

# *From Teaching to Learning*



THE UNIVERSITY  
OF  
**WISCONSIN**  
MADISON

# Wednesday, May 20, 2009 • Pyle Center

<b>8:15–8:30 A.M. WELCOME</b>		<b>8:30–9:30 A.M. KEYNOTE</b>		
<b>Room 325/326</b> Mo Noonan Bischof, Christine Pfund, and Aaron Brower		<b>Room 325/326</b> <b>From Teaching to Learning</b> Aaron Brower, Vice Provost for Teaching and Learning; Professor, School of Social Work		
<b>10–11 A.M.</b>				
<b>Room 335</b> <i>The Information Society—Using New (and Old) Media to Learn about New (and Old) Media</i> Greg Downey, Sarah Roberts, and Nathan Johnson	<b>Room 309</b> <i>Understanding the Impact of Complex Attention Challenges on Learning</i> Lisa Webne-Behrman and Diane Woodbridge	<b>Room 226</b> <i>Rubrics as a Tool to Assess Learning in Students' Written Reflections</i> Christine Maidl Pribbenow	<b>Room 213</b> <i>Best Practices in Facilitating Group Work: Research Theory and Practical Examples</i> Lindsay Schmidt, Erica Halverson, and Cindy Kuhrasch	<b>Room 225</b> <i>Learning Circle: Go Big Read: Kicking Off the University of Wisconsin–Madison's Common Book Program</i> Kelli Keclik, Morris Young, Amanda Geske, and Sheila Stoeckel
<b>11:15 A.M.–12:15 P.M. KEYNOTE</b>			<b>12:30–1:30 P.M. LUNCH</b>	
<b>Room 325/326</b> <b>Focus on Learning: What the Learning Sciences Can Contribute to the Conversation about Teaching and Learning</b> Erica Halverson, Professor, Department of Educational Psychology			Lunch on your own. Informal discussion groups.	
<b>1:45–2:45 P.M.</b>				
<b>Room 335</b> <i>Moving Towards Student-Centered Learning with Collaborative Technologies</i> Lauren Shawl and Doug Worsham	<b>Room 309</b> <i>Development of Critical Thinking and Sensitivity Through the Value Discussion Approach in the Classroom</i> Manisha Shelat	<b>Room 226</b> <i>Using Performance Criteria to Assess Student Outcomes</i> Moira Lafayette	<b>Room 213</b> <i>Getting Them Engaged: Activating Learning in the Classroom</i> Teri Balsler	<b>Room 225</b> <i>Learning Circle: Impact of Student Drinking and Non-engagement on Student Learning in Large Lecture Courses</i> Aaron Brower, Greg Moses, Susan Crowley, and Mo Noonan Bischof
<b>3–4 P.M.</b>				
<b>Room 335</b> <i>Contemporary Engineering Problem Solving with Technology Enhanced Learning</i> Greg Moses, Jim Rawlings, John Hoopes, and Rob Nowak	<b>Room 309</b> <i>Captions: Access for Students Who are Deaf or Hard of Hearing; Benefits for All</i> Todd Schwanke and Joan-na Cookie Roang	<b>Room 226</b> <i>Exploring Signature Pedagogies: Approaches to Teaching Disciplinary Habits of Mind</i> Michel Wattiaux, Gary Don, and Helen Klebesadel	<b>Room 213</b> <i>The Case for Case Scenarios and Narratives in Teaching and Learning</i> Brad Hughes, Les Howles, Melissa Tedrowe, Nadine Connor, and Rebecca Tribby	<b>Room 225</b> <i>Social Justice in the First-Year Classroom: Three FIGs</i> Greg Smith, Sarah Kruger, Tara Affolter, and Tess Arenas

