

## **20<sup>th</sup> Annual UWL Conference on Teaching and Learning**

Tuesday, August 28, 2018

Centennial Hall, 3<sup>rd</sup> Floor

8:00 a.m. – noon

### **7:45 Coffee and Refreshments**

*Room 3100*

**Refreshments available starting at 7:45 a.m. and throughout the morning**

### **8:00 Poster Session**

*Third Floor Commons*

### **9:30 Breakout session I**

*Room 3205*

**Right-Sizing Community-Based Projects to Fit Your Course (and Save Your Sanity)**

*Room 3211*

**Fact-Checking in the (Mis)Information Age: Seven Strategies to Support Critical Thinking in Our Classes**

*Room 3213*

**What's the Deal with First-Year Seminars?**

### **10:45 Breakout session II**

*Room 3205*

**Course-Embedded Research Across the Curriculum**

*Room 3211*

**Troubleshooting Collaborative Assignments: Helping Students Work in Teams More Effectively**

*Room 3213*

**High-Impact Diversity Experiences: Quality Dialogue**

## Poster Presentations

(8:00 a.m. – 9:30 a.m.)

### 1 "What, Me? Biased?" Cultivating Student Awareness of Social Class Bias in Criminal Justice Sanctions

*Dawn Norris and Adam Driscoll, Sociology & Criminal Justice*

This project tests the efficacy of a class exercise designed to increase student awareness of personal class bias regarding deviance and criminal activity. We utilize a simulation exercise that requires students to work in small groups to make sentencing recommendations for a hypothetical criminal. Unknown to the class, we present two versions of the case study that contain class-codes that indicate either an affluent criminal or a working-class criminal. The class sees the different recommendations they make for the two versions of the criminal. We test the efficacy of this study by using a survey of potential class bias which is administered at the beginning of the term, immediately after the exercise, and at the end of the term. We compare changes in answers to this survey between the sections of the class that conducted the exercise and those that did not.

### 2 Teaching Statistical and Global Competence with a Computer Lab Assignment

*Carol Miller and Nick Bakken, Sociology & Criminal Justice*

Student learning outcomes for sociology majors include: 1) students should develop the ability to identify social inequalities at the individual, institutional, and global level and 2) they should be able to apply appropriate statistical analyses for diverse types of data. In order to improve and assess both of these outcomes, students in a required research methods course were pretested and post-tested on their ability to identify suitable independent variables for regression analyses in which the units of analysis were first country-level cases and then individuals and choose the appropriate statistical analysis based on the level of measurement of the dependent variables. In between the pretest and posttest, they completed a computer laboratory assignment where they practiced linear and logistic regression using individual and country-level data. The pretest and posttest also included questions that tested whether sociology students had global competency.

### 3 The Effects of Virtual Reality in an Advanced-Level Spanish Course

*Claire Mitchell, Global Cultures & Languages*

This study examines the effects of a virtual reality project conducted in an advanced-level Spanish course. Learners (n=41) participated in a five-week module that explored various political, social, and economic issues in Colombia and then used virtual reality to create tours throughout Colombia that incorporated the content they studied. Data were collected via pre- and post-project questionnaires and open-ended reflections and were analyzed via Charmaz's (2006) Constructivist Grounded Theory. Findings point to the understanding that virtual reality affords learners opportunities to transcend time and space, immerse themselves in the target culture(s), and connect with content in meaningful ways that mimic real-life. While there are some obstacles to overcome, learners perceive virtual reality to be a motivating tool in foreign language learning because of the ways in which they can interact with content that they would not normally be able to inside the classroom context.

#### **4** Improving Student Use of Models in an Introductory Economics Course

*Laurie Miller and Nabamita Dutta, Economics*

Economists use graphical models to aid in understanding the complexities of economic phenomenon. Models are presented to students throughout an introductory economics course as tools they can use to help them better understand different economic concepts. Yet for many students there seems to be a disconnect between the conclusions we draw using models and actual reality. The purpose of this research project was to explore the effectiveness of different approaches to bridging the gap in student understanding between economic models and reality. During the fall 2017 and spring 2018 semesters, two instructors experimented with different types of scaffolding exercises in their introductory economics courses to improve student use and understanding of economic models. The results of the study indicated that both methods were mildly successful in improving student use and understanding of economic models. The results also reinforced the conclusions of prior research in that repeated practice improves student learning.

