

2011 ANNUAL TEACHING & LEARNING SYMPOSIUM SCHEDULE  
WEDNESDAY, MAY 25–THURSDAY, MAY 26

*Learning → Doing → Being*



**WISCONSIN**  
UNIVERSITY OF WISCONSIN-MADISON

**Pyle Center**

**8:00–8:15 A.M.**

**REGISTRATION**

**Main floor entrance**

**8:15–8:30 A.M.**

**WELCOME**

Aaron Brower, Vice Provost for Teaching and Learning

**Room 325/326**

**8:30–9:30 A.M.**

**PLENARY**

**Gary Sandefur**

Dean, College of Letters & Science

*Back to the Future? Liberal Education in the 21st Century*

**Room 325/326**

**9:30–10:00 A.M.**

**REFRESHMENT BREAK**

Sponsored by the Morgridge Center for Public Service

**Outside Room 325/326**

**10:00–11:00 A.M.**

**Vandenberg Auditorium, Room 121**

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

Adrianna Guram

Gwynneth Schell

Wren Singer

**Room DE232**

*Small Games to Teach Music Theory, Cryogenics and Biochemistry at UW: Postmortem Lessons for Designers and Producers*

Teri Balser

Jamie Henke

John Pfothenauer David Gagnon

**Room DE335**

*Cool Tools for Teachers*

Allan Barclay

Rebecca Holz

John Martin

Caro Williams

Jordan Thevenow-Harrison

**Room 226**

*Designing a Service Learning or Community-Based Research Course: Advice and Insights*

Elizabeth Tyron

Nancy Matthews

Katherine Cramer-Walsh

Maurice Gattis

**Room 309**

*Planning for Your Job Search: The Role of Teaching and Learning*

Erica Halverson

Wendy Crone

Martha Goodge

Sarah Miller

**Room 213**

*Assessment and Improvement of a Major: Lessons Learned in the History Department*

Sarah Thal

Scott Burkhardt

Robert Gross

**Today's Plenary Speakers**



**Back to the Future? Liberal Education in the 21st Century**

**Gary Sandefur**

Dean, College of Letters and Science

University of Wisconsin–Madison

8:30–9:30 a.m. in room 325/326



**The Role of Undergraduate Education for Global Citizenship**

**Carolyn "Biddy" Martin**

Chancellor, University of Wisconsin–Madison

11:15 a.m.–noon in room 325/326

## 11:00–11:15 A.M.

### REFRESHMENT BREAK

#### Outside Room 325/326

## 11:15 A.M.–NOON

### PLENARY

#### Carolyn “Biddy” Martin, Chancellor

The Role of Undergraduate Education  
for Global Citizenship

#### Room 325/326

## NOON–1:30 P.M.

### Lower Level Dining Room

#### LUNCH

Sponsored by the UW Teaching Academy: “From Campus to Classroom: Planning for the Future”

## 1:30–2:30 P.M.

### Room DE232

Designing and Managing Effective  
Online Group Activities

Erin McCloskey

### Room DE335

What Teachers Can Learn From Rock  
Band, Facebook, and Angry Birds

David Gagnon

### Room 226

Myth Breakers: What Students Say  
About Teaching With Technology

Cheryl Diermyer

Judy Borreson Caruso

### Room 309

Learning Circle: Collaboration in  
Unfamiliar Territory

A.J. Daughtry Krill

Elizabeth Franz

Michael Krill

### Room 213

Learning Circle: Reducing the Cost of a  
Laboratory Course While Maintaining  
Quality Educational Experiences

Andrea Porter

Susanne Barnett

Casey Gallimore

Karen Kopacek

## 2:30–2:45 P.M.

### REFRESHMENT BREAK

#### Outside Room 325/326

## 2:45–3:45 P.M.

### Room DE232

Effective Teaching in a Global Col-  
lege Classroom: Using International  
Students and International Faculty  
Perspectives to Address Diversity Issues  
and Effective Teaching Practices

