

## **Second Annual Conference on Teaching and Learning**

### **Program Schedule\***

**January 18, 2001 Cartwright Center**

Supported by the Office of the Provost and Vice Chancellor

|                  |   |
|------------------|---|
| 7:30-7:45 a.m.   | Coffee, juice, muffins<br>Valhalla                      |
| 7:45-8:00 a.m.   | Introduction to the day's events<br>Valhalla            |
| 8:00-9:00 a.m.   | Concurrent Sessions I                                   |
| 9:10-10:10 a.m.  | Concurrent Sessions II                                  |
| 10:20-11:20 a.m. | Concurrent Sessions III                                 |
| 11:30-Noon       | "Making Large Classes Interactive"<br>Valhalla          |
| Noon-1:00 p.m.   | Lunch<br>Valhalla                                       |
| 1:00-2:00 p.m.   | "Engaging Students More Deeply in Learning"<br>Valhalla |

\* The Community of Science (COS) Database Workshop Sessions will be held in 256 Murphy Library at 8:00 a.m., 9:30 a.m., 11:00 a.m. and 1:30 p.m. Participants in the COS workshop also are invited to attend teaching conference sessions and lunch.

## Teaching Conference Program Schedule

### **Using Digital Video for the Creation of Virtual Explanatory Field Trips in Geography/Earth Science and in the Demonstration of Scientific Experiments in Physics**

Greg Chu, Geography and Earth Science; Robert Klindworth and Mike Jackson, Physics 8:00 a.m., Room 339

The objective of this work was the creation of dynamic video illustrations for use by the Geography/Earth Science and Physics Departments. We will discuss how digital video clips were created, the advantages and obstacles for using video illustrations and how these techniques have been used in their respective courses.

### **Cooperative Learning Using a Case-Based Methodology**

Pat Wilder and Katie Barton, Physical Therapy; Peggy Maher, Biology 8:00 a.m., Room 337

This session examines the use of and rationale for case-based teaching. In case-based teaching, students encounter course content as part of real world scenarios and problems. Students work in collaboration to explore and learn the subject matter in the process of analyzing and solving the case.

### **Who Wants to be a College Graduate? Using SNAPS for Effective Informational and Developmental Advising**

Betsy Morgan and Emily Johnson, Psychology 8:00 a.m., Room 326

In this interactive session, we will focus on effective SNAP-based advising. Using a game show premise, we will discuss both developmental and informational advising strategies that faculty can employ. YOU WILL HAVE A CHANCE TO WIN FABULOUS PRIZES! Great for new faculty and as a refresher for others!

### **Peer Evaluation as a Learning Tool**

Mike Abler, Biology; Donna Anderson, Economics; Gwen Achenreiner, Marketing; Terry Beck, English; Brad Seebach, Biology 8:00 a.m., Room 332

Peer review can be used to increase student involvement in course material, and to attempt to reduce the instructor's workload to a manageable level in writing-intensive courses. This moderated, panel discussion brings together instructors from different disciplines to examine the value of (and successes and failures with) student peer review.

### **Helping Students Improve Upon Their Individual Learning Skills through Self Assessment**

Bob Hoar, Mathematics 9:10 a.m., Room 339

We all have the ability to assess students' performance in a course, but do the students have the ability to assess themselves? I have collected evidence which suggests that certain students can be guided down a path which leads to self assessment and the students can improve learning skills by doing so. I will present the methods by which I attempt to guide my students to self assess in mathematics courses and discuss the results.

### **Blackboard as a Helpful Teaching Tool for Large Lecture Courses**

Beth Seebach and Sara Sullivan, Psychology 9:10 a.m., Room 337

We will host a round-table discussion of using web-based software packages as supplements to traditional teaching techniques. We use Blackboard in a team-taught, very large lecture class (n = 300). Advantages to the students and to the faculty members will be considered.

**Journal to the S\*E\*L\*F WHO TEACHES: A Writing Experience Based on Parker Palmer's *The Courage To Teach***

Susan "Boon" Murray, Recreation Management and Therapeutic Recreation

9:10 a.m., Room 340

What is the subject that chose you (i.e., I chose marketing and marketing chose me)? What's in the pocket of that teacher's coat you're wearing? Can an alpha poem sanctify the mundane in your teaching? Find the friend at the end of your pen and restore the WONDER of teaching in this mini-intensive "write-and-tell" facilitated by a certified instructor for *Journal to the S\* E\* L\* F*.

**Active Learning and Classroom Management Techniques in Statistics and Research Methods**

Carmen Wilson, Psychology

9:10 a.m., Room 332

You can hook some students some of the time, but you cannot hook all of the students all of the time, especially in statistics and research methods. To combat problems of boredom, understanding of complex concepts, and others, I developed several active learning activities. Many also are useful for classroom assessment.

