

17th Annual Conference on Teaching & Learning Presentation Abstracts

September 1, 2015

Location and Times TBA in August

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Posters (35)

Teaching Historical Interpretation in the Literature Classroom

Natalie K. Eschenbaum, English

When writing interpretations, students are good at making personal connections with poems or doing biographical criticism, but they rarely place poems in their historical contexts, even when they are aware of these contexts. My hypothesis was that students associate poetry with feelings, and this prior knowledge locks them into certain kinds of readings. Students don't make the "expert move" that literary scholars make, which is to read poems through history. This project's goal was to help students make this "expert move" without being specifically prompted to do so. I tested the effectiveness of the "think aloud" teaching strategy, a method that involves showing what goes on in the mind of an "expert" as he/she interprets a text. I analyzed students' abilities in historical interpretation in two essays written on poems by the 17th century English writer, John Donne; one was written prior to the "think-aloud" and one was written after.

Enhancing Students' Perceptions of Psychological Research in an Educational Psychology Course

Tesia T. Marshik, Psychology

Research suggests that many students have misconceptions about psychology and question its legitimacy as a science. Other research suggests that students' perceptions can be enhanced through participation in psychology courses. The purpose of this study was to examine the extent to which students' beliefs about psychology as a science, their efficacy for consuming psychological research, and their perceptions of its relevance to teaching changed as a result of completing a research project. Data was collected from 86 students in two educational psychology courses, one which utilized the project and the other which served as a comparison group. Students who completed the research project had higher efficacy, were more comfortable reading research articles, and rated psychology as more relevant to education at the end of the semester compared to students in the comparison group. Furthermore, students' perceptions of psychology as a science increased after completing the research project.

Using Data to Dispel Economic Misconceptions

Adam Hoffer, Economics

I collected data pertaining to principle-level student knowledge of various economic facts (e.g. the percentage of workers earning the minimum wage) for consecutive academic semesters. Students were assessed at the beginning and at the end of each semester. These data were analyzed and several misconceptions lingered for students at the conclusion of a the course. I targeted misconceptions to dispel using data related to (i) trade and (ii) federal policies. In the fall 2014 semester, students in treatment groups were provided with recent economic data and asked to complete a short assignment in which they needed to find and use data regarding U.S. trade and federal policies. Preliminary results suggest a significant improvement in learning for the treatment group.

The Participation Log: Assessing Students' Classroom Participation

Tony Docan-Morgan, Communication Studies

The benefits of classroom participation are clear: "students who actively participate in the learning process learn more than those who do not" (Weaver & Qi, 2005, p. 570). However, classroom participation is difficult to assess, in part because it is difficult to track in a reliable manner. Based upon a recent article I wrote for *Assessment Update* titled "The Participation Log: Assessing Students' Classroom Participation," I'll share an assignment that requires students to record their participation, reflect on improving their participation, and demonstrate to me that they are participating meaningfully in class. In short, the log allows students to record, self-assess, and work toward improving their participation in class, and aids me in assessing student participation, how students are processing course material, and how I can improve my teaching.

Deepening Student Understanding of the "Nature of Science" through Undergraduate Research

Liz Bergeron, Educational Studies

This project enabled undergraduate students to deepen their understanding of science content while simultaneously learning about research questionnaire design. Undergraduate science education students analyzed existing research on "the Nature of Science", designed items for a new instrument, and piloted the items. The Nature of Science (NOS) is the phrase used to describe key principles of science as a way of knowing. NOS is often organized into 5-8 tenets that serve as the foundation for a scientific way of knowing. This course embedded undergraduate research project enabled students to develop a deeper understanding of the NOS by deconstructing instruments designed to measure NOS understanding. Including students in the research process enabled them to work with the content in new and meaningful ways not previously utilized.

Lesson Study for Sequences and Series

Whitney George & Nathan Warnberg, Mathematics

We summarize our Spring 2015 Lesson Study in Calculus II with a focus on sequences and series. We will discuss our planning phase, implementation of our lesson study, and our concluding thoughts about the process. We will also discuss ideas for future lesson study plans.

