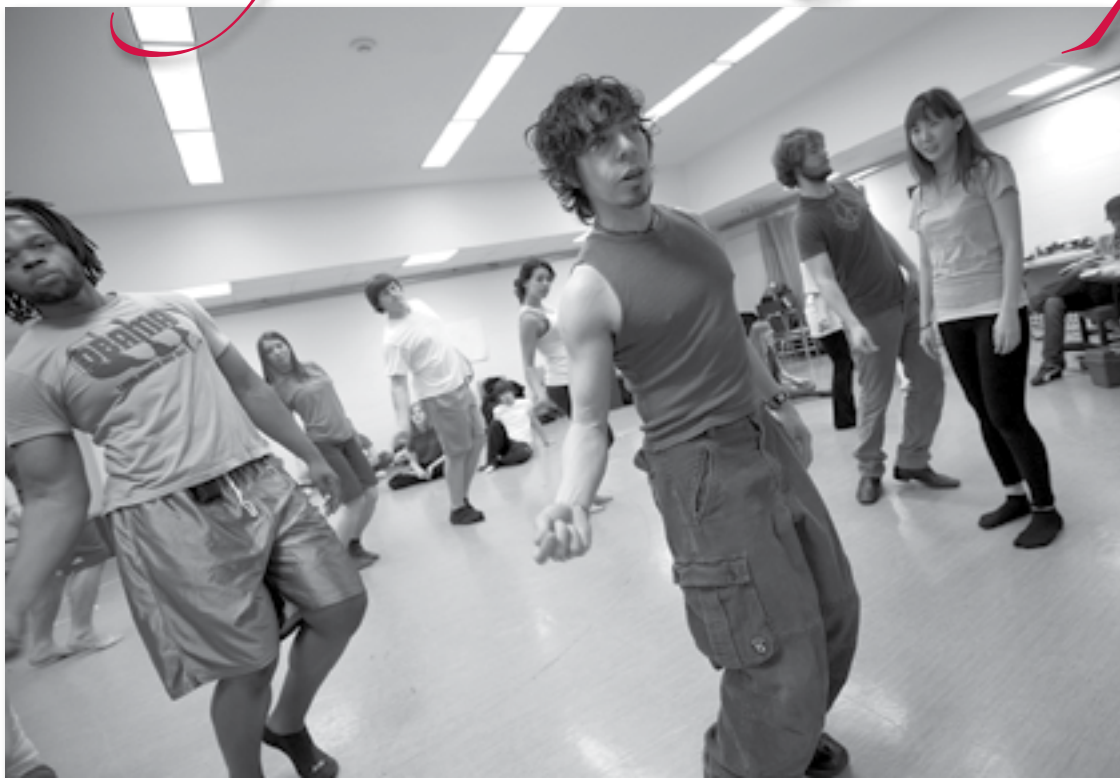


2010 ANNUAL TEACHING & LEARNING SYMPOSIUM SCHEDULE  
WEDNESDAY, MAY 19–THURSDAY, MAY 20

# *Taking the Next Step*



THE UNIVERSITY  
*of*  
**WISCONSIN**  
MADISON

**Pyle Center**

**7:30 A.M.–4:00 P.M.**

**RESOURCE FAIR**

**Room 313**

**8:15–8:35 A.M.**

**WELCOME**

Aaron Brower, Vice Provost for Teaching and Learning

**Room 325/326**

**8:35–8:40 A.M.**

**INTRODUCTION**

Damon Williams, Chief Diversity Officer and Vice Provost for Diversity and Climate

**8:40–9:40 A.M.**

**PLENARY**

**Marcia Baxter Magolda**

Learning Partnerships that Promote Learning and Self-Authorship

**Room 325/326**

**9:40–10:00 A.M.**

**REFRESHMENT BREAK**

**Room 313**

**10:00–11:00 A.M.**

**Room 232**

Integrating Online Learning in the Face-to-Face Classroom

Julie Allen

Chad Shorter

**Room 335**

Research, Writing and Role Playing in Science and the Humanities: Using Familiar Collaborative Technologies to Help Students Learn

Ron Cramer

Jamie Henke

Tim Paustian

**Room 332**

Engineering Beyond Boundaries: Aligning Engineering Academic Experiences and Outcomes in Response to a Rapidly Changing World

Steven Cramer

Wendy Crone

Dan Klingenberg

Jeff Russell

Darryl Thelen

Amy Wendt

**Today's Plenary Speakers**



**Marcia Baxter Magolda**

is Distinguished Professor of Educational Leadership at Miami University of Ohio (USA). Dr. Baxter Magolda will share findings from her 23-year study of young adult learning and development, highlighting cognitive, identity, and relational growth necessary for achieving college learning goals. From 8:40–9:40 a.m. in room 325/326.



