

# *Shaping our Future*



THE UNIVERSITY  
of  
**WISCONSIN**  
MADISON

# Wednesday, May 21, 2008 • Pyle Center

<b>8:15 – 8:30 A.M. WELCOME</b>		<b>8:30 – 9:30 A.M. KEYNOTE</b>			
<b>Room 325/26</b> Mo Noonan Bischof, Christine Pfund and Aaron Brower		<b>Room 325/26</b> Teaching and Learning at Wisconsin: Three Stories from the Past and What We Can Learn from Them Adam Nelson, Associate Professor, Educational Policy Studies and History			
<b>10:00 – 11:00 A.M.</b>					
<b>Room 213</b> <i>Establishing Institution-wide Expectations for Student Learning at UW-Madison</i> Jocelyn Milner Mo Noonan Bischof	<b>DE 335</b> <i>Today's Wired Students: Learning Preferences and Teaching Tips</i> Ronald J. Cramer Renee Schuh Madaline Covelli Sarah McDaniel	<b>Room 111</b> <i>Facilitating Collaborative and Group Projects</i> David Gagnon John Wright Sarah Miller Jake Blanchard	<b>Room 112</b> <i>Beyond PowerPoint: Creative Presentations</i> Jennifer Frank	<b>Room 225</b> <i>Addressing Challenging Mental Health Situations in Academic Settings</i> Robert McGrath Dennis Christoffersen	<b>Room 220</b> <i>Learning Circle: How Can We Empower Faculty and Staff to Work More Effectively with Teaching Assistants?</i> Brian Bubenzer
<b>11:15 – 12:15 P.M. KEYNOTE</b>			<b>12:30 – 1:30 P.M. LUNCH</b>		
<b>Room 325/26</b> <i>Exemplary Teaching: Theory and Practice at UW-Madison</i> Julie Underwood, Dean, School of Education			For those who have prepaid, box lunches will be available until 1:30 p.m. in the Alumni Lounge (1st floor). Dine in the plenary Room (325/26) or in one of the breakout session rooms. For others: Lunch on your own.		
<b>1:45 – 2:45 P.M.</b>					
<b>Room 213</b> <i>Data from the National Survey of Student Engagement: What Do UW Undergraduates Think About Their Experience Here?</i> Margaret Harrigan	<b>DE 335</b> <i>Students Preferences &amp; Needs: Tips for Increasing Access to Your Course</i> Alice Anderson Mike Hinrichs	<b>Room 111</b> <i>Creating Connections for the Next Generation of UW-Madison Web-based Services</i> Joanne Berg Karen Hanson James Phelps Brian Yandell	<b>Room 112</b> <i>Mentoring: What Case Studies in One-on-One and Small Group Interactions Tell Us</i> Beth Godbee Nancy Linh Karls Yi-Yin Ko Ching-Ju Liu Ang-Yi Chen	<b>Room 225</b> <i>Engaging the Lifelong Learner</i> Sarah Schutt William Tishler Alan Ng Stanley Schultz	<b>Room 220</b> <i>Learning Circle: How Do We Focus on Essential Learning Outcomes?</i> Nancy Westphal-Johnson Jolanda Vanderwal Taylor Elaine Klein
<b>3:00 – 4:00 P.M.</b>					
<b>Room 213</b> <i>Do Course Grades Reveal More About Faculty or Students?</i> Bruce Beck	<b>DE 335</b> <i>Games, Learning &amp; Society: New Tools for Educational Innovation</i> Constance Steinkuehler Kurt Squire Erica Halverson Richard Halverson	<b>Room 111</b> <i>Achieving Ethics Across the Curriculum: Incorporating Ethical Problem-solving into Science and Engineering Courses</i> Kristyn Masters Sarah Pfatteicher	<b>Room 112</b> <i>Engaging First Year Students: Lessons from Freshman Seminars</i> Wren Singer Kari Fernholz Lisa Landreman Robert Ray Don Woolston Susan Brantley	<b>Room 225</b> <i>How Do Students Make Connections Between Physics and Biology?</i> Bret Underwood Shusaku Horibe	<b>Room 220</b> <i>Learning Circle: How Can We Enhance Service Learning Using the Community's Perspective?</i> Margaret Nellis Elizabeth Tryon

