

UW-La Crosse 5th Annual Conference on Teaching and Learning
January 20, 2004
8:00 a.m. to 1:00 p.m.
Cartwright Center

8:00 a.m. **Coffee, juice, muffins**
 Valhalla B

8:10 a.m. **Welcome and Opening Remarks**
 Valhalla B

8:30-11:30 **Concurrent Presentations**

	Room 332	Room 339	Room 337
8:30	3	1	2
9:30	4	6	2
10:30	3	7	5

Refreshments

Room 340

11:45-1:00 Lunch
 Valhalla A

Lunch Presentation: UW-L and the American Democracy Project

Dean Stroud, Assistant to the Provost. The presentation will introduce the campus community to the American Democracy Project as well as provide examples of how we might participate. Examples of the New York Times Partners in Education Program will be highlighted as well.

Concurrent Presentations

1. Title: Gathering and Interpreting Primary Data as a Pedagogical Device: The Case of a Women in the U.S. Economy Course **Room 339**
 Presenters: Lisa Giddings and Taggart J. Brooks (Economics)
 This research attempts to measure the effects of using primary data in the classroom. Students in the experimental group surveyed couples and class data was compiled. Students were then required to use the data to explore issues discussed in the classroom.

2. Title: Incorporating Learning-centered Techniques into a Large, Content-heavy Course **Room 337**
 Presenters: David Howard and Jennifer Miskowski (Biology)
 Methods to increase active learning in an 80 student, content-laden course will be discussed. Brief in-class problems promote critical thinking during lecture, IF-AT multiple choice forms promote learning during exams, and guided inquiry increases student engagement in labs. The strategies and results of assessment will be presented.

3. Title: Taking Learning Seriously **Room 332**
 Presenters: Bryan Kopp (English) and Susan "Boon" Murray (Therapeutic Recreation)
 Have a small group conversation with your colleagues on recognizing amnesia, fantasia, or inertia as byproducts of your students' learning and a larger group discussion about "Taking Learning Seriously." Experience guided discussion as a prelude to a Spring 2004 Discussion Group on the scholarship of teaching and learning (SOTL).

4. Title: The Use of Information Technology and Problem Based Learning (PBL) to Enhance Student Learning **Room 332**
Presenter: Robin Mc Cannon OTR/MS
An educational experience that involved collaboration between OT educators from two countries via a PBL case delivered via educational technology will be described. Faculty evaluated the technology as a method of exchanging information as well as the effectiveness of the PBL in meeting learning objectives and fostering clinical reasoning skills.
5. Title: Stone Soup: An Example of Cooperative Teaching **Room 337**
Presenters: Deb Hanmer, Anne Galbraith, Tim Gerber, Dan Sutherland, Mark Sandheinrich, Scott Cooper (Biology)
Cooperative teaching offers many advantages in courses with more than one instructor. Pooling of expertise saves time and creates a better product. This presentation will share our method of course materials development. The audience is encouraged to ask the panel questions on the pros and cons of cooperative teaching.
6. Title: Do Collaborative Exams Enhance Learning? Reflections From Management Courses **Room 339**
Presenter: Hulya Julie Yazici (Management)
The importance of collaboration in learning and how collaborative exams help to the learning of quantitative and qualitative course material are discussed. Previous research on collaborative learning style and assessment are presented. Results of assessment of learning and students' perceptions of collaborative exams and other collaborative assignments or projects from management classes are included.
7. Title: Exploring the use of Problem-Based Learning in the preparation of creative and critical thinkers. **Room 339**
Presenter: Sarah Johnston-Rodriguez (Educational Studies)
This session explores the use of Problem-based Learning (PBL) as a tool for the teacher. Using PBL to bridge the gap between theory and practice, instructors employ authentic learning to engage in active inquiry, creative solution seeking and collaborative problem solving.