Michael Wattiaux

Dominique Brossard

Hasan Khatib

### Room DE335

Student Media Authorship: Collabora-  
tive Approaches to Foster New Litera-  
cies and Engagement

Sarah McDaniel

Kerry Martin

John Martin

Caitlin Murphy

### Room 226

How NOT to Give a Talk: The Stanford  
Faculty Development Program in Teach-  
ing, Applied to the Lecture Format

Jeremy Smith

### Room 309

Learning Circle: Best Practices for  
Engaging the Faculty: Transforming the  
Perception of the Role of Instructional  
Support in Undergraduate Teaching  
and Learning

Deborah Helman

Diana Wheeler

Paul Oliphant

Amy Kindschi

Lia Vellardita

### Room 213

Assessing Learning in the FIG  
Experience: A Link Between  
Research and Practice

Erica Halverson

Michelle Bass

Geoff Mamerow

Greg Smith

## 3:45–4:15 P.M.

### POSTER SESSION

#### Teaching with High-Impact Practices to Foster Learning

### Room 313

A poster session by the Howard  
Hughes Medical Institute Teaching  
Fellows Program and the Institute for  
Biology Education

## 4:00–5:30 P.M. RECEPTION

#### Global Engagement Through Teaching and Learning

### Alumni Lounge

Sponsored by the Division of Interna-  
tional Studies

Pyle Center

Today's Plenary Speaker



**Partnering to Engage and Learn**

Linda Jorn

Director of Academic Technology, Division of

Information Technology (DoIT),  
University of Wisconsin–Madison  
10:30–11:30 a.m. in room 325/326

**8:15–8:30 A.M.**

**REGISTRATION**

**Outside Room 325/326**

Coffee and continental breakfast available throughout the morning

**8:30–9:30 A.M.**

**Room DE232**

*Dirt, Dying, and Guts: Creative Engagement*

Margaret Nellis

Teri Balser

Tracy Schroeffer

David Abbott

**Room DE335**

*The Development of High Impact Practice: One Credit Seminars for Underrepresented Student Populations*

Adey Assefa

Aaron Bird Bear

Jennifer Green Johnson

Kirk Malnor

**Room 226**

*High Risk, High Reward and Other Products of a Service Learning Project*

Yvette Egan

Ron Cramer

Courtney Krueger

Kelly Horn

Courtney Roemer

Alicia Johnson

Suzanne Vinohradsky

**Room 309**

*Collaborative Conundrum: What We Know About Group Work and Technology, But Often Forget*

Lindsey Schmidt

Timmo Dugdale

Doug Worsham

**Room 213**

*Learning Circle: Wisconsin Idea*

Giri Venkataramanan

Heidi Zoerb

**9:30–9:45 A.M.**

**REFRESHMENT BREAK**

**Outside Room 325/326**

**9:45–10:15 A.M.**

**Room DE232**

*Practice Makes Perfect: Compressing a Decade into a Day Using Computer Gaming to Learn*

Jeannette McDonald

Michael Collins

Eileen Horn

Calier Worrell

**Room DE335**

*Citing Sources in Presentations: Keeping Students Honest Without Driving Them Nuts*

Steve Bernard Zwickel

**Room 226**

*Editing in Wikipedia to Learn Course Concepts*

Maya Hayslett

Doug Rouse

**Room 309**

*Wisconsin's K12 Technology Landscape*

Maddy Covelli

John Pederson

**Room 213**

*A Problem-Solving Curriculum: From Learning About Problem Solving to Being a Problem Solver*