**Resource Fair: Alumni Lounge**

# Thursday, May 22, 2008 • Pyle Center

<b>8:15 – 8:30 A.M. WELCOME</b>					
<b>Room 325/26</b> Mo Noonan Bischof and Christine Pfund					
<b>8:30 – 9:30 A.M.</b>					
<b>Room 213</b> <i>How do you know what they know? Assessment of Student Learning</i> Michelle Harris Janet Batzli Sarah Miller	<b>DE 335</b> <i>The Role of Beliefs in Increasing Student Retention</i> Angela Byars-Winston Yannine Estrada Christina Howard Juan Zalapa	<b>Room 111</b> <i>Curricular Transformation: Developing an integrated undergraduate curriculum</i> Monica Theis Rich Hartel Barb Ingham John Lucey	<b>Room 112</b> <i>Teaching on the Run: An Active Pedagogy Beyond Phys. Ed. (Or: How My Sociology Students Came to Run a Marathon and Took Me With Them)</i> Amber Ault	<b>Room 225</b> <i>Learning Circle: How Can We Further Integrate Entrepreneurship into the UW-Madison Experience?</i> Charles Hoslet Aaron Brower Anne Miner Stephanie Jutt	<b>Room 220</b> <i>Learning Circle: How Can We Build an Online Teaching and Learning Resource that will Meet the Needs of UW Faculty and Staff?</i> Jake Blanchard Jeffrey Henriques
<b>9:45 –10:45 A.M.</b>					
<b>Room 213</b> <i>Exploring Ways to Improve the Experience of Undergraduate Researchers and their Mentors</i> Janet Branchaw Christine Pfund Rae Rediske	<b>DE 335</b> <i>Rethinking the Lecture: Reversing the Lecture/ Homework Paradigm</i> Gregory Moses	<b>Room 111</b> <i>Imagine Classrooms of the Future!</i> Carole Turner Dan LaValley Tom Wise	<b>Room 112</b> <i>Strategies for Promoting Information Literacy</i> Sarah McDaniel Eliot Finkelstein Steve Frye	<b>Room 225</b> <i>Global Health Field Experiences: Study and Service that Makes a Difference for Students, Faculty and Community</i> Lori DiPrete Brown John Ferrick Curt Johson Alyson Williams Elizabeth Prange	<b>Room 220</b> <i>Learning Circle: A University Teaching and Learning Vision of the Future: Ideas from the 2009 Reaccreditation Self Study.</i> Nancy Mathews John Booske Mimi Bloc
<b>11:00 A.M. – 12:00 P.M. KEYNOTE</b>					
<b>Room 325/26</b> <i>Teaching and Learning in the Future University</i> John Wiley, Chancellor					

# Post-Symposium Sessions 2008

THURSDAY, MAY 22

1:00 P.M.					
<b>Room 213 Pyle Center</b>  <i>Awareness to Action: Resources for Embracing Diversity throughout the Learning Experience</i>  Tessa Lowinske-Desmond	<b>Room 111 Pyle Center</b>  <i>*College of Letters and Science: Service Learning Innovations</i>  Tess Arenas Peggy Rosin Louise Robbins Jim LaGro	<b>Room D335 Pyle Center</b>  <i>5 Things Video Games Can Teach You about Designing Curriculum</i>  David Gagnon Kurt Squire	<b>Room 225 Pyle Center</b>  <i>Teaching Teaching to Teach Learning</i>  Richard Miller Liu Yan	<b>Room 220 Pyle Center</b>  <i>What's New in Learn@UW?</i>  Jeff Bohrer	<b>6176 Helen C. White Hall 600 N. Park St.</b>  <i>How Can We Best Serve Multilingual Writers?</i>  Kate Vieira Rebecca Lorimer
2:30 P.M.				3:00 P.M.	
<b>6172 Helen C. White Hall 600 N. Park St.</b>  <i>*Designing Effective Library Research Assignments</i>  Brad Hughes Sarah McDaniel	<b>McKay Center, UW-Madison Arboretum 1207 Seminole Highway</b>  <i>*Earth Partnership for Schools</i>  Cheryl Bauer-Armstrong Rick Hall Molly Fifield Murray	<b>2<sup>nd</sup> Floor Atrium, Microbial Science Center 1550 Linden Drive</b>  <i>Striving to Improve Teaching and Learning: Examples from Participants in the Delta Program and the WI Program for Scientific Teaching</i>  Graduate students, post- docs, faculty and staff participants from Delta and WPST	<b>436 Memorial Library 728 State St.</b>  <i>Keeping Current with the Literature</i>  Steven Baumgart Beverly Phillips Eric Larsen	<b>Room 220 Pyle Center</b>  <i>*Rapid eLearning Develop- ment Tools from the UW Engage Program</i>  Les Howles Chris Lupton	<b>Room DE 335 Pyle Center</b>  <i>*Virtual Microscopy: Teaching and Evaluating Diagnostic Skills in Cytology and Histology</i>  Daniel F.I. Kurtycz Michele Smith Changhong Ye

FRIDAY, MAY 23

9:00 A.M.	10:00 A.M.	1:00 P.M.
<b>Digital Media Center, Biotechnology Bldg. 425 Henry Mall</b>  <i>*Creating Effective eTEACH Presentations – Beginning</i>  Kevin Thompson Greg Moses	<b>436 Memorial Library 728 State St.</b>  <i>Finding Grants for Teaching and Learning</i>  Nikki Busch	<b>6176 Helen C. White Hall 600 N. Park St.</b>  <i>*Responding to and Evalu- ating Student Writing</i>  Brad Hughes
<b>Digital Media Center, Biotechnology Bldg. 425 Henry Mall</b>  <i>*Creating Effective eTEACH Presentations – Advanced</i>  Kevin Thompson Greg Moses	<b>F4/335 Clinical Science Center 600 Highland Ave.</b>  <i>High Fidelity Simulation: Reflective and Situated Learning</i>  Eric Bauman Karl Willmann	

\* Indicates that this post-symposium session requires registration. Please see detailed description of session for details.

# Wednesday, May 21, 2008 • Pyle Center

## 7:30–8:15 A.M. REGISTRATION

Main floor entrance, Pyle Center,  
702 Langdon Street

Coffee and continental breakfast available throughout the morning in the Alumni Lounge on the 1<sup>st</sup> floor.