Lesson Study in Anatomy and Physiology Laboratory: Guided Learning Worksheet for Histology

Tisha King-Heiden, Lisa Kobs, & Faye Ellis, Biology

Students often have difficulty learning histology. In an effort to promote student learning a worksheet was used in select laboratory sections to provide guidance as students encountered new histology material. Student behavior and comments were observed and recorded as the worksheet was completed. The following week student behavior and comments were also observed and recorded as they attempted to learn new histology material without the use of a worksheet. Observation comments, histology quiz scores, and student surveys were gathered to determine the effectiveness of the worksheet. The study found that student learning was not enhanced through the use of the worksheet.

Exploring Students' Understanding of Acid/Base Buffers in a Laboratory Setting

Katherine A Friesen, Roghaieh Ghodsian, & Yevgeniya Turov, Chemistry and Biochemistry

Students struggle with acid and base calculation and experiments in Chem 104 Laboratory. Our goal was to pare down the experiment and make it align more closely with the material these students learn in lecture, since we find that one of their biggest challenges is applying their knowledge from lecture to lab. In this lesson study, we present our studies and how we have trimmed down the procedure and provided a more guided approach to the calculations.

Redesigning Intermediate Financial Reporting II

Sergey Komissarov, Accountancy

This poster describes the process and outcome of redesigning a notoriously difficult course for accountancy majors. This course was selected for redesign because of poor learning outcomes demonstrated by students who took it in the last several years. The course revision process was greatly informed by the series of workshops through the 2014-2015 Learning By Design Program. A major change implemented as part of revising this course was substantial reliance on principles of "flipped classroom". The majority of in-class time was devoted to active learning activities such as group work, individual work and demonstration. The first results of the course revision indicate that students on the lower end of achievement benefited the most from the new course format.

Why do Points Off on Homework Hurt So Much? Reflections on a Redesign Project

Meredith Thomsen, Biology

In the summer of 2014 I participated in the CATL Learning by Design program to redesign my Ecology course. I made a number of changes to the course, including the addition of several substantive homework assignments. I hoped students would value the opportunity to apply what they learned in class and the feedback I gave, since homework offered the chance to practice skills prior to the higher-stakes exam. Contrary to my expectations, students were generally dissatisfied about the homework. Here, I will explore student concerns about the homework assignments, consider how those concerns match up with their performance on exams, and discuss my plans for future offerings of the course.

Blossom/Drawings of Cyclical Course Structure

Kate Hawkes, Art

This presentation is purely visual, and describes the core foundation of a course curriculum. This design approach was structured to promote a cyclical and organic expansion of understanding and technical skill in an introductory studio art class.

Developing Global Knowledge and Self-Awareness through Study Abroad Themed Country Projects

Adam Van Liere, Political Science and Public Administration

This poster presents results from a study of the effectiveness of the use of group-based country projects designed to build global knowledge and self-awareness among students by including a deliberate look at countries where they may study abroad while in college. To do this, students in two sections of a general education course on contemporary global issues were put into groups tasked with creating an informational flyer and poster tied to a specific country; half of the groups looked at countries where there are study abroad opportunities and half of the groups looked at countries that are in the news, but where studying abroad is not an option. All students completed a pre- and post-test assessment of their global knowledge and attitudes, which will be used to compare and evaluate their levels of global knowledge and self-awareness.

The Effectiveness of Flipped Classroom in a Methods Course in Special Education

Lema Kabashi, Educational Studies

Special Education teachers are expected to support students with disabilities to meet their individual needs and reach their fullest potential. Therefore, a methods course in special education addresses a wide variety of effective behavioral and academic strategies. Flipped classroom provided teacher candidates with opportunities to gain knowledge about the most effective evidence-based strategies that support students with disabilities both academically and behaviorally. Technology tools such as Zaption, Camtasia, Google sites/doc, Brainshark, YouTube, etc., were used to facilitate online teaching and learning. Determining the effectiveness of such evidence-based practices and administering/implementing them with fidelity was done in class using hands-on materials/kits and different commercial programs/software.