**Resource Fair: Alumni Lounge**

# Thursday, May 21, 2009 • Pyle Center

<b>8:15–8:30 A.M. WELCOME</b>				
<b>Room 325/326</b> Mo Noonan Bischof and Christine Pfund				
<b>8:30–9:30 A.M.</b>				
<b>Room 335</b> <i>Helping Students See the Picture in the Data</i> Jan Cheetham, John Pfothenauer, Tom Purnell, and Ken West	<b>Room 309</b> <i>Culture and Beyond: The Literary Text in Intermediate Language Courses</i> Tania Convertini and Mattia Begali	<b>Room 226</b> <i>Changing Classroom Boundaries</i> Nick Balster, Ritt Deitz, Michael Connors, and Carole Turner	<b>Room 213</b> <i>Peer Mentoring to Enhance Student Learning</i> Susan Brantly, Jenny Saffran, Kevin Strang, Drew Lokuta, and Kelsey Keech	<b>Room 225</b> <i>Learning Circle: Effectively Using Class Projects that Involve Student-Created Content</i> Timmo Dugdale
<b>9:45–10:45 A.M.</b>				
<b>Room 335</b> <i>Story-based Teaching and Learning: Practices and Technologies</i> Cheryl Diermyer, Caton Roberts, Ruth Olson, and Chris Blakesley	<b>Room 309</b> <i>Engaging First-Year Students in Large Lectures: What Works, Doesn't Work and Why</i> Wren Singer, Cathy Middlecamp, and Jeff Henriques	<b>Room 226</b> <i>Methods To Encourage Environmental Awareness and Mitigate The Extinction Crisis</i> Lucas Moyer-Horner, Chris Vaughan, and Mirna Santana	<b>Room 213</b> <i>The Information Element of Inquiry-Based Education: Skills That Enable Students to Manage Their Own Learning</i> Diana Wheeler, Sarah McDaniel, and Lia Vellardita	<b>Room 225</b> <i>Learning Circle: LessonShare: A Community-Building Resource for Faculty and Teaching Staff</i> Catherine Stephens, Doug Worhsam, Katy Swalwell, Anita Wager, and Timmo Dugdale
<b>11 A.M.–NOON KEYNOTE</b>				
<b>Room 325/326</b> <i>Here Be Dragons: Building Bridges and Lowering Barriers to Learning in the College Classroom</i> Teri Balser, Director of the Institute for Biology Education and Professor, Department of Soil Science				

# Post-Symposium Sessions 2009

THURSDAY, MAY 21

12:15 P.M.	1–2:30 P.M.	1:30–3 P.M.	1:30–3 P.M.	1:30–3:30 P.M.
<p><b>Pyle Center Lobby</b></p> <p><i>*Social Capital and Campus Citizens: The Past is Prologue</i></p> <p><b>Campus Culture Bus Tour</b></p> <p>Bus departs at 12:15 p.m.; returns at 3:15 p.m.</p> <p>*Online pre-registration is required.</p>	<p>6176 Helen C. White Hall 600 N. Park Street</p> <p><i>Responding to and Evaluating Student Writing</i></p> <p>Beth Godbee</p>	<p>1st Floor Atrium, Microbial Sciences Center, 1550 Linden Drive</p> <p><i>Improving Campus Teaching and Learning: Examples from Participants in the Delta Program in Research, Teaching and Learning and the Wisconsin Program for Scientific Teaching</i></p> <p>Graduate students, post-docs, faculty and staff participants from Delta and WPST</p>	<p>Room 3609 Engineering Hall</p> <p><i>*Assessment of Computational Modules: Using Interactive Computer Simulations to Enhance Learning</i></p> <p>Ryan J. Kershner, Paul Evans, and Paul Oliphant</p>	<p>Room 356, Teacher Education Building, 225 N. Mills Street</p> <p><i>Designing Learning Experiences with Second Life</i></p> <p>Catherine Stephens, Dan LaValley, and Michael Connors</p>
2–3 P.M.	3–4 P.M.			
<p>Room 1309, Health Sciences Learning Center</p> <p><i>*Development of an Online Tutorial for Nursing Students: Information Literacy</i></p> <p>Cassie Voge and Paula Jarzemsky</p>	<p>6171 Helen C. White Hall 600 N. Park Street</p> <p><i>*Designing Effective Library Research Assignments</i></p> <p>Brad Hughes</p>			

FRIDAY, MAY 22

9–10 A.M.	10–11:30 A.M.
<p>436 Memorial Library 728 State Street</p> <p><i>Learning through E-Books</i></p> <p>Nancy McClements</p>	<p>The Writing Center 6171 Helen C. White Hall 600 N. Park Street</p> <p><i>Conferring with Students about Papers in Progress</i></p> <p>Beth Godbee</p>

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

# Wednesday, May 20, 2009 • 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 1st floor.

Resource Fair, Alumni Lounge  
(7:30 a.m.–1:30 p.m.)