Resource Fair, Alumni Lounge (all day)

## 8:15–8:30 A.M. WELCOME

Room 325/26

### *Program Overview*

Mo Noonan Bischof & Christine Pfund, Chairs,  
Symposium Planning Committee

### *Welcome Remarks and Keynote Introduction*

Aaron Brower, Vice Provost for Teaching and Learning

## 8:30–9:30 A.M. KEYNOTE ADDRESS

Room 325–326

### *Teaching and Learning at Wisconsin: Three Stories from the Past and What We Can Learn from Them*

Adam Nelson, Associate Professor, Education  
Policy Studies and History

## 9:30–10:00 A.M. BREAK

## 10:00–11:00 A.M. BREAK OUT SESSIONS

Room 213

### *Establishing Institution-wide Expectations for Student Learning at UW–Madison*

Jocelyn Milner, Academic Planning and Analysis  
Mo Noonan Bischof, Office of the Provost

During this session participants will develop an understanding of the process for setting learning expectations, and will learn about the Essential Learning Outcomes devised in the LEAP project. Explicit university-wide expectations for student learning are important and necessary as a framework for setting a university-level academic direction. Such expectations are necessary to evaluate the learning experience and to devise strategies for improvements. This session will outline a process for identifying expectations for

student learning at UW–Madison based on the Essential Learning Outcomes, a product of American Association of Colleges and Universities (AAC&U) Liberal Education for America's Promise (LEAP) project.

Room DE 335

### *Today's Wired Students: Learning Preferences and Teaching Tips*

Ronald J. Cramer, DoIT Academic Technology

Renee Schuh, DoIT Academic Technology

Madaline Covelli, DoIT STS

Sarah McDaniel, Library and Information Literacy  
Instruction Program

During this session participants will discuss a range of technology use in the classroom and the skills students need to use them. The characteristics of today's undergraduates wired—NetGen, Millennials and multitaskers—get a lot of press. What does the research tell us about students and their expectations for technology in the classroom? What are the implications of these characteristics and expectations for teaching and learning? We'll review research on undergraduates and explore the perceived generation gap. We'll discuss considerations for working effectively with this student population, explore assumptions about student skills, and present practical strategies for creating engaging and supportive learning experiences for all students. Participants will also take an interactive survey to compare assumptions about student and faculty technology use with the research and discuss sample assignments.

Room 111

### *Facilitating Collaborative and Group Projects*

David Gagnon, DoIT Academic Technology EN-  
GAGE Program

John Wright, Chemistry

Sarah Miller, Wisconsin Program for Scientific  
Teaching

Jake Blanchard, Engineering Physics

"I hate group projects!" Have you ever heard students say this? Have you said it yourself? A recent campus survey found that collaborative group work is a top teaching/learning challenge. In this session, 4 faculty will share their lessons learned about how to facilitate collaboration in the classroom for using group writing, student reflection, peer critique, group problem solving and group presentations, to

make these kinds of assignments more satisfying and worthwhile for everyone. During this session participants will ask questions and interact with the panel.

Room 112

### *Beyond PowerPoint: Creative Presentations*

Jennifer Frank, Family Medicine

With creative thinking, presentations can transcend the typical PowerPoint format. PowerPoint allows for visually interesting presentations, but it is often used for presentations that would be better served with a different style of presentation. Reliance on PowerPoint can lead to predictable lectures that fail to convey key information. During this session participants will challenge traditional PowerPoint uses and engage in an interactive lecture discussion by completing a fill-in-the-blanks worksheet, playing bingo, contributing on a panel, discussing a case study, and brainstorming ideas.

Room 225

### *Addressing Challenging Mental Health Situations in Academic Settings*

Robert McGrath, Counseling and Consultation  
Services, Counseling Psychology

Dennis Christoffersen, Counseling and Consulta-  
tion Services, Counseling Psychology

During this session participants will hear a review of psychological conditions that are present on campus and have the opportunity to discuss particularly problematic situations they may have encountered, or are apprehensive about encountering. This session will focus on the identification of the increasingly intense and frequent mental health situations that are occurring at UW, as well as on campuses across the country. An emphasis will be placed on situations where there may be the possibility of harm to self or others. Potential responses to these challenging situations will be reviewed and discussed.

Room 220

### *Learning Circle: "How Can We Empower Faculty and Staff to Work More Effectively with Teaching Assistants?"*

Facilitator: Brian Bubbenzer, College of Letters  
and Science

# Wednesday, May 21, 2008 • Pyle Center

## 11:00–11:15 A.M. BREAK

## 11:15–12:15 P.M. KEYNOTE ADDRESS

### Room 325–326

#### *Exemplary Teaching: Theory and Practice at UW–Madison*

Julie Underwood, Dean, School of Education

UW–Madison is highly regarded as a top tier research institution. In this session, participants will come to learn that intertwined with its reputation for research, the university emphasizes and salutes teaching excellence.

## 12:30–1:30 P.M. LUNCH

For those who have prepaid, box lunches will be available until 1:30 p.m. in the Alumni Lounge on the 1<sup>st</sup> floor. Dine in the Plenary Room (325/26), or in one of the breakout session rooms. For others, lunch on your own.

## 1:45–2:45 P.M. BREAK OUT SESSIONS

### Room 213

#### *Data from the National Survey of Student Engagement: What do UW–Madison Undergraduates Think about Their Experience Here?*

Margaret Harrigan, Academic Planning and Analysis

What do UW–Madison undergraduates think about their experience here? This session answers that with data from the National Survey of Student Engagement (NSSE). During this session participants will discuss their observations of student learning experiences and how they compare to those reported on the survey. Compared to students at other universities, we will discuss how often our students report active and collaborative learning and enriching educational experiences such as: working on projects with other students, connecting with students of different backgrounds and interacting with faculty outside of class. Differences by student level and minority status will be considered.