Aviva Meridian Kaiser

**10:15–10:30 A.M.**

**REFRESHMENT BREAK**

**Outside Room 325/326**



*Thursday, May 26*

**10:30–11:30 A.M.**

**PLENARY**

**Linda Jorn**

Director, DoIT Academic Technology

*Partnering to Engage and Learn*

**Room 325/326**

**11:30 A.M.–12:45 P.M.**

**LUNCH**

**On Your Own**

**12:45–2:15 P.M.**

**Room DE232**

*Responding To and Evaluating Student Writing*

Rebecca Lorimer

Brad Hughes

**Room DE335**

*Designing Mobile Learning Experiences Using ARIS*

David Gagnon

Jim Matthews

John Martin

**Room 226**

*How to Capture Multiple Dimensions of Teaching Practice: The Teaching Dimensions Observation Protocol*

Matthew Tadashi Hora

Joseph L. Ferrare

**Room 309**

*The New Final Project? Student-Authored Interactive Cases*

Christopher C. Blakesley

Les Howles

Rebecca Muehrer

Cassie Voge

**Room 213**

*Community and Memory: Public History as Pedagogy*

Robert Gross

Frank Honts

Campbell Scribner

**Room 313**

*Aligning Teaching Goals With Learning Needs*

Teri Balser

Chris Pfund



## Pyle Center

### 8:00–8:15 A.M. REGISTRATION

Main floor entrance  
Pyle Center, 702 Langdon Street

*Once you're officially outfitted, head up to room 325/326 for coffee and continental breakfast — available throughout the morning. Mmmm.... pastries!*

### 8:15–8:30 A.M. WELCOME

#### Room 325/326

Aaron Brower, Vice Provost for Teaching and Learning

### 8:30–9:30 A.M. PLENARY

#### Room 325/326

#### Back to the Future? Liberal Education in the 21st Century

Gary Sandefur, Dean, College of Letters and Science

In recent decades, our society has accepted an expectation that there is a linear relationship between the choice of a college major and post-baccalaureate employment and career paths. Implicit in that expectation are a number of questionable assumptions about how students learn, the skills needed for employment, the paths to success in life and careers, and, the value of a liberal education. Drawing on his experience as Professor of Sociology and Dean of UW-Madison's liberal arts college, Gary Sandefur will challenge participants to consider whether our mission is constrained to job readiness, or if it is our task to prepare our undergraduates for 21st century life in all its complexity. In doing so, he will ask participants to consider the knowledge and experiences that will prepare our students to adapt and succeed in a rapidly changing world. And he will argue that a liberal education is more important today than at any other time in recent history.

### 9:30–10:00 A.M. REFRESHMENT BREAK

#### Outside Room 325/326

#### Refreshments sponsored by the Morgridge Center for Public Service

**Twitter Table:** Each break outside of rooms 325/326. You've heard about Twitter and are curious. Want to give it a short try? Use the Teaching and Learning Symposium as testing ground. Academic Technology will have a Twitter Table in the hallway with folks to help you get set up and show you a few Twitter tricks to send you on your way. Try it during the conference, and revisit it afterward when you have time. Twitter can help in teaching and research without requiring a huge commitment of time. Check it out at: #ttsymp11.

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

#### Vandenberg Auditorium, Room 121

#### Engaging First-Year Students in Large Lectures: The Student Experience

Adrianna Guram and Wren Singer, Center for the First-Year Experience

Gwynneth Schell, Counseling Psychology and the Center for the First-Year Experience

During spring 2011, members of the Center for the First-Year Experience conducted focus groups with freshmen students regarding their experiences in large lectures. This session will highlight what was learned about the student experience in large lecture courses and highlight opportunities to improve engagement of first-year students in class.

#### Room DE232

#### Small Games to Teach Music Theory, Cryogenics and Biochemistry at UW: Postmortem Lessons for Designers and Producers

Teri Balser, Institute for Biology Education and Soil Science

Jamie Henke, Music

John Pfothenhauer, Mechanical Engineering

David Gagnon, DoIT Academic Technology

Active experimentation, formative feedback, and the room for failure are just three of many promises offered by educational games, and part of the impetus for the ENGAGE group at UW-Madison to begin building games to teach courses across various disciplines. In this session, we will extract

design and production lessons from three multi-year project narratives in an effort to share our successes and challenges with new educational game designers.