## 8:15–8:30 A.M. WELCOME

Room 325/326

### *Program Overview*

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

### *Welcome Remark*

Aaron Brower, Vice Provost for Teaching and Learning

## 8:30–9:30 A.M. KEYNOTE ADDRESS

Room 325/326

### *From Teaching to Learning*

Aaron Brower, Vice Provost for Teaching and Learning, Professor, School of Social Work and Harold C. Bradley Faculty Fellow

## 9:30–10 A.M. BREAK

## 10–11 A.M. BREAK OUT SESSIONS

Room 335

### *The Information Society—Using New (and Old) Media to Learn about New (and Old) Media*

Greg Downey, School of Journalism and Mass Communications

Sarah Roberts and Nathan Johnson, School of Library and Information Studies

This session will discuss the course design, instructional technologies, and classroom experiences from a new hybrid online/offline introductory undergraduate course, LIS 201: The Information Society. We encourage candid and critical discussion about the boundaries between in-person and online instruction, the appropriate use of digital technology for writing and speaking training and collaboration, and the perils and promise of teaching about technology using that technology. Participants will be inspired to think about ways to weave collaborative online tools like weblogs, wikis, and podcasts into writing and speaking assignments and consider the merits and risks of structuring new classes in a hybrid in-person/online format for full-time resident undergraduate students.

Room 309

### *Understanding the Impact of Complex Attention Challenges on Learning*

Lisa Webne-Behrman and Diane Woodbridge,  
McBurney Disability Resource Center

Attention is a complex and multifaceted function of the mind. It is needed to effectively navigate educational pursuits and is highly implicated in planning, organizing, focusing, recalling and prioritizing. Significant attention difficulties can greatly impede learning. Participants in this session will learn about the management system of the brain, examine specific classroom-based strategies for helping the overall engagement, focus and attention of learners.

Room 226

### *Rubrics as a Tool to Assess Learning in Students' Written Reflections*

Christine Maidl Pribbenow, Wisconsin Center for Education Research

Students are often asked to write reflective pieces or journal entries in courses. How can these narratives be used to evaluate learning? In this session, Teaching Philosophy Statements will be provided as an example of students' written reflections, and will be used to show movement from a teacher-centered to a learner-centered classroom. Participants will discuss the use of written reflections in general, and will co-create a rubric to be used in their classrooms to assess student learning.

Room 213

### *Best Practices in Facilitating Group Work: Research Theory and Practical Examples*

Lindsey Schmidt, DoIT Academic Technology  
Erica Halverson, Department of Educational Psychology

Cindy Kuhrasch, Department of Kinesiology

In this session, panel presenters will share best practices in facilitating group work with a combination of formal research and practical examples from our campus. The panel will be guided by research and theory on selecting the appropriate assignment, managing group formation and dynamics, facilitating group process and creating fair assessments. Participants will come away from the session with ideas and strategies that can be implemented to make group projects more productive and enjoyable.

Room 225

### *LEARNING CIRCLE*

### *Go Big Read: Kicking Off the University of Wisconsin–Madison's Common Book Program*

Facilitators: Kelli Keclik, General Library System  
Morris Young, Department of English  
Amanda Geske, Go Big Red Steering Committee  
Sheila Stoeckel, General Library System

# Wednesday, May 20, 2009 • Pyle Center

## 11–11:15 A.M. BREAK

## 11:15 A.M.–12:15 P.M. KEYNOTE ADDRESS

### Room 325/326

#### *Focus on Learning: What the Learning Sciences Can Contribute to the Conversation about Teaching and Learning*

Erica Halverson, Professor, Department of Educational Psychology

## 12:30–1:30 P.M. LUNCH (on your own)

### Informal Discussion Groups

## 1:45–2:45 P.M. BREAK OUT SESSIONS

### Room 335

#### *Moving Towards Student-Centered Learning with Collaborative Technologies*

Lauren Shawl, School of Pharmacy

Doug Worsham, Letters & Science Learning Support Services

You've heard the buzz words: knowledge construction, collaborative group work, Web 2.0. But what does this look like in a real university course? How do instructors move towards student-centered learning with collaborative technologies? Presenters will share examples of courses that successfully use collaborative technologies to benefit student learning. Participants will learn how several tools are currently being used on campus to facilitate collaborative learning and become more informed about pedagogical considerations for increasing student interaction with collaborative technologies.