### Room DE 335

#### *Student Preferences and Needs—Tips for Increasing Access to your Course*

Alice Anderson, DoIT

Mike Hinrichs, Social Work

During this session participants will break into small groups to explore what resources are used in individual courses and what options are available to address student preferences and needs.

Students at UW–Madison have told us what technologies they own, their opinions and preferences for “technologies and learning,” and the barriers they experience accessing these technologies through annual surveys. Data from these surveys, as well as tips for making learning resources accessible to students with disabilities while addressing the preferences of students overall, will be shared.

### Room 111

#### *Creating Connections for the Next Generation of UW–Madison Web-based Services*

Joanne Berg, Division of Enrollment Management/ Office of the Registrar

Karen Hanson, Division of Enrollment Management/ Office of the Registrar

James Phelps, DoIT

Brian Yandell, Horticulture and Statistics

During this session participants will learn about Web-based service enhancements and the collaborative process being used in their development and implementation as well as provide feedback on the process and the projects. A number of Web-based initiatives designed to improve services to UW students, faculty and staff are currently under development. This panel presentation will provide an update of the campus-wide Course Guide on the Web project, the enterprise Web Content Management System, and future enhancements to the Faculty and Student Centers in MyUW.

### Room 112

#### *Mentoring: What Case Studies in One-on-One and Small Group Interactions Tell Us*

Beth Godbee, Composition and Rhetoric

Nancy Linh Karls, Writing Center

Yi-Yin Ko, Mathematics Education

Ching-Ju (“CJ”) Liu, Audiology, Communicative Disorders

Ang-Yi Chen, Curriculum and Instruction

This interactive workshop will involve participants in collaborative brainstorming and discussion aimed at strengthening mentoring here at UW–Madison. Facilitators will present research from two case studies of self-sponsored, organic mentoring and then argue for a framework of mentoring that promotes collaboration, conversation, and collegiality. During the session participants will be involved in small-group brainstorming and large-group discussion in response to questions such as the following: What positive and negative experiences have you had as a mentor and as one who has been mentored? How can the university promote mentoring that is spontaneous, serendipitous, or improvisational?

### Room 225

#### *Engaging the Lifelong Learner*

Sarah Schutt, Division of Continuing Studies

William P. Tishler, Division of Continuing Studies

Alan Ng, Division of Continuing Studies

Stanley K. Schultz, History

This presentation will provide an introduction to the tools and techniques used to reach a growing population of lifelong learners. Wisconsin Alumni Lifelong Learning provides non-credit courses to alumni, drawing on the expertise of UW–Madison faculty. Programs are offered through partnership between the Wisconsin Alumni Association (WAA) and the Division of Continuing Studies (DCS). Over the past year this collaboration has fostered the creation of several non-credit Internet courses on topics such as American History, Russian Civilization, and Landscape Architecture. During this session participants will interact with faculty who are using non-credit lifelong learning courses to reach alumni around the world and consider how they can become involved in non-credit lifelong learning courses.

# Wednesday, May 21, 2008 • Pyle Center

## Room 220

### *Learning Circle: "How Do We Focus on Essential Learning Outcomes?"*

Nancy Westphal-Johnson, College of Letters and Science

Yolanda Vanderwal Taylor, German

Elaine Klein, College of Letters and Science

## 2:45–3:00 P.M. BREAK

## 3:00–4:00 P.M. BREAK OUT SESSIONS

### Room 213

#### *Do Course Grades Reveal More About Faculty than Students?*

Bruce Beck, Academic Planning & Analysis

In this session, we will examine trends and patterns in UW–Madison course grades and discuss ways we may adjust or revise grading practices. Differences in grade distributions across departments (and between sections in the same course in the same term) are often difficult to attribute to student performance. Variation in faculty usage of “AB” and “BC” grades distorts grade distributions as a portrayal of student performance. In some courses, high percentages of adverse grades persist year after year even though students have placement test scores appropriate for their courses. During this session participants will interpret tables and charts to inform grading practices.

### Room DE 335

#### *Games, Learning & Society: New Tools for Educational Innovation*

Constance Steinkuehler, Curriculum & Instruction

Kurt Squire, Curriculum & Instruction

Erica Halverson, Educational Psychology

Richard Halverson, Educational Leadership and Policy Analysis

In this presentation, we review our collective research and practice based on games and simulations. Recent research has begun to elucidate the key principles of learning that well-designed games can and do embody. At the same time, the broader

social significance of gaming culture has become a topic for scholarship across a diversity of fields. Games and simulations not only reveal new worlds in the virtual realm, they inspire new worldviews in the physical one. During this session participants will view games and game-related fandom artifacts and discuss them.

### Room 111

#### *Achieving Ethics Across the Curriculum: Incorporating Ethical Problem-Solving into Science and Engineering Courses*

Kristyn Masters, Biomedical Engineering

Sarah Pfatfeicher, College of Agricultural and Life Sciences

In this session, we will present ethical problem-solving instructional techniques and assist participants in adapting these techniques to meet the needs of their courses. Despite the importance of ethics training for accreditation agencies, employers, instructors, and students, many students graduate from STEM fields with only a cursory understanding of ethical issues. And, while many instructors wish to incorporate ethics into their courses, there are several barriers to doing so. During this session participants will first learn about our research in ethics instruction, participate in an ethical problem-solving exercise, and finally discuss how they can implement these instructional techniques in their own courses.