#### **5** Effectiveness of Reading about Real-life Examples in Learning to Differentiate between Three Social Psychology Concepts: Stereotypes, Prejudice and Discrimination.

*Berna Gercek-Swing, Psychology*

In Psychology of Women class (Fall 2017), students read an article that appeared in Time magazine including testimonies provided by LGBTQ+ individuals. As a graded assignment, students had to write a short paper in reaction to this article, which was partially graded on their ability to identify and differentiate stereotypes, prejudice and discrimination. After receiving feedback on their performance, students participated in a discussion about how specific anecdotes in the article applied to each concept. The effectiveness of this assignment as a tool for learning was informally assessed by a survey. On a scale ranging from 1 (not helpful at all) to 5 (extremely helpful), students rated the assignment as helpful for their learning ( $M=4.05$ ,  $SD=0.67$ ). Students' perception of helpfulness was not correlated with how enjoyable they found it ( $r=.07$ ,  $ns$ ), which may suggest a lack of bias in their judgment. Implications for designing similar assignments in other classes/units are discussed.

#### **6** The Impact of a Culture and Race Course on White Students' Racial Identity Development

*Suthakaran Veerasamy, Psychology*

The purpose of this study was to explore if a course on culture and race can transform students' racial identity development status from what Helms described as the Contact status, obliviousness to racial issues, to the Disintegration status, confusion and guilt related to racial issues. The participants for this study were mainly sophomore White students from a culture and race course. They responded to Helms' (1990) White Racial Identity Development Scale (WRIAS) on the first day and last day of classes. Results from a t-test indicated significant decrease in the Contact status scores, but significant changes were not noticed in the Disintegration scores from the first day to the last day of class. The results seemed to suggest that even though most students had begun to move away from the obliviousness of the Contact status, they were still not prepared to fully embrace the discomfort of the next status, Disintegration.

**7 Academic Language in an Elementary Literacy Assessment for Teacher Candidates**  
*Yuko Iwai, Educational Studies*

Teacher candidates often struggle with how to express their rationale for the planning of and instructional decisions for their field experience lesson plans and teaching in an elementary literacy assessment. In particular, due to limited understanding of academic language in that assessment, they struggle with how to respond to writing prompts in the assessment. Therefore, it is important for the instructor to teach academic language explicitly to support their writing. In this study, teacher candidates planned and taught literacy lessons to students in an elementary school and analyzed their lesson plans and teaching experiences using the elementary literacy assessment. The presenter will share how they developed their understanding of academic language with specific support in a literacy methods course and how that impacted their writing in the assessment.

**8 Scaffolding Soft Skill Development into a Two-Semester Undergraduate Laboratory Course**  
*Dan Grilley, Chemistry & Biochemistry*

We have designed a high-impact two-semester sequence of biochemistry labs that provide each biochemistry major with a research experience. During these courses, students master a set of technical skills and develop proficiency in the soft skills that will allow them to thrive in their post-graduate careers, including data analysis and interpretation, experimental design, teamwork, collaboration, and oral and written communication. Our approach could be adapted to any number of systems.

**9 Client-based, Course-embedded Biochemistry Research in a Non-Majors Lab Course**  
*Kelly Gorres, Chemistry & Biochemistry*

Students in the Fundamental Biochemistry laboratory course performed experiments on a protein that is found with mutations in renal cell carcinoma. Students developed modifications to a procedure, performed the experiment, and analyzed the results. Many, but not all, of the experiments resulted in successfully purified protein. Yet, all students were able to interpret unexpected results and communicate their findings in a final oral presentation. The successfully purified material was sent to the client at the Medical College of Wisconsin for further analysis.

Students indicated via surveys that the course-embedded research project was the most valuable component of the course. Students reported higher learning gains in analyzing data and interpreting results from the research-based experiment compared to traditional lab experiences. The most significant improvement reported by the students from the research project was in Thinking Skills, which is a major goal of our curriculum.