Bringing Business into the Classroom: A Client Based Course Embedded Economics Project

Mary Hamman, Economics

Economics is a broadly applicable discipline known for analytical rigor, but in teaching our students the core models and theories we often have limited time to apply them in non-academic settings. In Spring 2015 I designed and executed a course embedded research project in cooperation with seven area businesses. Students completed four professional reports, conducted two round table meetings, and completed job shadow experiences. In this poster presentation I outline the logistical hurdles I encountered in designing and running the project (including obtaining non-disclosure and certificates of insurance forms), summarize the instructional framework used to coordinate the projects with class activities, overview my assessment tool, showcase examples of student work, and present feedback from clients and students. In total, this was a successful project but I intend to make changes to improve integration with traditional instruction and manage the workload more effectively before I attempt a project like this again.

Student Interpretation and Application of Instructor Writing Comments

Ryan C. Friesen, Jennifer Mohlenhoff-Baggett, & Bruce Handtke, English

Our poster describes our 2013-2014 CATL-funded Lesson Study investigating how student writers perceive instructor critique of their writing in ENG110/112. Our project analyzed how students understand these comments, how they translate them into a process, and how they use the comments to weigh their revisions. We evaluated how accurately the students described the suggested revisions, assessed how self-aware the writers were regarding the need for revision in their writing, and attempted to determine how able and willing they were to apply critique to future writing scenarios.

Early Childhood Assessment: Making the Information "Real"

Jocelyn Newton, Psychology

This poster will describe the re-design process of a graduate level course in School Psychology. In previous semesters, the instructor noted that students: A) Were not applying material to future practice, and B) Seemed to exit the course with some common misconceptions about Early Childhood Assessment. As such, the re-design of this course aimed to increase student engagement and application of course material, as well as challenge common misconceptions.

Flipping Differential Equations: An Initial Analysis

Eric Eager, Mathematics

During the Spring 2015 semester I implemented a flipped-classroom environment into our MTH 353 - Differential Equations course. In this poster presentation I will discuss what I learned through this process - using student responses to exit interviews, survey data and comparisons between student performances from Fall 2014 (using a non-flipped lecture format) and Spring 2015. I will also discuss these results in conjunction with those from my previous flipped courses.

Studying the Effectiveness of a Lesson on Regression Analyses

Enilda Delgado, Julia McReynolds-Perez, & Carol Miller, Sociology

Sociology students enrolled in two sections of a required research methods course were observed while completing a lab assignment. This course is the second course in a three-course research intensive sequence. The main objective of the assignment was to observe how students decide whether to conduct linear regression analysis or logistic regression analysis based upon the level of measurement of the dependent variable. There were three main findings from the study lesson observations and the completed work from students. First, instructors inconsistently teach how to write null and research hypotheses. Second, students struggled to interpret the coefficients resulting from regression with dichotomous independent variables. Third, it was recognized that students need a lot more time to make decisions about how to complete the lab assignments. Each of these concerns can be addressed with practical changes to our teaching methods throughout the three-course sociology research sequence.

Integrating Original Undergraduate Research into a 400-level Physical Cell Biology Course

Jennifer Klein, Biology

The focus of our upper level biophysics course is to train students as scientists, meaning that by the time students leave the course they should be able to critically read primary literature, develop an original research proposal, and interpret biophysical data by constructing quantitative models. I've integrated a novel research experience into this course as a means of guiding students toward these goals. Their projects involved constructing computational biophysical models of the molecular world that were then simulated on supercomputers to generate movies of biomolecules moving around as they would function in a cell. Quantitative predictions from these movies formed the basis of novel experimental research proposals.

Pictures Matter: The Impact of Creating Visual Representations for Student Learning

Jennifer Butler Modaff, Communication Studies

Theories are often difficult for students to grasp in a tangible manner, which can lower concept retention. Traditional paper assignments do not necessarily aid in student understanding of the material outside of the classroom or for application in future employment. Traditional assignments also do little to promote student creativity; a skill we often hear is important to future employers but lacking in our graduates. By using a visual portfolio assignment, instructors are able to engage students in the substantive material as well tap into their creativity in a way that produces a tangible outcome. The visual portfolio offers students numerous ways of not only engaging but also retaining the material. The assignment also challenges students to independently engage assignment objectives and competencies when a traditional grading rubric is not in place.