### Room 309

#### *Development of Critical Thinking and Sensitivity Through the Value Discussion Approach in the Classroom: Learning to Use the Head and the Heart Together*

Manisha Shelat, Department of Journalism and Mass Communication

The Value Discussion Approach (VDA) is a dilemma discussion-based approach that synthesizes elements from critical pedagogy, feminist pedagogy and value education. Drawing from research on using VDA for gender sensitization in India and with undergraduates at UW-Madison, participants will learn how VDA offers valuable opportunities for developing critical thinking and sensitivity to different perspectives and facilitating cognitive as well as affective educational objectives.

### Room 226

#### *Using Performance Criteria to Assess Student Outcomes*

Moira Lafayette, College of Engineering

An effective assessment method of student outcomes as part of an accredited curriculum depends on having measurable performance criteria in place. Performance criteria provide clear expectations for students and direction to faculty in developing course objectives and instructional strategies to support student learning. This workshop will engage participants in: 1) the process of developing performance criteria 2) identifying appropriate assessment strategies, 3) aligning performance criteria to desired student outcomes, and 4) linking performance criteria to student outcomes across the curriculum.

### Room 213

#### *Getting Them Engaged: Activating Learning in the Classroom*

Teri Balsler, Institute for Biology Education and Department of Soil Science

In this session, we will explore the concept of active learning in our classrooms. Rather than focus on academic or scholarly definitions, we will think pragmatically about the idea of first creating an engaged classroom as a way to activate learning. Participants will be challenged to consider what does an engaged learner look or act like? Are our lectures as active as we think they are? How can we transform them from passive to active? Participants will also generate one or two things to try in their own classrooms, including a list of engaged and disengaged behaviors, and discuss what it "looks" like in the classroom.

### Room 225

#### *Learning Circle: Impact of Student Drinking and Non-engagement on Student Learning in Large Lecture Courses*

Facilitators: Aaron Brower, Office of the Provost and Department of Social Work

Greg Moses, Department of Nuclear Engineering and Engineering Physics

Susan Crowley, University Health Services

Mo Noonan Bischof, Office of the Provost

## 2:45–3 P.M. REFRESHMENT BREAK (Alumni Lounge)

# Wednesday, May 20, 2009 • Pyle Center

## 3-4 P.M. BREAK OUT SESSIONS

### Room 335

#### **Contemporary Engineering Problem-solving with Technology Enhanced Learning**

**Greg Moses**, Nuclear Engineering and Engineering Physics

**Jim Rawlings**, Department of Chemical and Biological Engineering

**John Hoopes**, Department of Civil and Environmental Engineering

**Rob Nowak**, Department of Electrical and Computer Engineering

In this session, faculty presenters will discuss which factors influence student learning outcomes related to course design including: content sequencing, technology-enhanced learning (TEL) pedagogy, instructor expertise, and student-instructor interaction. Preliminary results from a pilot study will be discussed in terms of best practices in the use of TEL in four similar hybrid courses that share common curriculum related to problem-solving using computer-based software tools. Participants will engage in discussion and view the online assessment resources that were instrumental in assessing students perceived learning in these courses.

### Room 309

#### **Captions: Access for Students Who are Deaf or Hard of Hearing; Benefits for All**

**Todd Schwanke** and **Joan-na Cookie Roang**, McBurney Disability Resource Center

We are at a crossroads where there are many more types of media (DVDs, podcasts, YouTube, etc.) and more ways to use captions for students with and without disabilities. In this session, participants will learn about captions, the process of adding and delivering them, and their benefits for student learning. Beginning with activities to demonstrate the benefits of captions for access and instruction, we will share strategies, new technologies, captioning tools, and new procedures to help faculty deliver media with captions in the classroom. Participants will watch a video with and without captions and assess what they learn to highlight the importance of captioning for all learners.