### Room 112

#### *Engaging First Year Students: Lessons from Freshman Seminars*

Wren Singer, Center for the First-Year Experience, Counseling Psychology

Kari Fernholz, First Year Interest Group Program

Lisa Landreman, Chadbourne Residential College

Robert Ray, College of Agricultural and Life Sciences

Susan Brantly, Scandinavian Studies

Don Woolston, Engineering

Are you perplexed, confused or frustrated by the first year students in your course? Do you wonder about how to better engage first year students in your class? Instructors from first-year seminar courses at UW–Madison will share curricular and

pedagogical strategies which have helped engage students in the course material and communicate larger campus learning outcomes to new students. During this session participants will engage in a discussion about how to apply the lessons from freshman seminars to other courses with first year students.

### Room 225

#### *How Do Students Make Connections Between Physics and Biology?*

Bret Underwood, Physics

Shusaku Horibe, History of Science

One goal in requiring undergraduate science majors to take introductory physics courses is that the students will be able to apply the ideas and concepts of physics to their own discipline. In this session, we will discuss some of the difficulties undergraduate students encountered when asked to make connections between physics and biology in a lesson designed specifically for that purpose, and discuss those aspects of the lesson that were successful in encouraging these connections. During this session participants will identify difficulties students may have connecting information across disciplines and develop lessons designs which may facilitate cross-disciplinary thinking.

### Room 220

#### *Learning Circle: "How Can We Enhance Service Learning Using the Community's Perspective?"*

Facilitators:

Margaret Nellis, University Health Services

Elizabeth Tryon, Edgewood College

# Thursday, May 22, 2008 • Pyle Center

## 7:30–8:15 A.M. REGISTRATION

Main floor entrance, Pyle Center,  
702 Langdon Street

## 8:15–8:30 A.M. WELCOME AND LOGISTICS

### Room 325/26, Pyle Center

Coffee and continental breakfast available  
throughout the morning outside the Plenary Room.

## 8:30–9:30 A.M. BREAK OUT SESSIONS

### Room 213

#### *How Do You Know What They Know? Assessment of Student Learning*

Michelle Harris, Biology Core Curriculum

Janet Batzli, Biology Core Curriculum

Sarah Miller, Wisconsin Program for Scientific  
Teaching

Come join us for a discussion on the development of instructional materials with a focus on assessment of student learning—from informal observations to grading to publishable research. Have you just developed a new course, a new unit, or a new class activity? How do you know if it ‘worked’? Accurate assessment of student learning is among the most challenging things we do as instructors. During this session participants will be invited to review assessment tools and resulting student learning data, to share their own successful assessment tools, and to reflect on challenges associated with assessment.

### Room DE 335

#### *The Role of Beliefs in Increasing Student Retention*

Angela Byars-Winston, Institute for Clinical and  
Translational Research/ UW Center for Women’s  
Health Research

Yannine Estrada, Center on Education and Work

Christina Howard, Center on Education and Work

Juan Zalapa, Horticulture and Forestry

This interactive session will focus on the effect of student’s beliefs on retention in science and engineering. Longitudinal data from a study of under-

represented STEM college students will be presented focusing on student academic and career development, influences of ethnic identity, and perceptions of campus climate on retention. Strategies for increasing retention at the individual, department, and institutional levels will be discussed. During this session participants will learn about a theoretical framework for understanding retention; gain understanding of research and the role of cognition in retention; and practice strategies to positively affect students’ academic and career-related beliefs.

### Room 111

#### *Curricular Transformation: Developing an Integrated Undergraduate Curriculum*

Monica Theis, Food Science

Rich Hartel, Food Science

Barb Ingham, Food Science

John Lucey, Food Science

The purpose of this session to describe the process by which a department came to consensus on a new curriculum, how it was developed and implemented, and plans for assessment. In 2004, the faculty and staff of the Department of Food Science agreed to overhaul its undergraduate curriculum to better serve the students and the industries/entities that depend on their expertise. During this session participants will learn about the process and be invited to ask questions and share ideas on curricular reform.

### Room 112

#### *Teaching on the Run: An Active Pedagogy Beyond Phys. Ed. (Or: How My Sociology Students Came to Run a Marathon and Took Me with Them)*

Amber Ault, Pharmacy

This session will describe an effort to integrate students’ daily health and wellness behaviors into the content of a freshman seminar on diversity, inequality, and social justice in health care. The use of journals, field observations, in-class exercises, readings, class meals, and “walking office hours” led to a surprising result: a whole class deciding to run a marathon together. In this session, participants will discuss how instructors in various disciplines might use “active pedagogy” in their classes to enhance student learning, while supporting the development of life-long health practices.

### Room 225

#### *Learning Circle: “How Can We Further Integrate Entrepreneurship into the UW–Madison Experience?”*

Facilitators:

Charles Hoslet, Office of the Chancellor

Anne Miner, Business

Aaron Brower, Office of the Provost

Stephanie Jutt, Music

### Room 220

#### *Learning Circle: How Can We Build an Online Teaching and Learning Resource that will Meet the Needs of UW Faculty and Staff?*

Facilitators:

Jake Blanchard, Engineering Physics and Teaching  
Academy

Jeffrey Henriques, Psychology and Teaching  
Academy

## 9:30–9:45 A.M. BREAK

## 9:45–10:45 A.M. BREAK OUT SESSIONS

### Room 213

#### *Exploring Ways to Improve the Experience of Undergraduate Researchers and Their Mentors*

Janet Branchaw, Center for Biology Education

Christine Pfund, Delta Program and Wisconsin  
Program for Scientific Teaching

Rae Rediske, Curriculum & Instruction, Delta  
Program

This session will introduce participants to two approaches that are being used to improve undergraduate research experiences. The first provides support and structure to beginning undergraduate researchers. The second creates a forum for discussions and provides an opportunity for mentors to improve their mentoring. Participants in this session will engage in activities used in both approaches, discuss preliminary data, and consider possible use of these approaches in their work.