**Steven Nadler**

is Chair of the Department of Philosophy and the William H. Hay II (WARF) Professor of Philosophy at the University of Wisconsin–Madison. Dr. Nadler will talk about how to engage students and make them active participants in the learning experience, as well as how to make the classroom more than just a place where professors talk at students. From 11:15 a.m.–12:15 p.m. in room 325/326.

**Room 309**

Building Diversity Awareness into College Teaching Practices with Case Studies

Megan Anderson

Jen Schoepke

**Room 205**

Learning Circle: What are the Possibilities for "Internationalizing the Curriculum" across the Disciplines?

Gilles Bousquet

Katherine Sanders

**11:15 A.M.–12:15 P.M.**

**INTRODUCTION**

Aaron Brower, Vice Provost for Teaching and Learning

**PLENARY**

**Steven Nadler**

Teaching, Lecturing, Discussing and the Meaning of Life

**Room 325/326**

**12:30–1:30 P.M.**

**LUNCH** (on your own)  
Informal Discussion Groups

**1:45–2:45 P.M.**

**Room 232**

Making Online Resources Cohesive  
in a Chemistry Course

Mike Hanson  
John W. Moore  
Justin Shorb

**Room 335**

Learning From Play: Teaching Music,  
Engineering and Biology with Video  
Games

Teri Balsler  
David Gagnon  
Jamie Henke  
John Pfothenhauer

**Room 332**

Taking the Next Step in Outcomes  
Assessment: Assessing the Long-Term  
Impact of Study Abroad

Alice Astarita  
Rob Howell  
Sally Magnan  
Dianna Murphy

**Room 309**

Improving Student Learning through  
the Integration of Academic and  
Career Content

John Klatt  
Alfonso Morales  
Bernadette O'Rourke

**Room 205**

Learning Circle: The Community-  
Campus Knowledge Exchange: How  
Can We Structure Community-Based  
Learning?

Katherine Loving  
Randy Stoecker  
Elizabeth Tryon

**2:45–3:00 P.M.**

**REFRESHMENT BREAK**

**Room 313**

**3:00–4:00 P.M.**

**Room 232**

Research to Practice in Higher  
Education: Use the Results of Recent  
Research to Inform How You Docu-  
ment and Evaluate Student Learning

Melinda Leko  
Wendy Machalicek

**Room 335**

Learning Communities that Connect  
and Influence Teaching and Learning

Rich Halverson  
Alan Knox  
Julie Mead  
Catherine Stephans

**Room 332**

High-Impact and Authentic Learning  
Environment Positively Impacts Minority  
Student Outcomes

Elizabeth Becker  
Caton Roberts

**Room 309**

In the Eye of the Beholder:  
Making Your Class a Success for  
the Students in It

Teri Balsler

**Room 205**

Learning Circle: How Can We Integrate  
Assessment of Student Learning across  
Academic and Co-Curricular Programs?

Moira Lafayette  
Carren Martin  
Argyle Wade

**New This Year!**

**in-tər-'nash-nə-'līz :  
UW without Borders**

**4:00–5:30 P.M. RECEPTION**

**Alumni Lounge**

Sponsored by the Division of  
International Studies and the  
Morgridge Center for Public Service

Pyle Center

Today's Plenary Speaker



**Scott Straus**  
is Associate Professor of Political Science and International Studies and Director of the Human Rights Initiative

at the UW–Madison. His primary research interests include the study of genocide, violence, human rights, and African politics. Dr. Straus will discuss his experience of teaching about large-scale atrocities, including genocide and violence in civil war. From 11 a.m. until noon, room 325/326.

**8:15–8:30 A.M.**

**WELCOME**

Mo Noonan Bischof  
Christine Pfund

**Room 325/326**

**8:30–9:30 A.M.**

**Room 232**

Global English in the Wisconsin Classroom: Strategies for Supporting Multilingual Writers in Your Course

Beth Godbee  
Manisha Shelat

**Room 335**

Stepping Outside the Classroom: Teaching Students Online in Real Time

Don Gillian-Daniel  
Chris Pfund  
Lindsey Schmidt

**Room 332**

When Bad Things Happen to Good Classes

Eileen Callahan  
James A. Wells

**Room 313**

Group Work: Friend or Foe? Setting the Stage for Meaningful Collaboration

Selena Kohel

**Room 205**

Learning Circle: Change We Can Believe In: Are Your Instructional Innovations Improving Student Learning?

