation**

*Megan Morey, Theatre*

Students in my sections of Theatre Appreciation (a general education course) were asked to discuss and research current affairs in group settings during class time. These discussions would later serve as inspiration for what would ultimately become a 7-10 minute play as part of the Final Project for the course. I scheduled two discussion/research days in class early on in the semester - the first day I asked students to discuss controversial statements in groups, and on the second day I guided each group through a list of very specific questions to research and discuss on a controversial topic predetermined by the students. The resources found during these discussion days were then used in conjunction with various assignments in support of the Final Project. After one semester of utilizing these specific research tasks, I noticed multiple benefits, including a significant increase in relevant connection between the research and the work, deeper thinking and application of theatrical concepts in connection with relaying a message, and a greater willingness to consider topics previously seen as irrelevant by many college students.

### **UWL PT Weekly Planning Form: A Refined Goal Writing Method for Physical Therapy Clinical Internships**

*Angela Bensfield, & Amy Taebel, Health Professions*

For students in the Doctor of Physical Therapy Program, success in clinical internships is paramount. Students use various methods of goal development and tracking to help ensure their success in these experiences. This poster presentation reviews a new methodology for creating targeted goals during clinical internship experiences. In an effort to improve quality of goal writing, and student satisfaction, a new goal form was developed by the UW-La Crosse Physical Therapy Clinical Education Faculty. Using this new form, the students and clinical instructors will identify areas for growth in clinical performance based on the midterm assessment.

### **Utilizing Humor and Creativity in the Human Sexuality Classroom**

*Casey T. Tobin, Psychology*

This poster presentation will offer an overview of the use of humor and creative activities in PSY 305 Human Sexuality to further enhance the students' learning. Creative activities, such as 3D models of sexual anatomy and the use of laughter have been successfully utilized in teaching this undergraduate course. First, the poster will describe examples of how humor can be effectively applied in the human sexuality course, including visuals and common questions students may have regarding sexuality issues. Second, the poster will describe creative ways and activities that can be used to engage students and further enhance their understanding of human anatomy and sexuality. Finally, the poster will note

examples of the problems and concerns one may encounter when using humor and creative activities when dealing with sensitive topics, noting ways to alter the assignments and interactions.

### **Late Night with Latin American Icons**

*Rose Brougham, Modern Languages*

*Late Night with Latin American Icons* was designed to offer intermediate-level Spanish speakers the opportunity to hone research skills, and polish interpersonal and presentational speaking skills in a cross-cultural context. The embedded project asked students to investigate, present, and record a late night television interview (in Spanish) with an important historical or cultural figure from Latin America. Working in pairs, students identified their figure's major contribution to the region's culture and then presented these results in a recorded interview. Students consulted scholarly resources and were asked to prepare a bibliography and a script. Successful projects analyzed the cultural format of late-night television programming in the US and then responded in a culturally appropriate way to the insertion of an anachronistic figure. The results demonstrate student cross-cultural understanding and the ability to create and respond appropriately to the situation.

### **Essential Literacy Strategies and Requisite Skills: Effective Supports for Beginning Teacher Candidates**

*Alyssa Boardman & Ann Epstein, Educational Studies*

Literacy is a pivotal component of the University of Wisconsin – La Crosse's teacher preparation program. Early in their preparation, Teacher Candidates (TCs) learn to use specific literacy strategies to help children decode, comprehend and compose text. TCs also learn the foundational skills for these strategies (for example, understanding key vocabulary, letter/sound associations, and responding to comprehension questions). Our study addressed effective ways to help TCs implement these strategies and requisite skills into their first teaching experience (Field 1).

We imbedded instruction regarding essential literacy strategies into two required courses TCs take during Field 1. One course is required of all TCs progressing through our Early Childhood- Middle Childhood (EC-MC) certification program (for teaching children from birth through age 11) and the other is required for EC-MC as well as students in Middle Childhood – Early Adolescence (MC-EA) which addresses children from first through eighth grade.