# Thursday, May 22, 2008 • Pyle Center

## Room DE 335

### *Rethinking the Lecture: Reversing the Lecture/ Homework Paradigm*

Greg Moses, Engineering Physics

New media allows us to challenge established teaching paradigms, honestly assessing their effectiveness of reaching learning outcomes. Using a Web-based tool called eTEACH, lectures are another take-home resource like the textbook and class time is reserved for instructors working directly with students in active learning exercises. Successful application of this concept requires a holistic redesign of the total course. Examples of elementary and advanced course redesign will be given. During this session participants will view and critically evaluate an eTEACH presentation and discuss potential applications and course redesign in their teaching.

## Room 111

### *Imagine Classrooms of the Future!*

Carole Turner, DoIT, Academic Technology

Dan LaValley, DoIT, Academic Technology

Tom Wise, Facilities, Planning and Management, Space Management Office

This session describes the virtual and physical classrooms of the future, imagines how learning might occur, highlights innovative campus spaces, and considers potential shifts in teaching and learning, physical configurations, and instructional technologies. Presenters will highlight the current process for new building and remodeling projects, and how the campus master plan – including the Arts Warehouse District – might change the classrooms of the future. During this session participants will discuss how the very nature of the formal classroom setting is changing, see how other universities redesigning their physical and virtual spaces, and consider the challenges the future might hold.

## Room 112

### *Strategies for Promoting Information Literacy*

Sarah McDaniel, Library and Information Literacy Instruction Program

Eliot Finkelstein, College Library

Steve Frye, College Library

UW has embraced the LEAP campaign's focus on essential learning outcomes including information literacy: the ability to recognize when information is needed and to locate, evaluate, and use information effectively. We will examine the redesign of the information literacy module of the Communication A Requirement. The new design, based on transformative and discovery learning frameworks, provides a supportive learning environment for exploration of the authentic challenges of the research process. Participants will learn about information literacy as a framework for facilitating student success and lifelong learning and will consider strategies for building on the skills introduced in Communication A in courses and curricula across campus.

## Room 225

### *Global Health Field Experiences: Study and Service that Makes a Difference for Students, Faculty and Community*

Lori DiPrete Brown, Center for Global Health

John Ferrick, College of Agriculture and Life Sciences

Curt Johnson, Pharmacy

Alyson Williams, Graduate Student

Elizabeth Prange, Graduate Student

The Center for Global Health has developed a series of field courses that expose health science and graduate students to global health issues through interdisciplinary academic preparation and faculty-led field experiences in Ecuador, Uganda and Thailand. These courses employ lectures, discussion, observation, reflection and service so that students can better understand the global health issues and their role in addressing them. During this session participants will have the opportunity to reflect on how students learn through global health field study.

## Room 220

### *Learning Circle: "A University Teaching and Learning Vision of the Future: Ideas from the 2009 Reaccreditation Self Study."*

Facilitators: Nancy Mathews, Nelson Institute for Environmental Studies and UW–Madison Reaccreditation Project

John Booske, Electrical and Computer Engineering/COE, UW–Madison Reaccreditation Project

Mimi Bloc, Curriculum and Instruction, UW–Madison Reaccreditation Project

## 10:45–11:00 A.M. BREAK

## 11:00 A.M.–12:00 P.M. PLENARY

### *Teaching and Learning in the Future University*

John Wiley, Chancellor

# Post-Symposium Workshops

THURSDAY, MAY 22  
1:00–2:30 P.M.

1:00–2:30 P.M.

Pyle Center  
Room 213

***Awareness to Action: Resources for Embracing Diversity throughout the Learning Experience***

Tessa Lowinske-Desmond, Delta Program in Research, Teaching, and Learning

Are you aware of the value and issues of diversity in learning, but struggle with what to do next? In this session, Delta Program leaders will help you navigate resources for embracing diversity throughout the learning experiences you create. Then you will discuss a classroom-based diversity issue and learn about a broader set of campus resources available for you to extend what you learn to a larger audience in your unit, department or classroom.

1:00–2:30 P.M.

Pyle Center  
Room 111

***College of Letters and Science: Service Learning Innovations***

Andrea-Teresa "Tess" Arenas, Chicana/o Latina/o Studies, Office of Service Learning and Community Based Research

Peggy Rosin, Communicative Disorders

Jim LaGro, Urban and Regional Planning

Louise S. Robbins, Library and Information Studies

The College of Letters and Science's Office of Service Learning and Community Based Research offers two new grant programs. Hear how grant recipients are planning to integrate service learning into their departments.

Please register to:  
Tess Arenas, [tarenas@ls.admin.wisc.edu](mailto:tarenas@ls.admin.wisc.edu)

1:00–2:30 P.M.

Pyle Center  
Room D335

***Five Things Video Games Can Teach You about Designing Curriculum***

David Gagnon, DoIT Academic Technology ENGAGE Program

Kurt Squire, Curriculum and Instruction

Video games hold many keys to expert teaching practices. In this session we will demonstrate pedagogical principles from contemporary video games and then apply those principles to traditional curriculum design. Topics such as situated learning, group collaboration, educational scaffolding and student motivation will be addressed by analyzing the design of World of Warcraft and Zelda: Twilight Princess.

1:00–2:30 P.M.