Teaching About Human Sexuality and Sexual Orientation in an Introductory Sociology Class

Adam Driscoll & Lisa Kruse, Sociology

Human Sexuality and sexual orientation are important topics to cover in an introductory sociology class, particularly given recent social movements related to LGBT human rights. However, this is potentially a sensitive and charged topic for students, often fraught with misperceptions, and needs to be addressed in a way that allows for free and respectful exchange of thoughts and ideas. The authors developed a lesson that covered two class periods. On the first day, students were given a lecture on the relevant sociological concepts and ideas. On the second day students engaged in two activities. The first activity asked students to apply the concepts discussed in lecture to a news article of Kwame Harris, an openly gay professional football player. The second activity was a visualization exercise in which the students were to "imagine they were a heterosexual" in a world where the dominant sexual orientation was homosexual.

Scarecrows Teach the Past Tense: *La Leyenda del espantapájaros*

Rose Marie Brougham, Modern Languages

Narrating in the past presents one of the most difficult hurdles for English speakers to overcome when learning to speak Spanish. Students struggle for quite some time because these tenses require knowledge of cultural perspectives to which students are unaccustomed.

The Lesson Study project focused on students in Intermediate I Spanish. This lesson was designed to build on the knowledge and skills presented in the introductory courses and to develop and practice a few more of the nuances of the past tense in order to help students conjugate verbs, identify the use of the tenses, and begin to use them correctly in structured oral and written narratives.

Instead of employing a traditional textbook approach, we used a Spanish legend to engage students in a series of activities that would illuminate the different uses of the past tense and the cultural perspectives that underscore each tense.

Situating Ethics in the Professional Writing Classroom: A Lesson Study

Bryan Kopp, Marie Moeller, & Ryan Friesen, English

In the English department's Introduction to Professional Writing course, students learn to think about professional writing not as a solitary activity, or a product-based goal, but as a collaborative, problem-solving social activity that both responds to and shapes the context for communication. The course addresses how professional writing participates in the social constructed-ness of knowledge production and explores the complication of situated ethics to professional writing acts.

In this lesson study, we assessed how students learn to engage in stakeholder analysis, respond in writing after this analysis through peer dialogue, and employ varying concepts and theoretical understandings of professional writing in undertaking, analyzing, and responding to a professional writing problem involving complex ethical exigencies.

Embedding Research into Social Psychology

Jessica J. Sim, Psychology

One of the learning goals identified by the American Psychological Association (APA) for undergraduate psychology majors is "Scientific Inquiry and Critical Thinking" (Goal 2) – which involves the development of scientific reasoning and problem solving, including effective research methods. To achieve Goal 2, psychology majors usually take courses dedicated to experimental psychology and often enroll in advanced courses or research apprenticeships to gain experience in psychological methods. Is there a way to integrate scientific inquiry and critical thinking into more foundational courses? With the support of the course embedded undergraduate research grant, I embedded a semester-long research project into my 200-level social psychology course. In this poster, I will give a brief overview of how I implemented the project and describe student achievement and perceptions with respect to Goal 2. The poster will conclude with a discussion of some of the challenges faced, areas for improvement, and recommendations for future courses.

Using Interviews to Understanding Different Time Periods

Shelly Leshner, Physics

Students in the general education class, PHY142 – Navigating Global Nuclear Issues, were asked to conduct an in-person interview with someone who grew up during the Cold War period. In relating the stories and thoughts of their interviewee to the course content, students were able to better understand the policies, media, and fear of the time period. This poster will focus on the goals of the project, interviews, reactions of the students, and the unexpected outcome of the project.

Interprofessional Education Learning Activity for Health Professions Students

Virginia Gronwaldt, Occupational Therapy; Sandra Sieck, Physician Assistants; Barbara Johnson & Michele Thorman, Physical Therapy

Eighty-five physical therapy (PTS), occupational therapy (OTS) and physician assistant (PAS) Health Professions students participated in an Interprofessional Education (IPE) case study learning activity during which they discussed the specific roles and responsibilities of their professions. Several measures were used to assess students' participation and evaluation of the learning activity and their perceptions regarding the value of interdisciplinary health care teams.