**10 Research-based Learning in Physical Geography through the Analysis of Lake Sediments**  
*Joan Bunbury, Geography & Earth Science*

In the spring of 2017, an experiential learning opportunity was offered to students through the course Past Environmental Change (GEO/ESC 428). The ultimate goal of this faculty-led research project is to develop a climate record for the archaeological site of Aztalan located in southeast Wisconsin using evidence preserved in lake sediments. During the semester, students contributed to this goal by generating, analyzing, and interpreting lake sediment data using recognized methods and techniques. As part of their assessment, they were required to review literature, develop research questions, prepare draft and final papers written in scientific format, and work in groups to prepare posters that they presented at UWL's Annual Celebration of Research and Creativity.

**11****Incorporating a Pedometer-based Walking Program for Adults Living in Independent Living Communities into the Therapeutic Recreation Assessment and Documentation Class***Nancy Richeson and Michael Rusin, Recreation Management & Therapeutic Recreation*

The scholarship of teaching and learning allows professors to critically look at students' learning to improve their teaching and share with colleagues. In the Spring of 2018 the RTH 476 Assessment and Documentation class designed a Pedometer Walking program for adults living in independent living communities. This included pre and post testing, and data collecting during a five-week period during the 16-week semester. The results for the participants included an increase in daily steps from week one to week five and a significant increase in walking speed from pre to post test. In addition, the students reported learning valuable lessons such as building rapport, developing communication skills, the ability to complete pre and post testing and weekly data collection. They also reported on appreciating fine-tuning their skills with authentic experiences prior to internship. The reflection from the instructor and graduate teaching assistance included a need to monitor more closely how students record data. For example, making sure they complete each data sheet completely. The results from this project will be used in designing learning experiences for future courses.

**12****Making Grammar Meaningful through Task-Based Language Teaching***Kimberly Morris, Global Cultures & Languages*

Task-based language teaching considers what students need to be able to do in order to function in the target language, thus putting learners at the center of instruction (Long, 2015). In my Advanced Spanish Grammar and Syntax class, I adopted a task-based approach by organizing the syllabus into three thematic units that incorporated functional tasks in each of the three modes of communication: interpersonal, interpretive, and presentational (ACTFL, 2012). Example tasks for the first unit related to the professional world include a mock job interview among peers (interpersonal), an analysis of an authentic job posting in Spanish (interpretive), and a cover letter for a real job related to the students' fields of study (presentational). Through these functional tasks, I was able to teach relevant grammatical and syntactical structures, thus encouraging students to learn language, content, and skills in Spanish that they can take with them outside of the classroom.

**13****Student Perceived Self-Efficacy of Interprofessional Collaboration Competency Following an Interprofessional Education Experience***Laura Schaffer, Occupational Therapy Program**Heather Fortuine, Physical Therapy Program*

Current practice guidelines for the treatment of a person post stroke include care from a multidisciplinary care team, including rehabilitation specialists (e.g. PT, OT). The World Health Organization's Interprofessional Education and Collaborative Practice Study Group (IPEC) recommends that students be provided with training in the area of interprofessional education (IPE). Following participation in a novel interprofessional activity of completing a co-evaluation, physical therapy and occupational therapy students reported improved self-efficacy ratings in the areas of identifying roles and responsibilities and interprofessional communication. Results of this pre-post experience tool suggest that interprofessional education activities, such as the one provided, are effective at improving student self-efficacy ratings related to interprofessional collaboration, an essential skill for work as healthcare professionals.

**14** **Generating Interest in Research for Internship-Bound Graduate Students**  
*Dan Plunkett, Recreation Management & Therapeutic Recreation*

Since fall 2015, 18.2% (N = 44) of Recreation Management & Therapeutic Recreation (RMTR) graduate students taking the programs research methods course indicated they planned on completing a thesis, or were willing to consider a thesis as a culminating experience option. Internship is the primary means goal for most. This has contributed to observed challenges in terms of motivating students to take an interest in research, and students struggling to identify a course research paper topic of interest. During fall 2017 a new assignment asked students to connect with an RMTR faculty member to discuss research. The goal was to introduce students to faculty and their research interests, see how those interests may align with their own, and spur research topic ideas. Post-assignment and course surveys were conducted. Results suggest students enjoyed connecting with faculty, and conversations influenced 80% (12/15) of research paper topics chosen. Additional outcomes and opportunities will be presented.