### Room 226

#### **Exploring Signature Pedagogies: Approaches to Teaching Disciplinary Habits of Mind**

**Michel Wattiaux**, Department of Dairy Science

**Gary Don**, Department of Music and Theatre

**Helen Klebesadel**, Women's Studies Consortium

In 2005, Lee Shulman (Carnegie Foundation for the Advancement of Teaching) discussed the concept of Signature Pedagogies in the Professions. He argued that what we do in our classrooms as instructors help our students learn certain "habits of mind" that characterize a profession. For example, imagine the differences in the "habits of mind" taught in medical schools compared with law schools. Come to learn and discuss what the signature pedagogies might be in your discipline. Participants will discuss with each other the concept of signature pedagogy and identify possible elements of signature within their own discipline.

### Room 213

#### **The Case for Case Scenarios and Narratives in Teaching and Learning**

**Brad Hughes**, The Writing Center and Department of English

**Les Howles**, DoIT Academic Technology

**Melissa Tedrowe**, The Writing Center

**Nadine Connor**, Department of Communicative Disorders

**Rebecca Tribby**, School of Nursing

Educational research suggests that an effective approach to learner-centered teaching is to immerse students in narrative cases or scenarios. Students then act as protagonists, who deal with complex situations and problems, choose among possible strategies, and reflect on the results of their choices. In this interactive session, panelists will discuss the pedagogical rationale behind case scenario-based learning and then show several examples of how case scenarios have been used for training writing tutors and health care professionals as well as teaching students diagnostic procedures in communicative disorders. Participants will brainstorm and share

ideas for using case scenarios in their own teaching. We will also debut an exciting new instructional tool from DoIT's Engage program which enables faculty, staff, and TAs to create case scenario learning objects for access on the Web.

### Room 225

#### **Social Justice in the First-Year Classroom: Three First-Year Interest Groups (FIGs)**

**Greg Smith** and **Tess Arenas**, College of Letters & Science

**Sarah Kruger**, School of Nursing

**Tara Affolter**, Department of Educational Policy Studies

Part of the mission of FIGs is to contribute to campus diversity education efforts. While the central themes of a number of FIGs center on race and ethnicity, this presentation focuses on three in particular that not only emphasize issues of social justice but also include elements of community service. "Health Care Systems in Contemporary America," taught by Sarah Kruger, introduces students to disparities in the delivery of health care; "Race, Ethnicity, and Equality in American Education," taught by Tara Affolter, emphasizes social justice in the sphere of public education; "Multicultural Coalition Building," taught by Tess Arenas, examines the barriers to multicultural coalition building and the strategies necessary to overcome these barriers.

Presenters will discuss classroom strategies and assignments as well as the role that community service plays in helping students understand how what they learn in the classroom can be implemented in real world situations.

# Thursday, May 21, 2009 • 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 325/326, Pyle Center

Mo Noonan Bischof and Christine Pfund  
Coffee and continental breakfast available  
throughout the morning outside the Plenary Room.

## 8:30–9:30 A.M. BREAK OUT SESSIONS

### Room 335

#### *Helping Students See the Picture in the Data*

Jan Cheetham, DoIT Academic Technology  
John Pfothenhauer, Department of Mechanical  
Engineering  
Tom Purnell, Department of Linguistics  
Ken West, Department of Economics

The availability of simulations, models, and publicly accessible databases gives us endless opportunities for using data in courses but how do we empower students to construct meaning from the data? Presenters from a breadth of disciplines will describe class assignments, computer games, and knowledge environments that guide students through data mining, visualization, and analysis. Participants will view online environments, simulations, and games for data-based inquiry and discuss what issues are critical for helping students build data literacy skills.

### Room 309

#### *Culture and Beyond: The Literary Text in Intermediate Language Courses*

Tania Convertini and Mattia Begali, Department  
of French and Italian

Literary text is known to be a powerful tool in teaching language with a cultural studies approach. Literature allows students to enter the reality of another society and engage in active discussions and meaningful writing. Can literature offer us another path equally fascinating for communication? In this session, participants will explore ways of teaching

language using the literary text as a means of exploring feelings and sensations, drawing on emotions and personal memories.

### Room 226

#### *Changing Classroom Boundaries*

Nick Balster, Department of Soil Science and  
Nelson Institute for Environmental Studies  
Ritt Deitz, Professional French Masters Program  
Michael Connors, Department of Art  
Carole Turner, DoIT Academic Technology

In this session, participants will engage with faculty who are changing their learning spaces by bringing the outside into the classroom to create active, collaborative learning environments. Examples include bringing remote, real-time nature experience into lecture, creating “out the door” immersion experiences, and providing virtual spaces for student peer review. Participants will see illustrations of several effective learning environments and discuss the pedagogical implications of student-designed learning as well as how these approaches address the Wisconsin Experience and the essential student learning outcomes of LEAP.