Most of the students reported valuing interdisciplinary collaboration and thought it improved health outcomes and resulted in improved patient satisfaction. During the case study learning activity, all the students verbally participated, discussing the roles and responsibilities of their specific professions, and no differences were found across disciplines. PAS were more often (100%), and OTS were least often (19%), identified as exhibiting leadership behavior during the case study learning activity, whereas, PTS were identified as exhibiting this behavior 37% of the time. 97 – 100% of the students reported that the learning activity helped them understand the need for effective communication among health care professionals, the need for interprofessional collaboration, and the roles of PT, OT, and PA.

Students suggested that in the future more information regarding the roles of healthcare providers other than PT, OT, and PA in patient/client care and specific values and ethics necessary for interprofessional practice should be included in the IPE case study learning activity.

Evaluation of a State Legislature Advocacy Experience for University Health Education Students

Anders Cedergren, Keely Rees, Catherine Gangi (graduate student), Bethany Starry (undergraduate student), & Ahlam Founas (graduate student), Health Education & Health Promotion

To promote skills difficult to develop in a traditional classroom setting, an advocacy experience was offered to UWL students in the spring of 2015. Initially, students attended presentations and workshops on advocacy facilitated by university faculty and community experts. Students then took part in a two-day summit in Madison where they worked in small groups to develop an advocacy message and delivered that message to the staff of several elected officials. One week after the conclusion of the summit, students took part in a debriefing session. Discussions revealed in-depth information on how this experience had an impact on students' understanding of professional advocacy, their opinions on the quality of the training and preparation for the advocacy interaction, and their plans to advocate in the future. Student feedback on the process and impact of this experience will be incorporated into the structure of the program for the next academic year.

Embedding Research In Lithography

Joel Elgin, Art

Since its invention in 1796, Lithography has been subject to numerous technical innovations. Students enrolled in Lithographic Printmaking were initially introduced to the original, traditional, complex studio process and then encouraged to explore more contemporary techniques, while most importantly investigating individual areas of content.

Throughout the semester both video and still photography were used to capture the highlights of the learning process. A short video chronicles the successes and failures of students as they journey through the two hundred nineteen year old history of lithographic technique. The actual steps involved in the creation of an image, from Bavarian limestone preparation, to the final printing are demonstrated.

The main objective in bringing "embedded research" into the Lithographic Printmaking course was to assist students in the development of individual content as research. The video presents the results of the student's exploration of content-based lithography and in doing so reveals how they were influenced by the social issues addressed by past lithographic artists, as well as the contemporary issue of Human Trafficking following a class presentation by Representative Jill Billings.

Firework!

Kate Hawkes, Art

Presentation of course design drawings. The course presented is structured on collaboration, course-embedded undergraduate research/creative scholarship, community awareness, and promoting future independent and collaborative creative projects.

Text Versus Images as Tools When Solving Conceptual Problems

Barrett Anthony Klein & Lee Baines, Biology

What tools best aid a student when solving a conceptual problem? We hypothesized that when presented with text and an image, each giving information how to solve a problem, undergraduate students would fare better than students given text or image alone, and certainly better than a control given neither text nor image. The general problem: how does a honey bee communicate to her nest mates the direction from their nest to a food source, given the food source's position relative to the sun? A class previously exposed to a specific example of this problem did well if given any version of the question (text + image, text, image, or neither text nor image). A naïve class, however, did best with text alone and worst with image alone. Unless the image clearly communicates the correct answer, it apparently serves as a distraction from the critical thought process.

Decisions, Decisions: Course Redesign to Reinforce the Decision-making Process Among Future Park and Recreation Managers

Laurie Harmon, Recreation Management & Therapeutic Recreation

This presentation will focus on implementation and outcomes of two significant changes to REC 401 – Management in Park & Recreation Facilities. Goal #1 was to develop a more coherent understanding of the entire course, specifically, how various concepts linked in the context of recreation management. Goal #2 was to encourage deeper learning and knowledge retention of the decision making process. Specifically, I wanted students to understand and be able to implement a successful decision making process which illustrated consideration of possible outcomes, various results based on different path choices and effects on stakeholders. Decision making involves critical thinking and has been noted as an important skill for recreation managers. Previous course iterations identified a lack of student knowledge retention throughout the semester. Concept mapping addressed Goal #1, while an introduced workshop addressed Goal #2. Outcomes for both will be identified in the poster along with evidence used to assess them.