Jeff Henriques

**9:30–9:45 A.M.**

**REFRESHMENT BREAK**

**Outside Room 325/326**

**9:45–10:45 A.M.**

**Room 232**

Students Write to Learn: How Instructors are Engaging their Students through Online Quizzing, Writing, and Feedback

Robert Jeanne  
Lillian Tong  
Amber Smith

**Room 335**

Struggles and Successes with Digital Media Assignments

Kathleen Bartzen Culver      Ron Cramer  
Thomas Eggert                      Jane Zuengler

**Room 332**

Facilitated Learner-Center Dialogue: Student Experiences in a Social Justice Course

William Clifton  
John Elliot Fink  
Miriam Grace Kopelow

**Room 313**

Engaging First-Year Students in Large Lectures: The Teaching Assistant Experience

Adrianna Guram      Geoff Mamerow  
Carol Pope              Wren Singer

**Room 205**

Learning Circle: What Really Challenges Students Who Want to be Challenged?

Rebecca Muehrer  
Robert Ray  
Julie Stubbs

**11:00 A.M.–NOON**

**INTRODUCTION**

Aaron Brower, Vice Provost for Teaching and Learning

**PLENARY**

**Scott Straus**

The Challenges of Teaching about Human Rights Atrocities

**Room 325/326**

## Pyle Center and Other Campus Locations

**1:00–4:00 P.M.**

### Memorial Union

*\*Taking the Next Step in Place-Based Education: Campus Community Partnerships in South Madison*

#### Bus Tour

Bus departs at 1:00 p.m.;  
returns at 4:00 p.m.

*\*Registration guarantees you a seat.*

**1:00–2:15 P.M.**

### Room 309, Pyle Center

*\*Rubric Design for Language Instructors*

Heidi Evans

*\*Registration is preferred.*

**1:00–2:00 P.M.**

### Room 232, Pyle Center

*\*Planning for Success in Teaching with Service Learning*

Rebecca Lorimer

David Stock

*\*Registration is required.*

**1:00–3:00 P.M.**

### Room 335, Pyle Center

*Applying the Quality Matters Rubric in the Design and Development of Online and Hybrid Courses*

Louise Fowler

Moira LaFayette

Lindsey Schmidt

**1:00–3:00 P.M.**

### Room 332, Pyle Center

*Facilitation of Learner-Centered Dialogues in the Student SEED Social Justice Course: Dialogue Activities and Resources*

William Clifton

Rodney Horikawa

Mariko Lin

**1:00–3:00 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 (poster session)*

Graduate students, post-docs, faculty and staff participants from Delta and the Wisconsin Program for Scientific Teaching

**1:00–5:00 P.M.**

### Room 313, Pyle Center

*Oral History, A Tool for the Classroom ...  
A Tool for Life: A How-to-do Workshop*

Troy Reeves

**1:30–4:15 P.M.**

### Room 1240 Digital Media Center Biotechnology Center 425 Henry Mall

*Fostering Student Learning Through Digital Media Assignments*

William Bland

Cheryl Diermyer

Josh Harder

**2:30–3:30 P.M.**

### Room 309, Pyle Center

*Mentoring in the New Millennium: Strategies for Success*

Craig Becker

Kristin Millin

Sue Pearson

Patricia Quigley

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

## 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 Room 313

### Resource Fair, Room 313

### 7:30 A.M.–4:00 P.M.

### 8:15–8:35 A.M. WELCOME

#### Room 325/326

Aaron Brower, Vice Provost for Teaching and Learning

### 8:35–9:40 A.M. PLENARY

#### Room 325/326

#### Introduction

Damon Williams, Chief Diversity Officer and Vice Provost for Diversity and Climate

#### Learning Partnerships that Promote Learning and Self-Authorship

Marcia Baxter Magolda, Distinguished Professor of Educational Leadership at Miami University of Ohio

Dr. Baxter Magolda will share findings from her 23-year study of young adult learning and development, highlighting cognitive, identity, and relational growth necessary for achieving college learning goals. The Learning Partnerships Model that emerged from the study articulates the challenging and supportive conditions that promote learning and development. Examples from the model's implementation in diverse curricular contexts will help participants consider its utility in their own educational practice.

### 9:40–10:00 A.M. REFRESHMENT BREAK AND RESOURCE FAIR

#### Room 313

### 10:00–11:00 A.M. BREAKOUT SESSIONS

#### Room 232

#### Integrating Online Learning in the Face-to-Face Classroom

Chad Shorter, French & Italian

Julie Allen, Scandinavian Studies

This session will highlight online collaborative writing and community knowledge building of foreign language and culture. The presenters will share their perspectives about face-to-face courses with online collaborative elements and learning environments. Participants will share their ideas for better implementation of online learning environments in face-to-face courses.