**15** **Ecocomposition as Inquiry: Sustaining Eco-SoTL in the First-Year Writing Environment**  
*Peter Olson, English*

This presentation builds on three interrelated concepts: a “rebundled” digital ecosystem, ecocomposition and sustainable composition pedagogies, and a concern for a humanities-based approach to SoTL. I focus on engagement, community, and an integrated learning environment that recenters composition on student agency, inquiry, and fosters high-impact learning practices. Sustainable ecocompositional pedagogies involve teachers in intentional practices that engage diverse student communities, promote ecological literacies and economic equity, use technology ethically and develop a concern for social and environmental justice. Ecocomposition pedagogies extend first-year writing concepts by incorporating environmental literacy and ecological rhetoric to explore culture’s ecological footprint. Ecocomposition investigates cultural constructions of “nature” and social constructions of writing pedagogy by leveraging an interdisciplinary approach to writing in the environmental humanities. Entering the field of the scholarship of teaching and learning from ecocomposition theory and practice, this presentation explores strategies to develop a scholarship of teaching within an ecology of writing.

**16** **Assessment of Mastery of Learning in a Public Health Program based on Professional Responsibilities, Domains, and Criteria**

*Anders Cedergren, Keely Rees, and Emily Whitney, Health Education & Health Promotion*

A workgroup reviewed guiding professional documents to synthesized target for the UWL PH-CHE Program. The resulting five Program Student Learning Outcomes (PSLOs) were matched to classes for assessment of mastery of learning in the form of professional competencies. Data from the first round of assessment revealed opportunities for improvement. Students did not always perform well specifically on PSLO work. Course grades and individual assignments scores need to align to show that professional skills are emphasized both throughout a class and for assessment purposes. There is a need to develop a robust teaching plan for competencies to maximize student proficiency. It may also be wise to plan teaching and learning stepwise over the course of a semester, or even between courses over a longer period of time. This may take on the form of assessment of introduction and reinforcement of teaching and learning at earlier stages of PH-CHE degree work.

**17****Fixer Upper: First-Year Seminar Edition***Natalie Solverson, Institutional Research & Planning**Tim Dale, Political Science & Public Administration*

Review of processes and outcomes associated with redesign of course content and enrollment in UWL 100, UWL's current first-year seminar courses. Information about new learning outcomes and effect on student retention.

**18****Building Community in All Learning Environments***Patricia Markos, Jennifer Holm, and Bill Gillespie, Institute for Professional Studies in Education*

This poster presentation describes how to incorporate the concepts of learning-in-community into teaching and learning. The community of learning philosophy is constructivist in nature and brings together a group of students who actively engage in learning from one another. This type of community in higher education is cohort-based and interdisciplinary. Shared values and beliefs are reinforced in this way: learners from teachers, teachers from learners, and learners from learners. According to Goodyear, De Laat, & Lally (2006), a learning in community philosophy is considered advanced pedagogy.

In describing the learning in community approach, Smith (1993) states that the major tenets essentially restructure the curriculum, along with the time and space of learners. "All of the learning community models intentionally link together courses or coursework to provide greater curricular coherence, more opportunities for active teaming, and interaction between students and faculty" (Smith, 1993, p.1). Team teaching (co-facilitation) is an important component of learning communities and the philosophy is collaborative in nature where writing, critical thinking, interdisciplinary studies, and assessment are emphasized. Learners are encouraged to become reflective practitioners.

The four elements of "sense of community" are: 1) Membership; 2) Integration and fulfillment of needs; 3) Influence; and 4) Shared emotional connection. Each of these elements will be described through examples of experiential activities, testimonials from learners, and research findings.