Redesigning Introductory Biology - Does an Active Learning Environment Facilitate Critical Thinking Skills

Megan Litster, Teresa Mika, & Renee Redman, Biology

In the Spring of 2015, we completed the redesign of our non-majors biology course and implemented the curriculum for the first time. During the redesign we decided to "flip" the classroom with students reading the text ahead of time and the classroom time being more activity based. We measured their critical thinking skills both before and after curriculum implementation to determine if they improved as a result of the curriculum. We will be presenting these results here.

PowerPoint Is Not Evil: Redesigning Slides for Better Student Learning

David Howard, Biology

PowerPoint and similar presentation software are often automatically criticized as ineffective teaching and learning methods. While this criticism may be accurate when traditional bullet lists and large tracts of text are used, some simple redesign principles can help students construct learning. Lecture slides were redesigned in General Biology, BIO 105 using some simple SOTL principles such as reducing cognitive load, reorganizing material to signal meaning, spatial contiguity of images and text, and using both visual and verbal registers. Examples of the original and redesigned slides will be presented with explanations of the teaching and learning principles that were considered in the redesign.

LSP: Oligopolies and Intermediate Economics

Lisa Giddings & John Nunley, Economics

Drs. Nunley and Giddings are midway through a Lesson Study Project on Oligopolies in Intermediate Economics. Through the study of oligopolies, students were to be able to compare and contrast the different models that economists use to explain oligopoly behavior and to be able to recognize where these models are applicable in the real world. These goals followed the broad learning goals of the Department of Economics that include improving critical thinking, and having students be able to apply economic models to the real world. We developed a lesson plan which included pre and post-assessments and participation in active learning in groups through problem solving. We found after one test of the lesson and one observation that students had a hard time connecting the oligopoly market structure to the other market structures they had learned in class already (perfect competition and monopoly) at least mathematically. As such, they were unable to evaluate the outcomes of the various market structures from a consumer's perspective. Students got bogged down in learning the mathematics of oligopoly and were subsequently unable to apply what they learned to the real world.

Increasing Student Success in Elementary Statistics

Douglas Baumann, David Reineke, & Sam Morris, Mathematics

As part of a Curricular Redesign Grant and through collaborations with partner departments, we revised and updated the core curriculum in MTH 145: Elementary Statistics, including minimum requirements for statistical software (SPSS) use. In addition, MTH 045: Pre-Statistics was developed and offered in order to provide additional preparation for students in topics more closely aligned with the MTH 145 curriculum than its algebra-focused counterpart, MTH 050: Basic Algebra.

Daily reading quizzes and weekly homeworks were administered using WeBWork within D2L, providing students with instant and effective feedback regarding misconceptions. This approach, combined with newly developed comprehensive course notes, has provided a foundation for an increased number of active learning opportunities in the classroom. In addition, concepts on which students typically struggle the most (e.g., confidence intervals and hypothesis testing) have been introduced much earlier in the semester using resampling techniques through the statistical software StatKey.

Panel Discussions (6)

Embedding Undergraduate Research in the English Classroom

Natalie Eschenbaum, Marie Moeller, Kate Parker, Kelly Sultzbach, Jan Wellik, & Lei Zhang, English

This panel will showcase the variety of work being done in English to get students practicing research skills related to the discipline. Each panelist will describe an undergraduate research project she embedded in her course in spring 2015: One challenged students to re-imagine academic research as a form of public service (Parker); two asked students to conduct historical research to place literary texts in their contexts (Wellik) or to discover archival texts that should be reconsidered (Eschenbaum); and three sent students into the community: to write grants for a variety of non-profit partners and clients (Moeller), to create an environmental literary anthology for La Crosse Parks and Recreation (Sultzbach), and to interview and document the lives of people living in poverty for a United Way report (Zhang). The presentations will be followed by a discussion focused on the challenges and successes that result from embedding undergraduate research in English classes.