We explained literacy strategies and requisite skills and then guided TCs in applying them to developmentally appropriate learning activities. We assessed their learning by reviewing this application. TCs completed pre and post self-assessments, which provided additional data regarding the effectiveness of our instruction.

### **What's NAFTA? Changes in Students' Attitudes about Trade and Immigration**

*Carol Miller, Sociology*

At the beginning of the semester, 42.6% of undergraduates enrolled in a lower division, general education global studies course reported that they "didn't know" what the North American Free Trade Agreement (NAFTA) was, and 85% believed that, in general, trade with other countries creates jobs. Over the course of the semester, students learned about contemporary social life in Mexico and read about life after NAFTA in Galesburg, Illinois and Reynosa, Mexico. Analyses of data show which factors affected likelihood of knowing what NAFTA was, beliefs about global trade, attitudes about undocumented workers in the U.S. and whether knowledge, beliefs and attitudes about trade and immigration changed by the end of the semester.

### **Exploration of Preservation and Packaging Methods Lesson Study**

*Lisa Kobs & Peg Maher, Biology*

To increase student engagement with and learning of food preservation and packaging (P&P) content, two Food Science and Safety instructors developed and evaluated an active learning approach to compare with the traditional lecture approach. Nine active learning stations were designed for students to view content on posters and conduct various activities and answer questions related to the content at each station. Student perception of how each learning format increased their interest in P&P was lower with the active learning approach. Student perception of how each learning format helped them learn P&P was also lower with the active learning approach. Content test scores did not demonstrate significantly improved student learning with the active learning approach. Because multiple suggestions for improvement of the active lesson format were identified by instructors, CATL observers, and students, the lesson study will be repeated with modifications. This poster describes the lesson study process and preliminary results.

### **Developing an Interdisciplinary Study Abroad Experience**

*Elizabeth Peacock, Archaeology/Anthropology & Regina Goodnow, Political Science/Public Administration*

Interdisciplinary engagement and internationalization are currently important strategic planning goals for UWL and CLS. Our study abroad program, "Culture and Politics of East/Central Europe", aims to achieve these goals through experiential learning activities that connect anthropological and political science perspectives on people's experiences of postsocialist social, political, and economic transitions. Our presentation will highlight the benefits and limitations of working with a third-party company, specifically Cultural Experiences Abroad (CEA), in planning the logistics for the program. In addition, we will present some of the activities and assessments we have developed for the program to promote engagement across disciplinary lines. The 4-week program will be held in Prague, Czech Republic and Krakow, Poland in Summer 2017.

### **Using Economic Models to Expose Students' Misconceptions and to Build Knowledge**

*Laurie Miller & Nabamita Dutta, Economics*

Economists use graphical models to aid in understanding the complexities of economic phenomenon and to predict outcomes associated with a particular government policy or changes in the behavior of different economic actors. The most common economic model that students are exposed to, particularly in an introductory economics course, is the model of demand and supply. Yet for students there seems to be a disconnect between the conclusions we draw using the graphical model of demand and supply in the classroom and actual reality. Rather than using the model to predict outcomes, students often use it to illustrate preconceived ideas about how the economy works. This prior knowledge is often incorrect and in some cases these misconceptions are carried throughout the semester.

We have a SoTL grant to collect data and analyze whether models used in General Education Economics classes can expose students' misconceptions and build new knowledge. At the conference we are hoping to gather feedback that can potentially improve our data collection process as well as provide us with missing loops that might be important as part of the process.

### **De-Risking Instrumental Assistance in Teams: How to Prevent Certain Students from Leaving Themselves Behind**

*Justin Kraemer, Management*

Teamwork is an important part of management education. Helping one's team is a crucial component of this experience. However, one group of students—those who are avoid-performance goal oriented—are predisposed to withdraw or "pull away" from any charge in which their competence can be questioned. In this study we examine the link between avoid-performance goal orientation and the provision of instrumental assistance, a social engagement precipitating a possible skill-based judgment of the helper. We further explore how individuated assessments of reliance, as well as a shared domestic/international student

affiliation with other team members attenuates this negative association. We conclude by offering implications for educators.