**19****Mandatory Office Visits to Improve Professor-Student Interactions***Sauna Sallmen and Shelly Leshner, Physics*

To succeed in content-intensive science classes, students need to feel comfortable enough to ask questions in lecture, as well as to come for help with assigned problems outside of class. As two professors in Physics, we have sometimes found it difficult to create the desired inclusive environment. We have both implemented mandatory office visits to encourage students to utilize office hours and increase professor/student interaction. This has impacted how often, when, and if students ask for help. The classes include both upper-division Physics majors courses and physics courses targeted for RT and NMT students. We have found these visits help stimulate a more dynamic classroom environment, as well as students taking more responsibility for their learning of the material. This poster will present our varying motivations and implementations, along with both anecdotal and data-driven results. These will hopefully provide inspiration and/or resources for others facing similar challenges.

**20** **Assessment Commons 2019: Got Ideas?**

*Jennifer Docktor, Physics*  
*Shelley Hay, Global Cultures & Languages*  
*Eddie Kim, Mathematics & Statistics*  
*Tiffany Trimmer, History*  
*Lisa Weston, Residence Life*

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 fourth annual Assessment Commons scheduled for Wednesday January 23, 2019. Stop by and share your ideas, questions, and comments with the planning committee; help shape the 2019 Assessment Commons!

**21** **How to Help Your Students Use the Writing Center**

*Virginia Crank, English*

This poster will describe the range of services offered by the UWL Writing Center and will offer some suggestions for how faculty can engage their students in better writing by encouraging them to use those services.

**22** **Developing and Leading an Education Abroad Program**

*Emelee Volden and Sami Sonkowsky, International Education & Engagement*

This poster will present information needed to develop and lead a successful short-term education abroad program. Topics addressed include program conceptualization and proposal; planning and budgeting; student advising and recruitment; student preparation and pre-departure orientation; during the program and student return and transition. Participants have an opportunity to learn best practices and UWL requirements for developing and leading a faculty-led education abroad program.



## **Breakout Session I**

(9:30 a.m. – 10:30 a.m.)

### **Room 3205**

#### **Right-Sizing Community-Based Projects to Fit your Course (and Save Your Sanity...)**

*Mary Hamman, Economics and CATL Community-Engaged Learning Specialist (Fall 2018)*

Community-based projects do not need to be semester long behemoths, and in most courses they shouldn't be! Most course learning objectives are covered in modules lasting only a few weeks or a month. Few community-based projects are broad and varied enough in scope to encompass multiple learning objectives without becoming unwieldy for the students, instructor, and community partner. Effective engagements can last for as little as one class meeting. A shorter engagement or sequence of several short engagements allows students to reflect on performance in that project and carry learning on to the next task under your mentorship. This workshop will focus on identifying course content that would benefit most from community engagement and explore options for the structure and content of partnerships to fit your learning objectives and course schedule. The workshop will include practical discussions of logistical hurdles and trades offs between community engagement strategies to help instructors find the right fit for their courses.

*Before this session you should:*

- Prepare course learning objectives.
- Outline a week-by-week schedule of existing instructional content in the course where you will build in your chosen community-based project.

Note: Both of these items should be part of your syllabus. The [CATL Online Syllabus Template](#) may be a helpful tool for preparing your syllabus.

*After this workshop you will have:*

- Identified one or more learning objectives that is best suited to a community engagement experience.
- Chosen a structure for the community-based project that aligns with the learning objective and minimizes logistical burden for the instructor.
- Integrated the timeline for your chosen community-based project with your existing course schedule.

*Materials Provided to Participants:*

- Student-facing assignment descriptions and grading criteria using different community-based project structures.
- Instructor-facing timelines and organizational materials.
- Community-facing promotional materials used to solicit partners.

## **Breakout Session I**

(continued)

### **Room 3211**

#### **Fact-Checking in the (Mis)Information Age: Seven Strategies to Support Critical Thinking in Our Classes**

*Khendum Gyabak, CATL*

*Bryan Kopp, English and CATL*

It is increasingly difficult to determine what is true and false online. Conventional methods of evaluating the veracity of online content are limited and may be obsolete (Wineburg et al., 2016). False information may shape--or distort--our students' prior knowledge and influence how they learn in our classes. Many instructors incorporate online resources into their teaching and students commonly use Internet research when completing assignments, but to what extent can students evaluate the information they are using? Fact checking is a fundamental 21st century critical thinking skill and instructors increasingly need to model how to critically evaluate online content. This session will highlight seven strategies used by professional fact checkers that can be adapted for classroom use. Participants will be given tools and resources for evaluating online content that can be tailored to their subject-areas and delivered in both f2f and online classes.