#### Room 335

#### Research, Writing and Role-Playing in Science and the Humanities: Using Familiar Collaborative Technologies to Help Students Learn

Ron Cramer, DoIT Academic Technology

Jamie Henke, Liberal Studies and the Arts

Tim Paustian, Bacteriology

Meaningful education occurs when we combine content, context, and person. This session will highlight the use of wiki and networking sites to foster engaged learning. In the first example, wikis were used for collaborative student projects. Each student group created an experimental design, research proposal and final manuscript on the wiki and communicated with the entire class about their results. In the second example, a collaborative networking site allowed the instructor to defy the limits of space and time. Through role-playing, students engaged in discussions between prominent individuals representing topics throughout history. They conducted research and published findings, and then role-played throughout the centuries.

#### Room 332

#### Engineering Beyond Boundaries: Aligning Engineering Academic Experiences and Outcomes in Response to a Rapidly Changing World

Steven Cramer, Wendy Crone, Darryl Thelen, Dan Klingenberg, Amy Wendt, and Jeff Russell, College of Engineering

Reports such as the National Academy of Engineering's "Educating the Engineer of 2020" document the changing world in which engineers will practice. This changing world strongly suggests a need to change the preparation our students receive in engineering - both inside and outside the classroom. To provide leadership and strategy for change, the College of Engineering formed the Engineering Beyond Boundaries Task Force consisting of a core group of faculty and staff. The purpose of this session is to describe our process; document accomplishments to date, including successes, challenges, and lessons learned; and to detail our next steps to continue this transformation.

#### Room 309

#### Building Diversity Awareness into College Teaching Practices with Case Studies

Jen S. Schoepke, Wisconsin Program for Scientific Teaching

Megan M. Anderson, Wisconsin Program for Scientific Teaching, Curriculum and Instruction

Case studies are useful tools to introduce discussions about diversity into the curriculum. They provide a means for educators to reflect and process their own experiences, as well as raise student awareness about issues of diversity. In this session, participants will develop and design a case study about an issue of diversity germane to teaching and learning. This session provides participants from varied disciplines a way to discuss dimensions of diversity that are too often ignored such as race, culture, and social identity in their teaching practice.

**Room 205**

**Learning Circle: What are the Possibilities for "Internationalizing the Curriculum" across the Disciplines?**

**FACILITATORS**

Gilles Bousquet, Division of International Studies, French & Italian

Katherine Sanders, Division of International Studies

**11:15 A.M.–12:15 P.M.  
PLENARY**

**Room 325/326**

**Teaching, Lecturing, Discussing and the Meaning of Life**

Steven Nadler, William H. Hay II (WARF) Professor of Philosophy, UW–Madison

In this session, Dr. Nadler will challenge participants to consider how to engage students, make them active participants in the learning experience, and make the classroom more than just a place where they come to hear the professor talk at them.

**12:30–1:30 P.M.  
LUNCH (ON YOUR OWN)**

**Informal Discussion Groups**

**1:45–2:45 P.M.  
BREAKOUT SESSIONS**

**Room 232**

**Making Online Resources Cohesive in a Chemistry Course**

John W. Moore, Mike Hanson, and Justin Shorb, Chemistry

We have enhanced Advanced General Chemistry (109H) based on feedback from students regarding their online experiences. Innovations included an interactive, online textbook and challenge problems. The textbook was integrated into Moodle CMS via supporting links in homework feedback and supplemental online homework. Challenge problems required students to analyze unexplored relationships while drawing on intertwined concepts from the course; students received individualized feedback via a new, targeted "Feedback Manager" that also linked into the online textbook. Specifics regarding each enhancement will be demonstrated and discussed.

**Room 335**

**Learning From Play: Teaching Music, Engineering and Biology with Video Games**

David Gagnon, DoIT Academic Technology

Jamie Henke, Liberal Studies and the Arts

John Pfothenauer, Mechanical Engineering

Teri Balsler, Institute for Cross-College Biology Education, Soil Science

Here at UW, over a dozen faculty have paired with video game designers and instructional designers to create engaging, playful activities that teach students across disciplines. In this session we will demonstrate three of these projects at different stages of implementation and invite the audience to play with us.

**Room 332**

**Taking the Next Step in Outcomes Assessment: Assessing the Long-Term Impact of Study Abroad**

Sally Magnan, Language Institute, French and Italian

Dianna Murphy, Language Institute

Alice Astarita, Language Institute

Rob Howell, Division of International Studies and German

The assessment of educational outcomes does not end at graduation. This session describes a pilot study to assess the long-term impact of study abroad, a high impact educational practice in support of the Essential Learning Outcomes for UW–Madison students. A collaborative initiative of International Academic Programs and the Language Institute, the study seeks to answer questions about the impact of study abroad: How does study abroad affect students' lives after graduation in ways that are beneficial to themselves, and to society at large? To what extent are alumni who studied abroad more globally engaged than alumni who did not?