Pyle Center  
Room 225

***Teaching Teaching to Teach Learning***

Richard Miller, Center for East Asian Studies

Liu Yan, Curriculum and Instruction

For two semesters we have taught a course on modern China for undergraduate students using the form of a teacher curriculum workshop, with the twin aims of improving student presentation and explication performance, and developing their understanding of their own learning processes. We demonstrate our application of the Teach to Learn model to undergraduate studies in areas of education and provide participants the opportunity to workshop the model for their own teaching specialties.

1:00–2:30 P.M.

Pyle Center  
Room 220

***What's New in Learn@UW***

Jeff Bohrer, DoIT Academic Technology

New features and changes will be introduced in Learn@UW in late May 2008. This presentation provides faculty and staff with an overview of these updates. This session is designed for instructors and staff who have previously used Learn@UW.

1:00–2:30 P.M.

6176 Helen C. White Hall  
600 N. Park St.

***How Can We Best Serve Multilingual Writers?***

Kate Vieira, Writing Across the Curriculum

Rebecca Lorimer, English

This interactive workshop will help prepare you to teach in our increasingly linguistically diverse classrooms. For teachers in all disciplines, we will discuss practical suggestions for working with multilingual writers, the strengths multilingual writers bring to their writing, and fair and culturally inclusive methods for assigning and evaluating writing.

THURSDAY, MAY 22  
AFTER 2:30 P.M.

2:30–4:30 P.M.

6172 Helen C. White  
600 N. Park Street

***Designing Effective Library Research Assignments***

Brad Hughes, Writing Center and Writing Across the Curriculum

Sarah McDaniel, Library and Information Literacy Instruction Program

What makes a successful and engaging research assignment? Not sure what your expectations are, or that you're communicating clear expectations to your students? Disappointed with the quality of the research your students produce? In this discussion-based workshop, we will learn about the ways that good assignment design can guide students to develop valued research skills, engage critically with source materials, and avoid common pitfalls such as plagiarism

Registration requested though not required; email Brad Hughes, Director of the Writing Center and Director of Writing Across the Curriculum, at [btughes@wisc.edu](mailto:btughes@wisc.edu)

2:30–4:00 P.M.

McKay Center, UW–Madison Arboretum  
1207 Seminole Highway

***Earth Partnership for Schools: Teaching/Learning Strategies for Ecological Restoration, Service-learning and Community Stewardship***

Cheryl Bauer-Armstrong & Rick Hall, Earth Partnership for Schools, UW–Madison Arboretum

Molly Fifield Murray, UW–Madison Arboretum

Experience Earth Partnership for Schools (EPS) activities at their source, Curtis Prairie and the Native Plant Garden at the Arboretum. EPS-RESTORE trains formal and non-formal educators in the content and process of experiential, restoration-based education and enhances the ability of post-secondary educators, students, conservation professionals, environmental educators, and K–12 teachers and students to partner with each other to restore native habitat on school grounds and nearby natural areas.

Please register to Carol Edgerton, [caedgert@uwarb.wisc.edu](mailto:caedgert@uwarb.wisc.edu), 262–9925; walk-ins also accepted.

2:30–4:30 P.M.

2<sup>nd</sup> Floor Atrium,  
Microbial Science Center  
1550 Linden Drive

***Striving to Improve Teaching and Learning: Examples from Participants in the Delta Program in Research, Teaching and Learning and the WI Program for Scientific Learning***

In this post-symposium open house session, participants from across the Delta Program in Research, Teaching and Learning and the Wisconsin Program for Scientific Teaching will share their innovative approaches to improving teaching and learning. These innovations include table-top demonstrations used to teach the public about science, instructional materials developed to improve undergraduate learning of concepts in science and engineering, and internship projects and their impact on student learning. Join us for this great networking opportunity and free food!

# Post-Symposium Workshops

**2:30–4:00 P.M.**

**436 Memorial Library  
728 State Street**

***Keeping Current with the Literature***

Steven Baumgart, Memorial Library  
Beverly Phillips, Steenbock Library  
Eric Larsen, Wendt Library

Learn about several tools that can help you stay up-to-date in your field of research. You will be able to monitor Web sites and other important resources with ease – create custom lists of library databases, request table of contents of the most recent journals be sent to your e-mail, receive alerts for the most recent articles on a topic, keep track of citations and make bibliographies quickly. There will be plenty of hands-on time to explore on your own.

**3:00–4:30 P.M.**

**Pyle Center  
Room 220**

***Rapid eLearning Development Tools from the UW Engage Program***

Les Howles, DoIT Academic Technology  
Chris Lupton, DoIT Academic Technology

Participants will learn about a suite of easy-to-use development tools for producing interactive learning objects for incorporation into course Web sites. Following the presentation, participants will be able to freely obtain the tools and begin using them to create a variety of interactive learning objects. They will also learn about the underlying instructional design rationale for each tool and how to best integrate these learning objects into existing courses.

To register: [academictech@doit.wisc.edu](mailto:academictech@doit.wisc.edu) or call 5–0330. For more information: <http://engage.doit.wisc.edu/software/index.html>

**3:00–4:30 P.M.**

**Pyle Center  
Room DE 335**

***Virtual Microscopy: Teaching and Evaluating Diagnostic Skills in Cytology and Histology***

Daniel F.I. Kurtycz, M.D, State Laboratory of Hygiene, Department of Pathology and Laboratory Medicine

Michele Smith SCT (ASCP), Disease Prevention Division, State Laboratory of Hygiene

Changhong Ye SCT (ASCP), Disease Prevention Division, State Laboratory of Hygiene

Microscopy can be one of the most difficult aspects of laboratory skills to teach. Teaching materials tend to be rare, expensive or absolutely unique so that individuals cannot be trained or tested simultaneously. The standard static image can teach diagnostic skills, but does not teach or evaluate locator skills, which is central to much of laboratory work. Digital microscopy with large images held in memory for recall and display is beginning to resolve many of these problems.