#### Room DE335

#### Cool Tools for Teachers

Allan Barclay and Rebecca Holz, Ebling Library for the Health Sciences

John Martin, DoIT Academic Technology

Jordan Thevenow-Harrison, Educational Psychology

Caro Williams, Math Education

Teaching and research keep you busy. Useful tools (and tips and tricks) make it easier. Come join the conversation! We'll provide a cadre of tech-savvy education and library geeks; you share questions and solutions that work for you. This will be a fully interactive session that extends beyond the conference.

#### Room 226

#### Designing a Service Learning or Community-Based Research Course: Advice and Insights

Elizabeth Tryon and Nancy Mathews, Morgridge Center for Public Service

Katherine Cramer-Walsh, Political Science

Maurice Gattis, Social Work

The Morgridge Center has assembled a "power panel" of experienced service learning and community-based research practitioners to explore ways to design courses using these high-impact practices. We'll outline the UW's new guidelines for service-learning, student expectations and outcomes, examples of lessons learned in the community, how to evaluate success, and what new structures are in place to assist faculty with interdisciplinary outreach. There will be ample opportunity for participants to quiz the panel in a fun, fast-paced setting.

#### Room 309

#### Planning for Your Job Search: The Role of Teaching and Learning

Erica Halverson, Curriculum & Instruction

Wendy Crone, Engineering Physics

Martha Goodge, French & Italian

Sarah Miller, Institute for Biology Education and WI Program for Scientific Teaching

Teaching plays a huge role in any academic career path. As competition for academic jobs increases, the ability to connect teaching, learning, and research in meaningful ways can make an applicant stand out from

the pool. How do academics think about the relationship between teaching, learning, and research? In this session, graduate students and post-docs are invited to learn about the role teaching plays across the scope of jobs available in the academy.

#### Room 213

##### **Assessment and Improvement of a Major: Lessons Learned in the History Department**

Sarah Thal, Scott Burkhardt and Robert Gross, History

How can you conduct a large-scale assessment of a major, use the resulting information to improve the major, and then design better assessment tools for future improvement? Faculty, staff, and a teaching assistant from the History Department describe lessons learned from the department's comprehensive 2009-10 assessment of the major and subsequent reconceptualization of the major, design of a new course, and establishment of new assessment tools and strategies.

#### **11:00–11:15 A.M. REFRESHMENT BREAK**

*Wow! It's only 11 a.m. and my brain is already bursting! Maybe a quick step outside to the lake to get breath of fresh air and ruminate on the nature of ducks or grab a cup of coffee out side room 325/326. Or should I try to talk to that last speaker and get more information?*

#### **NOON–1:30 P.M.**

##### **11:15 A.M.–NOON PLENARY**

##### **Room 325/326**

##### **The Role of Undergraduate Education for Global Citizenship**

Carolyn "Biddy" Martin, Chancellor

The Wisconsin Experience and the Madison Initiative for Undergraduates have played formative roles in shaping the undergraduate experience at UW–Madison. Chancellor Biddy Martin will address those initiatives and the role of undergraduate education in creating engaged, globally-aware citizens who will serve the state and world. As ever, UW–Madison is a leader in training future leaders. These issues come into sharp focus as discussions about New Badger Partnership and the state budget continue.

#### **LUNCH**

##### **Lower Level Dining Room**

##### **Luncheon sponsored by UW Teaching Academy: "From Campus to Classroom: Planning for the Future"**

#### **1:30–2:30 P.M. BREAK OUT SESSIONS**

##### **Room DE232**

##### **Designing and Managing Effective Online Group Activities**

Erin McCloskey, Division of Continuing Studies

Are you thinking about assigning online group activities for the first time? Or would you like to incorporate more effective online group activities into your courses? This session will 1) address the advantages and challenges of including online small group activities in your courses; 2) suggest strategies for designing and managing effective online group activities; and 3) provide a template and FAQs for creating or adapting activities in different content areas.