### Room 213

#### *Peer Mentoring to Enhance Student Learning*

Susan Brantly, Department of Scandinavian Studies  
Jenny Saffran, Department of Psychology  
Kevin Strang and Drew Lokuta, Department of  
Physiology  
Kelsey Keech, Bradley Learning Community

Using Peer Mentors (PMs), upper-class students who primarily help lead discussions and direct activities in large classes, is a win-win for the campus: they benefit the students taking the class and they provide a terrific academic leadership experience for the PMs themselves. This panel of four faculty/instructors from different disciplines will talk about how they make peer mentoring work for them. Discussion will focus on what works and what challenges exist in using PMs. Participants will have an opportunity to get feedback about how to include PMs in their own courses.

### Room 225

#### *LEARNING CIRCLE Effectively Using Class Projects That Involve Student-Created Content*

Facilitator: Timmo Dugdale, DoIT Academic  
Technology

## 9:30–9:45 A.M. BREAK

## 9:45–10:45 A.M. BREAK OUT SESSIONS

### Room 335

#### *Story-based Teaching and Learning: Practices and Technologies*

Cheryl Diermyer, DoIT Academic Technology  
Caton Roberts, Chadbourne Residential College  
and Department of Psychology  
Ruth Olson, Interdisciplinary Programs of  
Humanities and Ethnic Studies  
Chris Blakesley, Department of Curriculum  
and Instruction

In this session, participants will be challenged to reconsider their assumptions on the role of stories in the process of learning and evaluate how stories could enhance their own course curriculum designs and instruction methods. Presenters will provide an overview of emerging story-based teaching and learning practices in higher education and how these practices are changing with evolving technologies. Participants will learn about the types of learning that story-based teaching methods support and corresponding assessment strategies. Distinct examples of UW–Madison courses that have used stories, multimedia and web 2.0 technologies to meet learning objectives will also be described.

# Thursday, May 21, 2009 • Pyle Center

## Room 309

### **Engaging First-Year Students in Large Lectures: What Works, Doesn't Work and Why**

Wren Singer, Center for the First-Year Experience

Cathy Middlecamp, Department of Chemistry and Integrated Liberal Studies Program

Jeff Henriques, Department of Psychology

During the 2008–09 academic year, forty instructors of large courses enrolling first-year students at UW–Madison were interviewed and asked to share their goals, techniques, challenges, and successes. In this session, participants will hear about the themes and lessons learned from these interviews. Participant will also find out about some of the effective practices being used to engage first-year students in large lecture courses.

## Room 226

### **Methods To Encourage Environmental Awareness and Mitigate the Extinction Crisis**

Lucas Moyer-Horner, Department of Zoology

Chris Vaughan, Department of Forest and Wildlife Ecology

Mirna Santana, Department of Soil Science

Global resource consumption by developed countries contributes significantly to ecological crises including accelerating rates of species extinctions. In this session, participants will learn about action-oriented activities that encourage students to communicate environmental issues with peers and decrease their energy consumption and waste production. One project led to yearly decreases of 13,000 gallons of gasoline, 325,000 miles driven, and 1,250 pounds of solid waste for a class of 300 students. These methods empower students to become self-directed lifelong learners, leaders, and activists.

## Room 213

### **The Information Element of Inquiry-Based Education: Skills that Enable Students to Manage Their Own Learning**

Diana Wheeler and Lia Vellardita, Wendt Library

Sarah McDaniel, Memorial Library

Academic programs across the university increasingly emphasize development of transferable skills through authentic learning experiences. In engineering, there is growing interest in Inquiry-Based Learning, in which students solve problems through discovery-based activities that help them develop integrative learning skills. In this session, participants will discuss how information metacognition is a critical tool for inquiry-based learning, and how librarians can help create more effective inquiry-based learning experiences. Participants will also discuss how these approaches can be applied to enrich integrative learning experiences across the university.