Please register with: Sharon Kemp ([kempys@slh.wisc.edu](mailto:kempys@slh.wisc.edu))

**FRIDAY, MAY 23**

**9:00–11:00 A.M.**

**Digital Media Center, Biotechnology Bldg., 425 Henry Mall**

***Creating Effective eTEACH Presentations – Beginning***

Kevin Thompson, DoIT Academic Technology  
Greg Moses, Engineering Physics

Want more time with your students in class? Looking for a new way to deliver lectures or lab demonstrations? Use eTEACH, which was developed on campus to meet these needs. See a demonstration of how to use eTEACH; then try creating eTEACH Web-based presentations that combine video, audio, and slides.

Space limited, please pre-register: [academictech@doit.wisc.edu](mailto:academictech@doit.wisc.edu) or 5–0330. For more information: <http://engage.doit.wisc.edu/software/index.html>

**10:00–11:30 A.M.**

**6176 Helen C. White Hall  
600 N. Park St.**

***Responding to and Evaluating Student Writing***

Brad Hughes, Writing Across the Curriculum

Whatever your experience level, one thing is certain: responding effectively to student writing is one of the most difficult jobs of a faculty member. This workshop invites instructors from all disciplines and experience levels to join us for a hands-on discussion about responding to student writing. We will practice responding to a short piece of writing, review tips and strategies for focusing our efforts, and discuss a variety of different approaches.

Registration is requested but not required. Participants can register by emailing Brad Hughes at [bthughes@wisc.edu](mailto:bthughes@wisc.edu)

**10:00 A.M.–12:00 P.M.**

**436 Memorial Library  
728 State St.**

***Finding Grants for Teaching and Learning***

Nikki Busch, Grants Information Collection, Memorial Library

Interested in identifying grant opportunities for your research and special projects? Not quite sure where to start or what to look for in a grant maker? Or, perhaps you want to expand your grant-seeking horizons? Then this workshop is for you! In this workshop, we will explore: what you will need to know before looking for grants; how to identify funding partners; and the wide range of grant-seeking resources available. Session includes hands-on practice using resources introduced.

**1:00–3:00 P.M.**

**Digital Media Center, Biotechnology Bldg., 425 Henry Mall**

***Creating Effective eTEACH Presentations–Advanced***

Kevin Thompson, DoIT Academic Technology  
Greg Moses, Engineering Physics

Using eTEACH basics and want to do more? See a presentation of how advanced eTEACH features can help meet teaching and learning needs, then create a presentation that includes self-assessment quizzing, layout customization, resource insertion and captioning.

Space limited, please pre-register: [academictech@doit.wisc.edu](mailto:academictech@doit.wisc.edu) or 5–0330. For more information: <http://engage.doit.wisc.edu/software/index.html>

**1:00–3:00 P.M.**

**F4/335 Clinical Science Center  
600 Highland Ave.**

***High Fidelity Simulation: Reflective and Situated Learning***

Eric Bauman, PhD, RN, Anesthesiology  
Karl Willmann, MD, Anesthesiology

High Fidelity Simulation (HFS) has been used as an educational tool to prepare learners for high-risk, low-incidence events in various industries. Traditionally, these industries have included aviation, the military and power plant operations. Today, HFS is also used to prepare health sciences students such as nurses and physicians for the rigors of clinical practice. HFS is also making an impact on Human Factors research and education in the fields like engineering, patient safety.

# *Welcome to the UW–Madison 2008 Teaching and Learning Symposium!*

Since 1999 this symposium has provided a campus opportunity to celebrate the work and commitment of our faculty, staff, post-docs, and graduate students as we engage our students in their educational journey. This is an opportunity to share best practices, celebrate accomplishments, discuss new teaching pedagogy, and explore themes of mutual interest.

This year marks the 10<sup>th</sup> anniversary of the Teaching & Learning Symposium, and this year's theme celebrates that milestone: "Shaping our Future: Teaching and Learning at UW–Madison." We will explore both what is enduring about teaching and learning and what has dramatically changed. Issues to be discussed are the lasting values that frame our teaching, changes in what represents pedagogical innovation (and what the future might bring), revolutionary technological changes, and dramatic ways in which our students have changed, and learn.

We are especially grateful to the following co-sponsors whose support allowed the 2008 Teaching and Learning Symposium to take place: Office of the Provost, Teaching Academy; DoIT Academic Technology; Delta Program in Research, Teaching, and Learning; General Library System; Office of Human Resource Development; University Communications; University Health Services; and the College of Letters and Science Office of Service Learning and Community Based Research (OSLCBR).

This year's organizing committee included Mo Noonan Bischof (co-chair), Jeff Bohrer, Aaron Brower, Brian Bubbenzer, Kathy Christoph, Don Gillian-Daniel, Linda Kietzer, Sarah McDaniel, Margaret Nellis, Christine Pfund (co-chair), Christine Ray, Sheila Stoeckel, Monica Theis, Carole Turner and Heidi Zoerb.

Thanks for joining us!

Aaron Brower

*Vice Provost for Teaching & Learning*