Discovering History in the Present: Breaking the Barriers of the Classroom through Documents, Objects, and Interviews

Ariel Beaujot, Jennifer Trost & Patricia Stovey, History

A general understanding of history is that it is a study of great white men, wars, and government. Yet this is not how most people live history. This panel is about breaking the classroom barriers between the community and the university and awakening students' knowledge of their active place within history. Jennifer Trost's used public documents to inform policy. Patricia Stovey's students researched everyday objects to communicate how Wisconsinites understand their world in the past and present. Ariel Beaujot's students created the Hear, Here Project by locating everyday stories about our downtown. Our objective in this panel is to communicate what our students discovered: everyone is a part of history.

Approaches to Individualized Learning

Virginie Cassidy, Laurence Couturier, Shelley Hay, Heather Linville, Modern Languages

We often find ourselves as instructors trying to find the balance between managing heavy teaching loads and meeting individual student learning needs. In this panel discussion, four presenters offer concrete ideas on how to individualize instruction in ways even busy professors can manage. Beginning with a brief history of individualized learning, we explore its pedagogical advantages, including increased student motivation and improved learning outcomes. Next, we each share how we have personalized instruction in our own courses, for example, flipping the foreign language classroom, offering one-to-one peer interaction to support learning, and implementing course-embedded research projects with varying levels of scaffolding and student choice. Participants will leave this discussion with strategies and suggestions on how to implement individualized instruction, regardless of discipline.

Facilitating Student Team Projects

Cordial Gillette, Exercise and Sport Science; Alysa Remsburg, Environmental Studies; Huiya Yan, Mathematics

This panel discussion will focus on course-embedded team research projects with specific topics addressing student team dynamics, assessing learning outcomes and handling multiple projects. Panelists from Environmental Studies, Mathematics, and Athletic Training will highlight general strategies and lessons learned that can apply to student team projects in any discipline. The goals of the presentation include describing course-embedded research projects in different disciplines and what they might look like, methods for developing teams and monitoring team dynamics, assessing learning outcomes of group projects, and the benefits plus challenges of handling multiple projects at once.

Mentoring Undergraduate Research and Grant Writing

Josh Hursey, Computer Science & Scott Cooper, Biology

Undergraduate research activities vary across departments at UW-La Crosse. Faculty sometimes struggle with techniques for recruiting, mentoring, and funding undergraduate students in research activities that also yield productive faculty scholarship. The Undergraduate Research & Creativity (URC) Committee members will share their experiences in a brief panel discussion of these concerns. The panelists will also provide insight into the URC student grant process highlighting tips for mentoring students through the grant submission process. The remaining period will consist of a breakout Q&A that will allow attendees to discuss specific mentoring techniques with peer faculty members involved in undergraduate research within or across departments.]

Take me to the Bridge: Spanning the assessment needs for disciplinary and university wide understanding of writing

Patrick Barlow, Institutional Research; Bryan Kopp & Darci Thoun, English

The ability to write well is a common skill that we assess at course and university wide levels. Often the tools used to collect useful information are framed only with a disciplinary focus that limits how the information can inform broader conversation of student writing at the university, and vice versa. In this session, insights from faculty and staff invested in understanding both realms of student skills will discuss the development of a new set of questions aimed to address the needs of both disciplinary and more general assessment needs that can then guide instruction. The use of the tool will be explained and partners for a proposed project will be solicited.

Roundtable Discussions (4)

Developing Global Leaders through Study Abroad Programs

Nicole Gullekson, Management

Study abroad programs are often used as a way to develop students into global citizens and leaders. This roundtable will discuss one such program, the Global Consulting Program, in which students work on applied business projects in intercultural teams in Bratislava, Slovakia. The session aims to create a dialogue with interested faculty and staff on the development and implementation of study abroad programs.