**Harnessing the Web for a General Education Class: A Web-based Syllabus for Global Economics**

T.J. Brooks, Economics

10:20 a.m., Room 339

This presentation will discuss and demonstrate different Internet media available for use in a General Education classroom. Additionally, I will discuss the advantages and disadvantages of each.

**Lecture Objectives and Writing Test Questions to Match**

Tim Uphoff, Carol McCoy and Jane Scheuermann, Clinical Science

10:20 a.m., Room 259

We will provide participants with an objective writing guide along with a list of "Key Verbs" used to help write learning objectives which communicate to the student the expected outcome and the level at which the student is expected to perform. Following a discussion of these materials, participants will analyze example objectives and write original objectives. Discussion of individual experiences with writing and using objectives will follow.

**The Fine Art of Setting up Web Pages that Students Want to Use**

Anne Galbraith, Biology

10:20 a.m., Room 337

Development and maintenance of course Web pages is a lot of work, but it worth it as long as the pages are actually being used. I have developed course web sites that are heavily visited by students. Bring a course syllabus and join a discussion of ideas that will attract students to YOUR web pages!

**Creating the Creative Environment II**

Cam Choy, Art

10:20 a.m., Room 332

This presentation focuses on student learning in a general education art appreciation course. 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? Artists pride themselves on being creative individuals; why not infuse our teaching styles with the same creative vigor? Where will it all end? I don't know but it sure has been a blast!

## **Community of Science (COS) Database Workshop**

**January 18, 2001, Room 256 MURPHY LIBRARY**

Sponsored by the Instructional Technology Learning Program and the Office of Grants & Contracts

Because of limited seating, the workshop will be limited to 14 participants per session, and offered four times during the day at 8:00 a.m., 9:30 a.m., 11:00 a.m., and 1:30 p.m. Registration is required. Be sure to fill out your registration form and return it as soon as possible.

Presenter: Kevin Check, UW-Madison Office of University-Industry Relations

Community of Science (COS) links researchers worldwide through a system of databases available on the World Wide Web. COS can provide information to scholars in all disciplines, including the arts, humanities and social sciences. Currently, more than 400,000 researchers from more than 1,300 educational institutions throughout the world, including UW-La Crosse, are COS members. From a single starting point, individuals can find information about topics such as research expertise, funding opportunities, U.S. patents, and federally-funded research at specific institutions.

Each workshop session, which will be 1½ hours in length, will describe resources available through COS, as well as provide tips and techniques for successfully searching the databases. Participants will perform searches and create or update expertise profiles. The presenter, Kevin Check, of the UW-Madison Office of University-Industry Relations, will also demonstrate other available COS services, including:

- COS Workbench
- Funding Opportunities Database (more than 18,500 entries at this time)
- Funding Alert
- U.S. Patent Citation Database

The workshop is intended for those faculty and teaching or research academic staff who have not yet entered a profile on COS, as well as those who have done so but would like to learn more about the information and services provided by COS.

## **Announcing Two Faculty Development Events Thursday, January 18, 2001**

**Faculty and Academic Staff are invited to attend both events!**

- ❑ The Second Annual Conference on Teaching & Learning will be held from 7:30 a.m. to 2:00 p.m., in Cartwright Center.
- ❑ The Office of Grants and Contracts and the Instructional Technology Learning Program will host a “Community of Science (COS) Database Workshop” in room 256 Murphy Library. The COS workshop is 90 minutes long and will be repeated 4 times during the day at 8:00 a.m., 9:30 a.m., 11:00 a.m., and 1:30 p.m.

To register

- ❑ Campus mail: Send registration information to Continuing Education, Morris Hall.
- ❑ Email: Provide the registration information in a message to Jan Olson, at [olson.jani@uwlax.edu](mailto:olson.jani@uwlax.edu)
- ❑ Phone: Call 785-6500 and then press “4”.
- ❑ Fax: Fax registration information to 785-6547.

**Please register by Friday, January 12 !!!!!!!!!**

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### **Registration for the Teaching Conference and Community of Science Workshop**

Name:

Campus Address:

E-mail address:

\_\_\_\_\_ I plan to attend the UW-La Crosse Second Annual Conference on Teaching and Learning.

\_\_\_\_\_ I plan to attend the teaching conference lunch (also open to COS workshop participants).

\_\_\_\_\_ I would like to register for the COS workshop.

Enrollment for the COS workshop is limited to 14 participants per session. Please rank your preferred workshop times, 1-4, starting with “1” as your most preferred time. You will be informed by email as to which COS time slot you have been assigned.

- \_\_\_\_\_ 8:00 a.m. – 9:30 a.m.
- \_\_\_\_\_ 9:30 a.m. – 11:00 a.m.
- \_\_\_\_\_ 11:00 a.m. – 12:30 p.m.
- \_\_\_\_\_ 1:30 p.m. – 3:00 p.m.