##### **Room DE335**

##### **What Teachers Can Learn From Rock Band, Facebook, and Angry Birds**

David Gagnon, DoIT Academic Technology

In this rapid-fire, three part presentation, we will explore contemporary examples of how new media are changing not only the way students are learning but also how knowing itself is becoming increasingly experiential, distributed and socially mediated. For 60 minutes, I aim to mix pop culture and educational scholarship together, analyzing current technology phenomena from an appreciative standpoint, asking, "What's working out there, and what can teachers learn from it?"

#### **Room 226**

##### **Myth Breakers: What Students Say About Teaching with Technology**

Cheryl Diermyer, DoIT Academic Technology

Judy Borreson Caruso, DoIT Policy and Planning

Technology is increasingly harnessed to address pressing educational challenges of the 21st century. Through the use of survey results, we will discuss and demonstrate the myths and realities that impact teaching and learning with technology. We will consider how myth influences course design decisions and how fact can inform how we choose to learn, do and be. Participants will see how UW–Madison faculty are using teaching strategies that support fact, not myth.

#### **Room 309**

##### **Learning Circle: Collaboration in Unfamiliar Territory**

A.J. Daughtry Krill, Academic Technology's IT Academy

Elizabeth Franz, Academic Technology's IT Academy and French

Michael Krill, Elementary School Teacher

How can we bring the best out of collaborators? What factors may contribute to people feeling unable to collaborate? What strategies do you employ when having to collaborate, especially when the territory is unfamiliar to you? This learning circle will not just be in the form of a discussion. We will first collaborate on a project, then discuss the process, and cap the experience with stories of educational settings where this has taken place.

#### **Room 213**

##### **Learning Circle: Reducing the Cost of a Laboratory Course While Maintaining Quality Educational Experiences**

##### **FACILITATORS**

Andrea Porter, Susanne Barnett, Casey Gallimore and Karen Kopacek, School of Pharmacy

Money, money, money! The cost of a laboratory course can be significant. This session will discuss changes made to a pharmacotherapy laboratory course in order to decrease cost while maintaining important course activities. Examples of implemented changes will be provided as well as specific results discussing the impact on quality outcomes such as course grades and student evaluations.



Wednesday, May 25

# UW Teaching and Learning Symposium 2011

**2:30–2:45 P.M.**

## REFRESHMENT BREAK

*I didn't think my brain could hold any more, but here it is, 2:30 already, and I keep squeezing it in! Grab a few cookies outside room 325/326, take a quick jog around the block to prep me for the last leg of the day! Or I could catch up on the Tweets about the sessions I missed.*

**2:45–3:45 P.M.**

## BREAK OUT SESSIONS

### Room DE232

#### Effective Teaching in a Global College Classroom: Using International Students and International Faculty Perspectives to Address Diversity Issues and Effective Teaching Practices

Michel Wattiaux and Hasan Khatib,  
Dairy Science

Dominique Brossard, Life Science  
Communication

Increasingly, students and colleagues in science and engineering are from other countries and have highly diverse experiences and perceptions about roles of students and instructors in a college classroom. These differences present challenges and opportunities. In this session, a panel of domestic and international students and faculty will discuss how greater awareness of diversity in learners' backgrounds (cultural, ethnic, gender, or socio-economic) help in designing effective learning environments for every student in the classroom.