## Room 225

### **LEARNING CIRCLE**

#### **LessonShare: A Community-Building Resource for Faculty and Teaching Staff**

Facilitators: Catherine Stephens, School of Education

Doug Worsham, Letters & Science Learning Support Services

Katy Swalwell and Anita Wager, Department of Curriculum and Instruction

Timmo Dugdale, DoIT Academic Technology

### **10:45–11 A.M. BREAK**

## 11 A.M.–12 P.M. PLENARY

### Room 325/326

#### **Here Be Dragons: Building Bridges and Lowering Barriers to Learning in the College Classroom**

Teri Balsler, Director, Institute for Biology Education and Professor, Department of Soil Science

### Post-Symposium Workshops

Thursday, May 21 and Friday, May 22

#### **CAMPUS CULTURE BUS TOUR\***

**THURSDAY, MAY 21  
12:15–3:15 P.M.**

#### **Social Capital and Campus Citizens: The Past is Prologue**

When the unit of analysis shifts from teaching to learning, our focus shifts from the teacher to the student, even from pedagogy to the organizational culture in which the teacher and student are embedded.

Social capital, self-organizing systems, diversity, distributed intelligence, and service learning are all hot epistemological topics in higher education. Those of us at UW–Madison have a unique opportunity to reach back 100 years and examine some of the strategies, attitudes and even facilities that our campus culture produced then that are gaining in relevance now. We have a strategic advantage, if we choose to develop it.

This unusual bus tour of our campus area will help us explore our shared history and assumptions and set the context for a peer discussion of the campus culture here at UW–Madison, how it influences teaching and learning, and what that means to us.

\*Pre-registration required.

## Post-Symposium Workshops

THURSDAY MAY 21, 2009

**1-2:30 P.M.**

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

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

**Beth Godbee**, Writing Across the Curriculum

This interactive workshop invites instructors from all disciplines and experience levels to join a hands-on discussion about responding to student writing and motivating students to revise and improve their writing. We will practice responding to a short piece of writing, identify strategies for focusing our efforts, review current research on the subject, and discuss different approaches to evaluating student learning.

**1:30-3 P.M.**

**1st Floor Atrium  
Microbial Sciences Building  
1550 Linden Drive**

### ***Improving Campus Teaching and Learning: Examples from Participants in the Delta Program in Research, Teaching and Learning and the Wisconsin Program for Scientific Teaching***

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!

**1:30-3 P.M.**

**3609 Engineering Hall**

### ***Assessment of Computational Modules: Using Interactive Computer Simulations to Enhance Learning***

**Ryan J. Kershner**, Department of Mechanical Engineering

**Paul Evans**, Materials Science and Engineering

**Paul Oliphant**, Computer-Aided Engineering Center, College of Engineering

This workshop will solicit feedback for improvement of computational modules developed to teach fundamentals of manufacturing and transport phenomena to College of Engineering undergraduates. The computer simulations allow students to explore core concepts in an interactive, problem-solving oriented manner. The goal of this workshop is to solicit feedback on how to enhance the existing course materials. Ultimately, the vision is for this existing framework to be directly incorporated into courses in other departments.

Please register for this workshop by e-mailing [rkershner@wisc.edu](mailto:rkershner@wisc.edu) (preferred) or by calling 608.265.5328.

**1:30-3:30 P.M.**

**Mac Lab 356 Teacher Education Building  
225 N. Mills Street**

### ***Designing Learning Experiences with Second Life***

**Catherine Stephens**, Media, Education Resources and Information Technology

**Dan LaValley**, Dolt Academic Technology

**Michael Connors**, Department of Art

An introduction to Second Life, an online virtual world and simulated learning environment. Join UW-Madison faculty and staff actively teaching and learning in Second Life. Participants will tour the UW-Madison

Second Life Island, as well as other spaces designed for teaching in the arts, sciences, and humanities. Faculty and staff will describe aspects of student engagement in a simulated learning environment, as well as the social dynamics of learning in a virtual world. Session includes time to share class objectives and learning scenarios designed in Second Life. Attendees are encouraged to create a Second Life account and avatar prior to the workshop. Please e-mail the UW-Madison virtual support group at [virtualworlds@lists.wisc.edu](mailto:virtualworlds@lists.wisc.edu) for help with creating an avatar and tips on joining education communities in Second Life.