**Room 309**

**Improving Student Learning through the Integration of Academic and Career Content**

John Klatt, College of Agricultural and Life Sciences, Undergraduate Programs and Services

Alfonso Morales, Urban and Regional Planning

Bernadette O'Rourke, Animal Science

Students often learn the content knowledge of their disciplines very well, but lack an understanding of the industries where they will work and the types of problems they will solve in their professional fields. This presentation will review data indicating that the integration of academic and career content is important for student learning, discuss ways instructors can integrate academic and career content in courses, and identify campus resources that can help interested faculty and instructional staff. Audience members will identify ways to integrate academic and career content in the courses they teach.

**Room 205**

**Learning Circle: The Community-Campus Knowledge Exchange: How Can We Structure Community-Based Learning?**

**FACILITATORS**

Elizabeth Tryon, Morgridge Center for Public Service

Katherine Loving, University Health Services

Randy Stoecker, Community and Environmental Sociology

**2:45–3:00 P.M.  
REFRESHMENT BREAK AND  
RESOURCE FAIR**

**Room 313**

**3:00–4:00 P.M.  
BREAKOUT SESSIONS**

**Room 232**

**Research to Practice in Higher Education: Use the Results of Recent Research to Inform How You Document and Evaluate Student Learning**

Wendy Machalicek and Melinda Leko, Rehabilitation, Psychology and Special Education

This session will provide a selective review of research that evaluates strategies to improve student outcomes in higher education. Multimedia cases derived from undergraduate courses in the Department of Rehabilitation Psychology and Special Education will provide instructors from all disciplines with examples of how this research might be used to improve their scholarship of teaching. Participants will work individually and in groups to brainstorm a short list of essential student outcomes, teaching strategies or technologies to try, and to develop an individualized action plan for collecting quantitative and qualitative data to document and evaluate student learning in their own courses.

**Room 335**

**Learning Communities that Connect and Influence Teaching and Learning**

FACILITATOR: Alan Knox, Educational Leadership and Policy Analysis

Rich Halverson and Julie Mead, Educational Leadership and Policy Analysis

Catherine Stephens, School of Education

Join School of Education faculty as we explore models for creating learning communities. Topics include the use of social networking and web conferencing tools for teaching, and the design and use of online discussions to facilitate learning, research, and reflection. This session will include time for discussion where participants will be asked to reflect on how to build learning communities both in and out of class, and consider how technology tools can influence and shape learning communities.

**Room 332**

**High-Impact and Authentic Learning Environment Positively Impacts Minority Student Outcomes**

Elizabeth Becker and Caton Roberts, Psychology

Reducing the achievement gap has been a goal of this university. Introductory psychology has demonstrated high negative outcomes for minority students. We designed a discussion section to accompany the large lecture course aimed at increasing positive outcomes for minority students. Through implementation of a high impact and authentic learning environment, including study skills workshops, required instructor-student meetings, and using diversity in the classroom to enrich learning for all students, we have successfully increased outcomes (measured by final grade) for minority students participating in the discussion section as compared to those who did not for three semesters.

**Room 309**

**In the Eye of the Beholder: Making Your Class a Success for the Students in It**

Teri Balsler, Institute for Cross-College Biology Education and Soil Science

In this session we will first explore the responses of more than 1000 students who have been asked the question: What makes a class successful? Participants will then consider which of these factors are at play in their own classrooms, and which they have control over and why. We will uncover areas where we can potentially make simple changes that enhance student experience and student learning in our classrooms. Participants will leave with ideas to implement in their own classrooms.

**Room 205**

**Learning Circle: How Can We Integrate Assessment of Student Learning across Academic and Co-Curricular Programs?**

FACILITATORS

Moira Lafayette, College of Engineering

Argyle Wade, Office of the Dean of Students

Carren Martin, Center for the First-Year Experience

**New This Year!  
in-tər-'nash-nə-'līz:  
UW without Borders**

**4:00–5:30 P.M. RECEPTION**

**Alumni Lounge**

Sponsored by the Division of International Studies and the Morgridge Center for Public Service



## Pyle Center

Unless noted as ▲

### 7:30–8:15 A.M. REGISTRATION

Main Floor Entrance,  
Pyle Center, 702 Langdon St.

### 8:15–8:30 A.M. WELCOME

#### Room 325/326

SYMPOSIUM PLANNING COMMITTEE  
CO-CHAIRS

Mo Noonan Bischof, Office of the Provost

Christine Pfund, Delta Program in  
Research, Teaching and Learning

Coffee and continental breakfast available  
throughout the morning outside the Plenary  
Room (325/326).