### Room DE335

#### Student Media Authorship: Collaborative Approaches to Foster New Literacies and Engagement

Sarah McDaniel, Library & Information Literacy  
Instruction Program

Kerry Martin, Zoology

John Martin, DoIT-Engage

Caitlin Murphy, Biology 151 Student

What happens when Introductory Biology students are tasked with creating instructional media for future courses? We'll show examples, and answer questions about the challenges, risks, and rewards of student-produced media. Get a behind-the-scenes look at the programmatic approach to building 21st century literacy skills in our students — from the initial critique of existing video tutorials, through technical training, copyright interpretation, and collaborative production, and then to the campus screening and debut on YouTube! Through a collaborative process involving the UW Libraries, instructional technologists, and faculty and staff, the Engage Digital Media Assignments program developed resources and

approaches to help build new literacy skills for our students while deepening their content mastery.

### Room 226

#### How NOT to Give a Talk: The Stanford Faculty Development Program in Teaching, Applied to the Lecture Format

Jeremy Smith, Medicine

The Stanford Faculty Development Center for Clinical Teachers is an internationally recognized faculty development program for physicians who teach. The pedagogical concepts involved in this program are applied to the lecture format. Two short "talks" will be given on the same exact topic. The talks will be very different in terms of effectiveness. Ensuing discussion will focus on analyzing the specific behaviors that constituted an effective talk vs. an ineffective talk.

### Room 309

#### Learning Circle: Best Practices for Engaging the Faculty: Transforming the Perception of the Role of Instructional Support in Undergraduate Teaching and Learning

Deborah Helman, Diana Wheeler, Paul Oliphant, Amy Kindschi and Lia Vellardita,  
Wendt Commons, College of Engineering

The College of Engineering recently assembled a team of education professionals in Wendt Commons to foster innovation in undergraduate education. While organizational changes to align resources and services are complete, engaging faculty/instructors remains a challenge. We will address how best practices in learning innovation and faculty perceptions affect our strategy to catalyze change. Participants are invited to share their own experiences and learn about how to better support teaching innovation.

### Room 213

#### Assessing Learning in the FIG Experience: A Link Between Research and Practice

##### FACILITATORS

Erica Halverson, Curriculum & Instruction

Michelle Bass, Educational Psychology

Geoff Mamerow, Education Leadership and  
Policy Analysis

Greg Smith, College of Letters & Sciences

The First-Year Interest Group (FIG) Program has proven to be one of the most successful, high impact programs for promoting academic achievement and retention for incoming students, particularly for students of color and first generation college goers. In this presentation, we discuss findings from our study of what students learn

from their participation in FIGs. Specifically, we focus on instructors' learning goals and whether and how these goals are realized in student work.

**3:45–4:15 P.M.**

## POSTER SESSION

### Room 313

#### Teaching with High-Impact Practices to Foster Learning: A Poster Session by Howard Hughes Medical Institute Teaching Fellows

Amy Briggs, Postdoc, Botany

Peter Cavnar, Postdoc, Medical Microbiology  
and Immunology

Xu Chen, Graduate Student, Genetics

Jeffrey Gardner, Postdoc, Great Lakes Bioenergy Research Center

Nathan Johnson, Graduate Student, Nutritional  
Sciences

Pei-Yin Lim, Postdoc, Pathobiological Sciences

Nick McGrath, Postdoc, Biochemistry

Dyan Morgan, Graduate Student, Cell and  
Molecular Biology

Mark Schram, Postdoc, Zoology

Katie Woodhams, Graduate Student, Microbiology  
Doctoral Training Program

David Eide, Professor, Nutritional Sciences

Sarah Miller, Director, Wisconsin Program for  
Scientific Teaching at the Institute for Biology  
Education

Bob Ray, Professor, Forest and Wildlife Ecology  
and HHMI Foundations Professor

Jae-Hyuk Yu, Associate Professor, Bacteriology

Curious about ways to engage students in learning? Interested in high-impact teaching practices? In this poster session, graduate students and postdocs, along with their partner faculty, will share their innovative approaches to improving teaching and learning at UW-Madison and assessments of student learning outcomes. Courses in which they have implemented their teaching materials include: Exploring Biology Research, a new course for freshmen, and Critical Analysis in Microbiology, a case-based interactive course for juniors.