Utilizing "live clients" for Marketing Plan Group Projects in Principles of Marketing 309 Classes

Barbara Larsen, Marketing & Terri Urbanek, Small Business Development Center

Barbara Larsen, instructor of MKT309, and Terri Urbanek of Small Business Devl. Center at UW-L have formed a partnership to utilize "live clients" from the SBDC in the student Marketing Plan final team projects. Students choose whether they want to work with live clients or not; then they are given a choice of "topics" based upon their interest and discipline. Students sign confidentiality statements, then are given permission to access client information with the objective to develop a marketing plan that will assist the business to start, grow, or prosper. The entire spectrum is covered from writing mission statements, developing a break-even pricing strategy, to implementing marketing ideas with timelines and cost estimates. Goals include: develop real world experience with local businesses; develop and analyze market research data; segment markets; develop product, price, place and promotion tactics, and effectively learning communication strategies to complete the plans.

Applying the Self-Regulated Strategy Development (SRSD) Model When Creating Lessons for Struggling Students: Using Goal Setting, Self-Monitoring, and Self-Talk Procedures to Improve Outcomes for All

Leslie Ann Rogers, Educational Studies

I will share a brief overview of the research related to the effectiveness of the SRSD model at improving writing skills. I will then describe how Dr. Kosiak and I used this model to design lessons to improve proficiency in another complex academic area: mathematics. Evidence collected during the 2014-2015 SY will be shared and areas of future research discussed. Specifically, participants will engage in a discussion about how this approach could be used to help students who struggle in other content areas - both at the PK-12 level as well as the college level.

Exploring the Effects of Group Selection Method on Student Outcomes

TJ Brooks, Betsy Knowles, & Laurie Miller, Economics

Instructors who use graded group projects have three primary options for team selection: random assignment, instructor assignment, and student self-selection. Research on the optimum method of selection has produced mixed results and many instructors make their choice on anecdotal evidence. We subject the selection methods to an experimental design for all conditions, and measure four student level outcomes: final course grade, exam grades, satisfaction with their groups, and the student's evaluation of their instructor. The discussion will begin with a presentation of the results of this research. Participants will then have an opportunity to share their experiences with group selection methods, with an emphasis on how the method relates to the desired outcome of the group experience and how that outcome can be measured.

Workshops (3)

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

Terry Wirkus, Information Technology Services

This session's goal is to answer the why, where and how of the capturing of classroom lectures. Perspectives of UW-L 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. Where lecture capture can be accomplished this semester has spread to potentially every teaching space on campus. Then in the final portion of the session the nuts and bolts of how to perform lecture capture will be discussed.

Developing Student Leadership across the Disciplines

Christa Kiersch, Management, Nicole Gullekson, Management & Scott Dickmeyer, Communication Studies

What can we do in the classroom to prepare students to be the future leaders of their fields? In this interactive workshop, we will share tactics and strategies for leadership development that we have applied in our classes, and then facilitate the collaborative creation of exercises and assignments designed to successfully develop student leadership in all disciplines at UW-L. Working together across colleges and areas of study, we hope to spark a fruitful discussion of what it means to become a leader in different fields and how we can apply evidence-based practices of teaching and learning to support students in this aspect of their development.

Enhancing Student Learning through Formative Assessment

Jenn Kosiak and Josh Hertel, Mathematics and STEP; Megan Litster, Biology and STEP & Jennifer Docktor, Physics and STEP

The goal of this hands-on workshop is to introduce participants to using formative assessments in the classroom. Formative assessments can be thought of as a collection of different techniques, activities, and procedures all focused on eliciting student thinking and guiding instructional decisions. They range from quick methods of polling a class to structured academic language supports to carefully crafted activities that engage students in content. Therefore, formative assessment can be viewed as assessment for learning by providing ongoing and actionable feedback to both students and teachers rather than a summative evaluation of learning typically given at the end of an instructional segment. During this workshop, we will share a variety of formative assessment classroom techniques that we have used in our courses and how these techniques have enhanced student learning. Additionally, participants will have the opportunity to create formative assessments that can be implemented in their own classroom settings.

17th Conference on Teaching & Learning, Tuesday September 1, 2015

48 presentations

35 Posters

6 Panel Discussions

4 Roundtable Discussions

3 Workshops