**2-3 P.M.**

**1309 Health Sciences Learning Center**

### ***Development of an Online Tutorial for Nursing Students: Information Literacy***

**Cassie Voge and Paula Jarzemsky**, School of Nursing

High-quality, online information sources relevant to current best practice serve nurses and student nurses. When surveyed about how they sought information needed for clinical practice, practicing nurses as well as many of our own UW-Madison nursing students indicated a preference for using mainstream internet sources (such as Google). In contrast, our library instruction emphasized how to search bibliographic databases. Based on this data, we developed an online tutorial that included a wider variety of information sources and tips for assessing their credibility.

In our presentation, we will open by giving a general description of our process (survey development/ results) that led to the development of the tutorial. We will then run the tutorial (10 minutes) and share student and faculty responses and plans for the future. Our goal is to help others learn how to develop their own tutorial or module relevant to their specific student population. Interested participants should register by e-mailing [voge@wisc.edu](mailto:voge@wisc.edu).

# Post-Symposium Workshops

**3-4 P.M.**

**6171 Helen C. White Hall  
600 N. Park Street**

## ***Designing Effective Library Research Assignments***

**Brad Hughes**, Writing Across the Curriculum and Department of English

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 is requested, though not required by e-mailing [bthughes@wisc.edu](mailto:bthughes@wisc.edu).

**FRIDAY, MAY 22, 2009**

**9-10 A.M.**

**436 Memorial Library  
728 State Street**

## ***Learning through E-Books***

**Nancy McClements**, Memorial Library

Confused about the availability of e-books on campus? Learn how to identify what e-books are licensed through the libraries, how they differ from their print counterparts, how to access and navigate them, and how to add titles to your course management system. Titles from a variety of disciplines will be highlighted. We'll end with a discussion on students' current use of e-books and future developments.

**10-11:30 A.M.**

**6176 Helen C. White  
600 N. Park Street**

## ***Conferring with Students about Papers in Progress***

**Beth Godbee**, Writing Across the Curriculum

In this interactive workshop, we will identify effective strategies for getting students actively involved in writing conferences, asking good questions about work in progress, offering feedback for ongoing revision, and making the most of your limited time. Participants will leave with both concrete strategies for learner-centered conferencing and tools for reflective practice. This interactive workshop explores the dynamics of one-with-one and small-group writing conferences and focuses on how to make the most of your limited time for conferring about papers in progress. Using videotapes of one-with-one conferences, we will analyze sample conferences to identify and rehearse strategies for coaching students as they revise papers. Together we will consider how to structure conferences, manage time, set priorities, and support students in meeting their goals. We will also focus on negotiating power and assessing your interactions with student writers throughout ongoing reflection and teacher inquiry.



# *Welcome to the UW–Madison 2009 Teaching and Learning Symposium!*

This year's theme, "From Teaching to Learning," provides an opportunity for all of us to more intentionally examine the relationship between teaching and learning and teachers and learners. Sessions and workshops will engage participants, build on research, and provide concrete examples and strategies for enriching the learning experiences of students. We are especially pleased with the array of topics, ideas, approaches and resources that you will find throughout the program, and we hope that you will renew and make connections with colleagues from across campus that will extend beyond the Symposium.

We are especially grateful to the following co-sponsors whose support allowed the 2009 Teaching & Learning Symposium to take place: the Office of the Provost; the Delta Program in Research, Teaching and Learning; DoIT Academic Technology; the General Library System; the Office of Human Resource Development; the Institute of Cross-College Biology Education; College of Agricultural and Life Sciences Dean's Office; College of Letters & Science Dean's Office and Office of Service Learning and Community-Based Research; The Department of Bacteriology; the Teaching Academy; Office of University Communications; University Health Services, and the Wisconsin Program for Scientific Teaching.

This year's organizing committee included Teri Balsler, Mo Noonan Bischof (co-chair), Jeff Bohrer, Aaron Brower, Brian Bubbenzer, Kathy Christoph, Yvette Egan, Linda Kietzer, Sarah McDaniel, Sarah Miller, Margaret Nellis, Christine Pfund (co-chair), Christine Ray, Sarah Sahni, Sheila Stoeckel, Carole Turner, and Heidi Zoerb.

Thanks for joining us!

Aaron Brower  
Vice Provost for Teaching & Learning  
Professor, Social Work

**For resources and continued conversations about the Symposium, visit [www.tle.wisc.edu](http://www.tle.wisc.edu).**