

**UW-L Conference on Teaching and Learning**  
**January 19, 2000**  
**Cartwright Center**

7:30-8:00 Valhalla	<b>Registration</b>
8:00-8:15 Valhalla	<b>Welcome and Opening Remarks</b>
8:20-9:10	<b>Concurrent Sessions</b>
Room 339	Developing Webpages That Students Will Actually Use
Room 337	Creating the Creative Environment for Student Learning
Room 340	Calvin and Hobbes Go to College: A Dynamic View of Learning in the CBA Capstone Course
Room 259	Responding to Student Writing
Room 326	The Culture of Learning and the Learning of Culture
Room 332	A Profile of Our UW-L Students: How Can We Gain a Better Understanding of Our Students So We Can Best Support and Enhance Their Learning Environment?
9:15-10:05	<b>Concurrent Sessions</b>
Room 339	Helping Students Assess and Improve Upon Their Individual Learning Skills
Room 337	Creating the Creative Environment for Student Learning
Room 340	Calvin and Hobbes Go to College: A Dynamic View of Learning in the CBA Capstone Course
Room 259	Responding to Student Writing
Room 332	The Impact of Culture Upon the Learning Environment at UW-L
10:05 Valhalla	<b>Break</b>
10:25-Noon Valhalla	<b>Plenary Workshop</b> Structuring Your Course So That Students Actually Learn What You Want: A Practical Workshop
Noon-1:00 Valhalla	<b>Lunch</b>

The conference is funded by the Office of the Provost and Vice Chancellor for Academic Affairs  
and the UW System Undergraduate Teaching Improvement Council.

---See Reverse Side for Descriptions of Presentations---

December 10, 1999

Dear Colleague:

We are pleased to invite you to a UW-La Crosse Conference on Teaching and Learning to be held **Wednesday, January 19, 2000 from 8:00 a.m. to 1:00 p.m. in Cartwright Center**. Modeled after Research Day, the conference features presentations by UW-L faculty on such topics as evaluating student work more effectively, using models of intellectual development in the classroom, how to improve students' ability to appraise their own learning, designing web pages that students will actually use, engaging students in complex problem solving, and issues related to diversity in the classroom. In addition, a group of faculty will also lead a plenary, hands on session called, "Structuring Your Course So That Students Actually Learn What You Want: A Practical Workshop." A copy of the program schedule is attached. We ask that you please pre-register for the conference using the registration form on the reverse side of this letter.

This event is an opportunity for faculty and academic staff to learn about a variety of teaching practices currently being discussed on campus and to explore ways to improve teaching and learning. We hope you can join us.

Sincerely,

Members of the conference planning committee

Donna Anderson, Economics

Bill Cerbin, Office of the Provost

Cam Choy, Art

Scott Cooper, Biology

Joel Elgin, Art

Mary Hampton, Economics

Bob Hoar, Mathematics

Sue Kelly, Mathematics

Adrienne Loh, Chemistry

Becky LeDocq, Mathematics

Ann Korschgen, Office of Student  
Development and Academic Services

Betsy Morgan, Psychology

Brenda Soto-Torres, Health Education  
and Health Promotion

Clif Tanabe, Foundations of  
Educational Policy and Practice

**Developing Webpages That Students Will Actually Use.** The internet is increasingly being used as an educational tool. We will first discuss our motivations for incorporating the internet into our courses. We will give examples of how several faculty members in the sciences use the internet in an attempt to improve student learning.

Presenters: Adrienne Loh, Chemistry; Kenny Hunt, Computer Science; Bob Hoar, Mathematics; Rick Gillis, Biology; Tom Volk, Biology and Scott Cooper, Biology

**Helping Students Assess and Improve Upon Their Individual Learning Skills.** Students fail to perform well in courses for a variety of reasons, including 1) a lack of understanding of prerequisite material, 2) poor study habits, and 3) poor "learning habits." Most people lump studying and learning into the same category ("if I work hard, I will do well"), but I have found students who seem to have the ability to perform well and "put in the time," but still perform poorly. I will present a few "passive tactics" that guide the student toward effective learning strategies. These tactics encourage the students to discover their own limitations and strengths so they will know which material they truly understand and which material they simply "seem to be good at."

Presenter: Bob Hoar, Mathematics

**Creating the Creative Environment for Student Learning.** This presentation focuses on student learning in a general education course offering; art appreciation (ART 102). Examples of student projects will be presented in slide format which highlight the role of students as active learners. The success of this kind of course begins with an understanding of ourselves as teachers and learners. Are we willing to let go of proven standards to explore new possibilities within the classroom?

Presenter: Cam Choy, Art

**Calvin and Hobbes Go to College: A Dynamic View of Learning in the CBA Capstone Course.** This presentation examines a semester-long, group-oriented, problem-based approach to learning in the CBA capstone course. While this course is highly "structured" in terms of its required outputs, it is almost completely "unstructured" in terms of actual outcomes. What the project teams do, how they do it, and, often, when they do it is left nearly completely up to the project teams. It is a wild ride filled with surprises--some good, some bad. But it also is a ride filled with learning. We will examine both "how" this course is conducted. . .that is, what is good about it and what may not be. . . and how it might be improved in the future. Questions will not only be welcomed, they will be encouraged.

Presenter: Tom Hench, Management

**Responding to Student Writing** We will discuss how to respond effectively to student writing--both formal and informal. Matters to be considered: 1) distinguishing between feedback and evaluation, 2) making the evaluation a tool for learning, and 3) streamlining the responding/grading process. Presenters: Terry Beck and Sonja Schrag, English

**The Culture of Learning and the Learning of Culture** How students develop intellectually in a new field closely resembles how students react to a new culture. In this session Perry's Model of Intellectual Development will be compared to Bennett's Developmental Model of Intercultural Competence. Participants will: 1) learn how to diagnose their students' intellectual/intercultural stages, and 2) explore stage-appropriate instructional strategies for helping students understand and better operate with new classroom cultures.

Presenters: Eric Kraemer, Philosophy and Francine Klein, Viterbo College

**A Profile of Our UW-L Students: How Can We Gain a Better Understanding of Our Students So We Can Best Support and Enhance Their Learning Environment?** A slide presentation on UW-L students that explores and profiles their academic choices, personal concerns, needs, perceptions of their UW-L experience, and demographics. The implications of this profile as it relates to supporting and enhancing the UW-L learning environment will be discussed.

Presenter: Ann Korschgen, Office of Student Development and Academic Services

**The Impact of Culture Upon the Learning Environment at UW-L** This session will include the viewing and discussion of the video, "Degrees of Difference: Culture Matters on Campus," a provocative examination of the impact of differences upon students' educational experiences. The implications of the issues raised in the video for the UW-L learning environment will be examined by presenters and audience.

Presenters: Ann Korschgen, Office of Student Development and Academic Services and Clif Tanabe, Educational Foundations of Policy and Practice

**Plenary Workshop: Structuring Your Course So That Students Actually Learn What You Want: A Practical Workshop** A hands-on workshop intended to help instructors develop a plan to ensure that students are able to meet important learning goals in a course. The session models a process of backward design so that instructors can align important goals with instruction.

Workshop Moderators: Scott Cooper, Betsy Morgan, Susan Kelly, Bill Cerbin, Becky LeDocq, Adrienne Loh, Joel Elgin, Cam Choy, Donna Anderson, Bob Hoar, Ann Korschgen, Clif Tanabe, Brenda Soto-Torres

\*\*\*Participants are asked to bring a copy of a course syllabus, course calendar, and an exam or assignment used in the course to the workshop session.\*\*\*