### **Thinking Inclusive in Online Course Design**

*Khendum Gyabak, Center for Advancing Teaching and Learning*

Over the past decade online learning has exponentially grown in higher education. At UWL we started with 70 and now we have 414 courses offered online. Online faculty rely on a number of digital tools to instruct and engage students, and to prepare and distribute their content. So what happens to accessibility? Is the font you use in your syllabus legible? Are the colors that you select to foreground and background information distracting or inviting to the eye? Your welcome screencast has a very warm and inviting tone but without any closed captions some students may not be able to get that message. Based on the principles of Universal Design for Learning this poster will go over some key design considerations faculty can make in their course development to foster an inclusive space for online learning.

### **Required Attendance at Environmental Events Outside of Class**

*Alysa Remsburg, Environmental Studies*

Environmental topics take on significantly more meaning for students when they are studied outside of the classroom. Observing local groups who volunteer for the environment can spark student interest and boost optimism. However, logistics and diverse student interests can make it challenging to require attendance at events that do not meet during the regular class time. In addition, instructors sometimes hear only too late about events that would have been very relevant for their courses. Collaboration in communicating local opportunities can enhance learning in many UWL courses. This poster shares a growing list of local events both on- and off-campus relevant to environmental or sustainability topics. Details and feedback from an assignment that offers student choice are outlined here as well. The assignment for a 400-level course requires students to ask a question at the event, while the 200-level assignment requires a new experience for the student.

### **Assessment Commons 2018: Got ideas?**

*Barb Bennie, Mathematics, Linda Dickmeyer, Communication Studies, Jennifer Docktor, Physics, Betsy Knowles, Economics, & Tiffany Trimmer, History*

The UWL Assessment Commons provides a forum for faculty to share and collaborate on methods to measure and improve student learning, as well as improve understanding of ongoing assessment efforts within the university. Planned **by** faculty **for** faculty, we want to hear your ideas for workshops, panels, and discussions for the third Assessment Commons scheduled for Wednesday January 17, 2018. Stop by and share your ideas/questions/comments with the planning committee - help shape this year's Commons!

## **CONCURRENT SESSION ABSTRACTS**

### **The Inside Scoop on Outside Experts**

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

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.

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

*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.

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

*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.

**A special feature this year is a track of presentations focused on teaching first year students. The sessions focusing on first year instruction are designed in conjunction with our campus-wide initiative to reimagine the first year of college. Although intended to develop better instruction for first year college students, these topics will be applicable to instruction across all years of college.**

### **Helping First Year Students Transition to *Higher Learning***

*Bill Cerbin, Center for Advancing Teaching & 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.

### **Designing a Syllabus, Creating Assignments, and Giving Feedback for First Year Students**

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.

### **Cultivating a Growth Mindset for First Year Students**

*Betsy Knowles, Economics, Tesia Marshik, Psychology, & Nathan Warnberg, Mathematics & 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. Growth mindset is a belief that everyone can learn and change through their effort and experiences, while a fixed mindset is a belief that individuals have certain fixed abilities or intelligence. Social psychological interventions that help students respond to their academic experiences, particularly failures or poor grades, can have an impact on their persistence and subsequent academic success. Additionally, studies suggest that the impact may be greater for underperforming students and students of underrepresented populations.

Using a think-pair-share approach, the panel will first explore with participants the ways in which they have seen a growth or fixed mindset evidenced in the classroom. Subsequently, the panel will lead a discussion to identify ways in which our language and feedback can shape student perceptions about the learning process, especially in the context of a setback in the academic setting. Finally, the panel will share their own experiences with evaluating mindset in the classroom, and provide examples of the types of social-psychological interventions that have been used to foster a growth mindset and a sense of value and belonging.

### **Academic Technologies Demonstrations and Discussions**

#### **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.

#### **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.



**Lecture Capture at UW-L: Where to Use It, How to Use It**

*Terry Wirkus, Information Technology Services*

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**

*Terry Wirkus, Information Technology Services*

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**

*Terry Wirkus, Information Technology Services*

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.