Panel Discussions and Workshops
8:30-9:20

Room 3205  Examples of How the UW-L Policy Research Network is Used in Course-Embedded Research
Jeremy Arney, Political Science & Public Administration; Mary Hamman, Economics; Carol Miller, Sociology & Archaeology; Scott Cooper, Biology

Room 3211  The Murphy Learning Center: How Can We Help Your Students?
Tony Docan-Morgan, Communication Studies; Lee Baines, Biology; Virginia Crank, English; Kate Friesen, Chemistry, and Jim Sobota, Mathematics

Room 3213  Interdisciplinary Approach: Pairing the Humanities and Social Sciences with Outdoor Recreation and Environmental Education
Steven Simpson, Recreation Management & Therapeutic Recreation and Sam Cocks, Philosophy

Poster Session
9:30 – 11:00

Room 3212

1. The Creation of a National Blended Course: The Stewardship of Public Lands
   Jo Arney, Political Science and Public Administration

2. Mingling with Students Before Class: What to Ask
   Tony Docan-Morgan, Communication Studies

3. Improving General Chemistry Lab Performance Through Online Demonstrations
   Yevgeniya Turov & Katherine Friesen, Chemistry & Biochemistry

4. Do In-Class, Active Review Sessions Promote Critical Thinking Skills in a High-Enrollment Human Anatomy and Physiology Course?
   Tisha King-Heiden, Biology

5. Does the Assignment of Student-Generated Reading Questions Improve Student Learning Outcomes?
   Laurie Strangman, Economics

6. Team-Based Learning in a Zen Buddhism Philosophy Course
   Sam Cocks, Philosophy

7. Introducing Experimental Design and Data Analysis using Guided Inquiry in the Forest
   Alysa Remsburg, Environmental Studies
8. Students' Perceptions of the Classroom Climate
   Barbara Stewart and Matt Evensen, Campus Climate and Laurie Cooper Stoll, Sociology and Archaeology

9. Optimization of Fe(CO)\(_3\)(PPh\(_3\))\(_2\) – An Educational Application
   Hayley Hudson, Chemistry and Biochemistry

    Kate Lavelle, Communication Studies

11. Integrated Business Core: Using Unstructured Problem Solving to Enhance Critical Thinking and Professionalism
    Nicole Gullekson, Management; Maggie McDermott, Marketing; Diana Tempski, Finance

12. From Three Courses to One: Outcomes from Redesigning the 200-Level Biology Curriculum
    Gretchen Gerrish, Meredith Thomsen, Anita Baines, Elisabeth Paluch, Gregory Sandland, Barrett Klein, Thomas Volk, Roger Haro, Anton Sanderfoot, Todd Osmundson, Rick Gillis, and Kathryn Perez, Biology

Room 3211

13. THERE IS NO "I" IN "CHORAL ENSEMBLE": Redefining Team-Building Strategies in UW-L Choirs Influenced by Techniques, Keywords, and Aphorisms from UW-L’s and other Nationally Prominent Basketball and Volleyball Coaches
    Gary Walth, Music

14. Developing Global Knowledge through Empirical Puzzles and Group-Based Country Projects
    Adam Van Liere, Political Science and Public Administration

15. Development of a Foundational Biophysics Course at UW-La Crosse
    Jennifer Klein, Biology

Room 3213

16. Making Your Course More Accessible
    Chris Coppess, Disability Resource Services

17A. Dog Breeds as Brands: Marketing Segmentation Product Attributes
    Barbara Larsen, Marketing and Management

17B. Understanding Generational Diversity in Education and the Workplace
    Barbara Larsen, Marketing and Management

Panel Discussions and Workshops
11:00 – 12:00

Room 3205
   Mentoring Undergraduate Research: Panel and Q&A Regarding Student Recruitment, Undergraduate Grant Preparation, and Optimizing Dual Productivity between Students and Mentors
   Ryan Friesen, English; Josh Hursey, Computer Science; Stephen McDougal, Political Science; Gretchen Gerrish and Scott Cooper, Biology

Room 3211
   They Just Don't Get It: A Look at How Learning by Design Can Help Address Challenging Curricular Issues
   Marti Lybeck, History; Maggie McDermott, Marketing; Bernadette Taylor, Microbiology

Room 3201
   Using Improv in the First-Year Classroom
   Virginia Crank and Heidi Jones, English