### 8:30–9:30 A.M.

#### BREAKOUT SESSIONS

#### Room 232

### Global English in the Wisconsin Classroom: Strategies for Supporting Multilingual Writers in Your Course

Beth Godbee, College of Letters and  
Science

Manisha Shelat, School of Journalism and  
Mass Communication

Designed for instructors in all disciplines, this session offers advice on fair and culturally inclusive practices for teaching multilingual writers and evaluating their work. Participants will learn more about who the multilingual writers at UW–Madison are, why writing in a second (or third or fourth) language can be so difficult, what strengths multilingual writers bring to academic writing, and how students' cultural and educational backgrounds influence their writing. To facilitate our discussion, we will view segments of the film "Writing across Borders," which features interviews with multilingual students and practical advice from scholars of second-language writing.

#### Room 335

### Stepping Outside of the Classroom: Teaching Students Online in Real Time

Don Gillian-Daniel, Delta Program in  
Research, Teaching and Learning

Lindsey Schmidt, DoIT Academic  
Technology

Chris Pfund, Delta Program in Research,  
Teaching and Learning

Have you ever thought about teaching online as a next step, only to find yourself saying, "No, it would never work with my class"? Come and explore a synchronous online course offered by the Delta Program, as part of a DoIT Engage grant, to a diverse group of students from five different campuses. Participants will view a brief video of the class in session, interact with students and facilitators both in-person and online, explore common fears and misconceptions surrounding online teaching, and reflect on how to move to action and leverage technology to enrich student learning in their own classes.

#### Room 332

### When Bad Things Happen to Good Classes

James A. Wells, Office of Research Policy,  
Graduate School

Eileen Callahan, Graduate School Office of  
Professional Development and Engagement

Despite your thoughtful planning for the semester, you are perplexed by challenges in your class - most students have failed a recent exam, a student is unhappy about the amount of feedback on her paper, and you wonder if a letter of recommendation is too strong. Should you drop the exam? If you give one student additional feedback, do you owe the same effort to others? Should you tone down your letter? Ethical reasoning helps sort out these challenges. Through case studies and lively discussion, we will explore the ethics involved in tackling such teaching challenges and other classroom conundrums.

#### Room 313

### Group Work: Friend or Foe? Setting the Stage for Meaningful Collaboration

Selena Kohel, Educational and Organiza-  
tional Leadership, Counseling Psychology

Higher education research is replete with examples of group work and its benefits and challenges. When group work is handled poorly, not only may it hinder learning, it also may engender harm, especially for students from underrepresented groups. Fortunately, knowledge and intentional use of the underlying principles of group work can enhance its benefits and mediate its challenges. This session aims to help educators become more familiar with what has been hypothesized and found to impact group work through simulations of positive and negative group practices, summations, and discussions of the various facets.

#### Room 205

### Learning Circle: Change We Can Believe In: Are Your Instructional Innovations Improving Student Learning?

Jeffrey B. Henriques, Psychology

### 9:30–9:45 A.M.

#### REFRESHMENT BREAK

#### Outside Room 325/326

### 9:45–10:45 A.M.

#### BREAKOUT SESSIONS

#### Room 232

### Students Write to Learn: How Instruc- tors are Engaging their Students through Online Quizzing, Writing, and Feedback

Robert L. Jeanne, Entomology

Lillian Tong, Institute for Cross-College  
Biology Education

Amber R. Smith, Horticulture

Larger courses make it especially difficult to engage students. We developed an online tool that allows instructors to ask open-ended questions, efficiently categorize student responses, write feedback for each category, and send feedback in a semi-personalized e-mail. We will share what we're learning about different implementations in STEM courses to meet a variety of styles, objectives, and time-constraints, and about student reactions to questions and formats that have been tried. We are assessing impact on personalized interaction, feedback on student thinking, opportunities for student writing, and frequent quizzing. Participants will brainstorm ways they could use open-ended questions and feedback in their own courses.

**9:45–10:45 A.M.  
BREAKOUT SESSIONS**

**Room 335**

**Struggles and Successes with Digital Media Assignments**

Ron Cramer, DoIT Academic Technology  
Kathleen Bartzan Culver, School of Journalism and Mass Communication  
Thomas Eggert, School of Business  
Jane Zuengler, English

A digital media assignment is an assignment in which students demonstrate their learning through the creation of multimedia learning objects using such formats as video, audio, still images and text. Examples of digital media assignments include students creating short video documentaries, digital stories, audio and enhanced podcasts, “digital essays,” and other types of multimedia presentations. Panelists will discuss their own experiences with multimedia assignments and recommendations for instructors just starting to think about incorporating these types of assignments into their courses.