### **Room 3213**

#### **What's the Deal with First-Year Seminars?**

*Tim Dale, Political Science & Public Administration and Coordinator, UWL 100*

Our General Education curriculum is about to change significantly with the addition of a required first-year seminar. This session will provide a research-based overview of the benefits of first-year seminars, why they work, and how to teach them. We will also discuss best practices in developing content for first-year seminars, and how to choose good topics. The session will be useful beyond considering first-year seminars, as understanding how and why first-year seminars work also helps us understand how to make instruction for first year students better across our courses. This session is particularly designed for people who want to learn more about this new General Education course, and who are considering developing a first-year seminar to offer in the future.

## **Breakout Session II**

(10:45 a.m. – 11:45 a.m.)

### **Room 3205**

#### **Course-Embedded Research Across the Curriculum**

*Scott Cooper, Biology and Director of Undergraduate Research & Creativity*

Undergraduate research is a form of experiential learning, where students use the tools of their discipline to solve real problems or create novel works. About a third of UWL students do independent research projects and most report engaging in course-embedded research projects. However, the integration of these experiences across the curriculum can be variable within a department. This workshop will help departments learn how to integrate undergraduate research in multiple courses across their curriculum through a two-step backwards design process. The first step is to identify the components of scholarship students should know by the time they graduate and which courses to integrate each component into. The second step is to use backwards design to integrate these components into each individual course. This workshop will be most effective if a group of faculty from a department attend together.

1) Before the session you should identify the attributes of scholarship in your discipline and bring a list of your core courses), 2) After this session you will have an outline of which attributes and activities would fit best in each course, and 3) you will be provided with materials to facilitate backwards design and integrate undergraduate research and creative projects into your courses.

### **Room 3211**

#### **Troubleshooting Collaborative Assignments: Helping Students Work in Teams More Effectively**

*Lindsay Steiner, English and CATL Collaborative Learning Specialist (Fall 2018)*

*Bryan Kopp, English and CATL*

Collaborative assignments are considered a high-impact learning practice because students learn to solve problems in teams and engage with diverse perspectives. Assigning group projects can help students develop project management and interpersonal skills. However, students often encounter pitfalls when trying to do group work, including unequal commitment, poor delegation, ineffective co-authoring, and a lack of professionalism. Instructors may also struggle with team-based projects—specifically how to improve student motivation, ensure equitable contributions, and assign individual grades. This session will provide strategies and solutions to address common problems with collaborative assignments. Participants will need to bring a draft or copy of a collaborative assignment that they plan to use in fall or spring semester. During the session, participants will share their experiences with collaborative assignments, discuss their assignments, and explore ways to improve them based on best practices.

## **Breakout Session II** (continued)

### **Room 3213**

#### **High-Impact Diversity Experiences: Quality Dialogue**

*Deb Hoskins, CATL and Women's, Gender, and Sexuality Studies*

*Barbara Stewart, Vice Chancellor, Diversity and Inclusion*

Diversity courses are one of George Kuh's "high-impact practices" (HIPs), so-called because they tend to benefit historically underserved students even more than they tend to benefit historically underserved students even more than majority-group students. UWL requires one such course for General Education, and many instructors address diversity issues in a broad range of courses. Despite Kuh's research indicating diversity courses as a HIP, research also tells us that students of color in particular may not experience these courses positively, which can undermine their willingness to engage fully with the materials of the course. Add to those issues the fact that some of us are ourselves the best-known face of diversity that some of our students have ever had. Classroom activities that involve dialogue around diversity issues can thus produce a range of emotional responses that instructors struggle to handle productively.

This session will focus on improving diversity-related dialogue in the context of a course, one crucial factor that makes these topics effective as learning experiences. We will engage participants in developing a range of tools to respond to diversity-related classroom incidents, in the moment, in the aftermath, and in anticipation.