**4:00–5:30 P.M.**

## RECEPTION

### Alumni Lounge

#### Global Engagement through Teaching and Learning

Sponsored by the Division of International  
Studies



## 8:15–8:30 A.M. REGISTRATION

Main Floor Entrance

## COFFEE & CONTINENTAL BREAKFAST

Outside Room 325/326

*Too early for you to socialize? Catch up on yesterday's conference tweets!*

## 8:30–9:30 A.M. BREAK OUT SESSIONS

Room DE232

### Dirt, Dying and Guts: Creative Engagement

Margaret Nellis, School of Human Ecology  
Teri Balser, Institute for Biology Education and Soil Science

Tracy Schroepfer, Social Work

David Abbott, Obstetrics and Gynecology

What do a soil scientist, social worker, and a microbiologist have in common? The challenge to keep their digital native students engaged. These faculty faced challenges of teaching in warm, cramped classrooms, engaging a large lecture classroom, and teaching what some students might think of as mind-numbing content. In this session, faculty will demonstrate alternative strategies they used to motivate their students and engage them in the process of their own learning.

Room DE335

### The Development of High-Impact Practice One-credit Seminars for Underrepresented Student Populations

Adey Assefa, Center for Academic Excellence

Aaron Bird Bear, School of Education

Jennifer Green Johnson, PEOPLE Program

Kirk Malnor, Center for Educational Opportunity

Several UW-Madison programs and units serving underrepresented students offer one-credit seminars. These seminars engage underrepresented students of color at UW-Madison by first understanding who the students are, what they are prepared to do academically, and what they expect of the institution and themselves. Participants in this session will work in small, facilitated groups to consider how their programs or departments might develop a seminar or collaborate in such a seminar.

Room 226

### High Risk, High Reward and Other Products of a Service Learning Project

Yvette Egan, Courtney Krueger, Kelly Horne, Courtney Roemer, Alicia Johnson and Suzanne Vinohradsky, Nursing

Ron Cramer, DoIT Academic Technology

In the fall of 2010, the students in Nursing 219: Clinical Nursing were asked to collaborate with 9 and 10 year olds at the Allied Drive Community Center After-School Program to create age-appropriate, multimedia health information on puberty and self-esteem. Presenters and attendees will view student projects, identify the risks and rewards of this service learning project, and discuss a process and options for undertaking such projects.

Room 309

### Collaborative Conundrum: What We Know about Group Work and Technology, but Often Forget

Lindsey Schmidt and Timmo Dugdale, DoIT Academic Technology

Doug Worsham, College of Letters & Science Learning Support Services

In today's Web 2.0 world, students and instructors have access to a broad range of collaborative technologies for group projects, but successful group work is not just about the technology. In this session, the presenters will use research data and personal experiences collected from a year-long program at the UW on "Technology-Enhanced Collaborative Group Work" to highlight the principles of successful group work. Attendees will participate in discussions on preparing instructors and students for collaboration, designing appropriate group assignments, assessing the process and product of group work and choosing the "right" technology for collaboration.

Room 213

### Learning Circle: Wisconsin Idea

Giri Venkataramanan, Electrical and Computer Engineering

Heidi Zoerb, University Relations

Chancellor Martin has designated 2011-12 as the Year of the Wisconsin Idea. Many of us frequently hear the term "Wisconsin Idea" and may even use it to describe our own research and teaching efforts. But what does it really mean for teaching and learning at UW-Madison? How can we incorporate the values of this tradition in our classrooms, outside our classrooms, and within our residential learning communities? Join our conversation and share your ideas.