**Room 332**

**Facilitated Learner-Centered Dialogue: Student Experiences in a Social Justice Course**

William Clifton, Office for Equity and Diversity  
John Elliot Fink and Miriam Grace Kopelow, Undergraduate Students and SEED Participant

What is the student experience of taking a facilitated learner-centered dialogue course? A student panel will share stories, show a short DVD, and facilitate an audience discussion about experiences of learner-centered dialogue in the Student SEED (Seeking Educational Equity and Diversity) Social Justice Course. Materials will be provided about the course as well as references to journal articles and web sites on the use of dialogue, research on learner impact, and professional development opportunities. Audience members will also be invited to a Post-Symposium Workshop, “Facilitation of Learner-Centered Dialogues in the Student SEED Social Justice Course: Activities, Discussion, and Resources.”

**Room 313**

**Engaging First-Year Students in Large Lectures: The Teaching Assistant Experience**

Wren Singer Adrianna Guram and Carol Pope, Center for the First-Year Experience  
Geoff Mamerow, Educational Leadership and Policy Analysis

During the 2009–10 academic year, staff from the Center for the First-Year Experience conducted personal interviews with teaching assistants in many of the high-enrollment first-year courses. This session will highlight what we learned about the Teaching Assistant experience in large lecture courses and shed light on strategies that teaching assistants use to successfully engage first-year students.

**Room 205**

**Learning Circle: What Really Challenges Students Who Want to be Challenged?**

**FACILITATORS**

Robert Ray, Forest and Wildlife Ecology  
Rebecca Muehrer, School of Nursing  
Julie Stubbs, Undergraduate Academic Awards Office

**11:00 A.M.–NOON PLENARY**

**Room 325/326**

**The Challenges of Teaching about Human Rights Atrocities**

Scott Straus, Associate Professor, Political Science, International Studies, and Director of the Human Rights Initiative

Dr. Straus will discuss his experience teaching about large-scale atrocities, including genocide and violence in civil war, and challenge participants to consider some of the following questions: What are the ethics and dilemmas of teaching about atrocities? How can teachers successfully create a learning environment that avoids shocking students, but that also accurately represents horrible situations? How can teachers motivate students to learn without having them be discouraged about the nature of the subject matter? How can teachers balance student’s desires to effect change quickly, on the one hand, while conveying the complexity of tragedies and their remedies on the other?

**POST-SYMPOSIUM WORKSHOPS**

**South Madison Bus Tour**

**1:00–4:00 P.M.**

**Bus departs from Memorial Union\***

**Taking the Next Step in Place-Based Education: Campus Community Partnerships in South Madison**

Margaret Nellis, University Health Services

Mark Wagner, Former Madison Elementary Teacher and Local Games Lab

Ruth Olson, Center for the Study of Upper Midwestern Cultures

This field trip explores student projects that involve neighborhood residents, business owners and community organizations who contribute time, expertise, local knowledge, networks, and financial resources. Learn about the history, current context, cultural assets, and institutions in South Madison. Highlights include student-produced digital stories, web-based interactive mapping and participatory research projects contributing to the revitalization of the Park Street corridor. See how your students’ assignments can contribute to our collaborative initiatives in the areas of education, health, food systems, financial education, legal advocacy, housing, economic/business development, cultural issues, and more.

**\*Registration guarantees you a seat.**

**1:00–2:15 P.M.**

**Room 309**

**Rubric Design for Language Instructors**

Heidi Evans, English

Rubrics are scoring tools that facilitate accurate, efficient assessment and support classroom instruction for any skill, content area, task, or learner. In this workshop, the presenter will define what rubrics are and provide a framework for rubric construction. After discussing the components of an effective rubric, participants will construct a basic rubric template and learn how to adapt this format for various genres. RSVP appreciated to hevans2@wisc.edu.

**1:00–2:00 P.M.**

**Room 232**

**Planning for Success in Teaching with Service Learning**

David Stock and Rebecca Lorimer, English

This interactive workshop will help prepare teachers from all disciplines to integrate different models of service learning into their classes. We'll draw on research and our own experience to facilitate discussion of the challenges of service learning, including time management, community relationships, and student engagement, as well as strategies for overcoming these challenges and designing successful service learning projects. Please RSVP to [dstock@wisc.edu](mailto:dstock@wisc.edu).

**1:00–3:00 P.M.**

**Room 335**

**Applying the Quality Matters Rubric in the Design and Development of Online and Hybrid Courses**

Lindsey Schmidt, DoIT Academic Technology

Louise Fowler, Distance Education Professional Development

Moira LaFayette, School of Engineering

The Quality Matters rubric has eight general standards used to evaluate the design of online and hybrid courses. The rubric is based on national standards for online learning, instructional design principles, and research literature. It was created to ensure quality in online course design in order to promote student learning. A strong focus of the rubric is the alignment of critical course components, including: learning objectives, assessments, resources and materials, learner engagement, and course technology. In this session, the presenters will introduce the rubric and demonstrate how to apply the rubric to design, develop, or improve an online/hybrid course.

