Taking the Next Step
DAY 1 SCHEDULE

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

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

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.
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 Balser
David Gagnon
Jamie Henke
John Pfotenhauer

**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 Stoeker
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 Document 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 Stephens

**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 Balser

**Room 205**
Learning Circle: How Can We Integrate Assessment of Student Learning across Academic and Co-Curricular Programs?
Moira Lafayette
Carren Martin
Argyle Wade

4:00–5:30 P.M.
**RECEPTION**
Alumni Lounge
Sponsored by the Division of International Studies and the Morgridge Center for Public Service

**New This Year!**
**in-tər-ˈnash-nə-ˈliz:**
**UW without Borders**
Pyle Center

**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  

**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**

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**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.
**Thursday, May 20**

**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 Diemeyer 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.
REFRESHER 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 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  

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 Pfotenhauer, Mechanical Engineering  
Teri Balser, 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  

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.
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 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 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 309
In the Eye of the Beholder: Making Your Class a Success for the Students in It
Teri Balser, 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-tar-’nash-nə-’liz: 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
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 Organizational 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 Instructors 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.
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.
Thursday, May 20

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.

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.

1:00–3:00 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 Diemarner, 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.
This 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 Balser, 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

For resources and continued conversations about the Symposium and teaching and learning visit www.tle.wisc.edu