**1:00–3:00 P.M.**

**▲ Microbial Sciences Building, 1st floor atrium, 1550 Linden Dr.**

**Improving Campus Teaching and Learning: Examples from Participants in the Delta Program in Research, Teaching and Learning and the Wisconsin Program for Scientific Teaching (Poster session)**

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. They will present posters about their projects, including: 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!

**1:00–3:00 P.M.**

**Room 332**

**Facilitation of Learner-Centered Dialogues in the Student SEED Social Justice Course: Dialogue Activities and Resources**

William Clifton, Office for Equity and Diversity

Rodney Horikawa, University Health Services

Mariko Lin, Counseling Psychology

Come join experienced instructors/facilitators as they take you through an example of Facilitated Learner-Centered Dialogue (community guidelines, activities/exercises, and debriefing) from the Student SEED (Seeking Educational Equity and Diversity) Social Justice Course. Workshop participants will receive materials on the history, research and assessment of these courses, as well as links to professional development opportunities on the use of dialogue.

**1:00–5:00 P.M.**

**Room 313**

**Oral History, A Tool for the Classroom ... A Tool for Life: A How-to-do Workshop**

Troy Reeves, University Archives

Reeves, who interviewed hundreds of men and women during his eleven years heading oral history programs in Idaho and Wisconsin, will offer a stimulating and informative overview of the art and science of oral history from initial idea through finished product. The workshop will cover specifics within three sub-categories of oral history: Pre-Interview, Interview, and Post-Interview, including project planning, technology, funding, questions and follow-up questions, release forms, indexes or transcripts, publications, and any other topics of interest to the attendees.

**1:30–4:15 P.M.**

**▲ Room 1240, Biotechnology Center, 425 Henry Mall**

**Fostering Student Learning Through Digital Media Assignments**

Cheryl Diermyer, DoIT Academic Technology

William Bland, Soil Science

Josh Harder, Digital Media Center

Participants will hear from instructors who challenged themselves and their students to take the next steps in their teaching and learning through the use of digital media assignments. In this interactive hands-on workshop participants explore digital media technologies and learn how digital media assignments can align with the five best teaching practices that foster student learning. With guidance from workshop facilitators, participants will experience the process of designing and completing a digital media assignment. Through hands-on and mindful activities this workshop prepares instructors to integrate digital media assignments with their own best teaching practices.

**2:30–3:30 P.M.**

**Room 309**

**Mentoring in the New Millennium: Strategies for Success**

Patricia Quigley, Kristin Millin, Sue Pearson and Craig Becker, Pediatrics

Mentoring is essential to professional development. In an increasingly fast-paced world, it is difficult to maintain rewarding mentoring relationships. In our experience, mentoring based on similar career interests is rarely successful. Using a series of self-assessment and needs assessment tools, we now pair trainees with mentors based on core values and characteristics. We would like to share our ideas and inspire others to consider this new strategy. This interactive workshop will help educators examine their mentoring strategies and identify a broader set of goals. The workshop will conclude with an interactive critique of tools available to foster effective mentoring relationships.

# *Welcome to the UW–Madison 2010 Teaching and Learning Symposium!*

**T**his year's Symposium, "Taking the Next Step" will focus on answers to the question: "What are next steps YOU can take to improve your teaching, and the learning of your students?" Sessions and workshops will engage participants, build on research, and provide concrete examples and strategies for enriching your teaching and your students' educational experiences. We are 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 for the following co-sponsors whose support allowed the 2010 Teaching & Learning Symposium to take place: Office of the Provost; Office of Diversity and Climate; Center for the First-Year Experience; College of Letters & Science, Office of Service Learning and Community Based Research; College of Agricultural and Life Sciences; Delta Program in Research, Teaching and Learning; Division of International Studies; DoIT Academic Technology; General Library System; Graduate School's Office of Professional Development and Engagement; Office of Human Resource Development; Institute for Cross-College Biology Education; Morgridge Center for Public Service; Teaching Academy; 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), Aaron Brower, Brian Bubenzer, Yvette Egan, Linda Kietzer, Sarah McDaniel, Sarah Miller, Margaret Nellis, Christine Pfund (co-chair), Christine Ray, Sarah Sahni, Sheila Stoeckel, Alan Wolf, and Heidi Zoerb.

Thanks for joining us!

Aaron Brower

*Vice Provost for Teaching and Learning*

*Professor, School of Social Work, Integrated Liberal Studies, and Educational Leadership and Policy Analysis*



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For resources and continued conversations about the  
Symposium and teaching and learning visit

**[www.tle.wisc.edu](http://www.tle.wisc.edu)**