## 9:30–9:45 A.M. REFRESHMENT BREAK

Outside Room 325/326

*Time for a second cup of coffee! And oh yeah, let me tweet a few comments about that last session.*

## 9:45–10:15 A.M. BREAK OUT SESSIONS

Room DE232

### Practice Makes Perfect: Compressing a Decade into a Day Using Computer Gaming to Learn

Jeannette McDonald, Michael Collins, Eileen Horn, and Calier Worrell, School of Veterinary Science

The impacts of some programs, such as Johne's Disease (JD) control programs, take years to be seen on dairy farms. Thus, it takes many years before veterinarians personally experience the success or failure of their recommendations in their client's herds—a long learning cycle. The JD-Consult game is a novel and useful tool for modeling expert behavior and helping practitioners gain clinical experience in a virtual farm setting. Explore how virtual settings can be used as a teaching tool for long-term processes.

Room DE335

### Citing Sources in Presentations: Keeping Students Honest Without Driving Them Nuts

Steven Bernard Zwickel, Engineering Professional Development

College instructors give students confusing messages about citing sources in presentations, often based on attempts to stem cheating on exams and plagiarism of papers: We want fluid, professional delivery, but we expect presenters to interrupt themselves to explain where they found their information. We want clean, easy-to-read visuals and we teach our students to limit the amount of text on the screen, but we expect them to clutter up their visuals with citations. We ask students to conclude with a polished summary of what they have said and a convincing call for action, but we have them display an unreadable, unusable list of all their sources at the end of the presentation. This 30-minute session will explore ways of giving students clear, reasonable instructions that maintain academic integrity without detracting from the quality of oral presentations.

## BREAKOUT SESSIONS (CONT'D)

## 9:45–10:15 A.M. BREAKOUT SESSIONS (CONT'D)

We will examine how other educational institutions deal with this issue and explore ways of giving students rational rules for citing sources.

### Room 226

#### Editing in Wikipedia to Learn Course Concepts

Maya Hayslett and Doug Rouse,  
Plant Pathology

An assignment was designed for an introductory Plant Pathology course allowing students to demonstrate their knowledge of a topic by editing in Wikipedia. We aimed to generate more student enthusiasm which we theorized would lead to better learning outcomes. We assessed our success with a student evaluation at the end of the course. We will present this data and lead a discussion on the benefits and problems of using this type of assignment.

### Room 309

#### Wisconsin's K12 Technology Landscape

Maddy Covelli and John Pederson, DoIT/  
WiscNet

At UW-Madison, students are predominantly free to use laptops, smart phones, Twitter, Facebook, YouTube and numerous web 2.0 technologies to assist in their learning experience. This is in stark contrast to what is permitted in a typical K12 classroom. Our session will provide an overview of technology in Wisconsin's K12 classrooms, based on survey data and anecdotal evidence, and propose that there is a correlation between K12 practices and preparedness for college-level technology use.

### Room 213

#### A Problem-Solving Curriculum: From Learning About Problem Solving to Being a Problem Solver

Aviva Meridian Kaiser, Law

Between substantive knowledge and performance is a chasm, an interruption of continuity. Legal scholars attempted to bridge that chasm by articulating fundamental lawyering skills. But the articulation of those skills did not provide a pedagogy to teach them. The

gap between "thinking like a student" and "being a professional" remained. Through a problem-solving curriculum, we will explore how to move students from learning (acquiring knowledge), to doing (synthesizing knowledge to develop processes), to being a problem solver.

## 10:15–10:30 A.M. REFRESHMENT BREAK

### Outside Room 325/326

*Whoa! Brain is spinning! Need a break from coffee (maybe herbal tea?). Find a window and look out at the lake. Breathe. Relax. That's nice! Okay, bring it on! What's next?*

## 10:30–11:30 A.M. PLENARY

### Room 325/326

#### Partnering to Engage and Learn

Linda Jorn, Director, DoIT Academic  
Technology

Twenty-first century academic planning is a complex process. New technologies, ideas, and challenges provide us with an opportunity to rethink how people learn, how we 'do' our teaching, and our role in the academic planning process. This session will review one framework for academic planning and engage the audience in conversations about how technology impacts the academic planning process, their role in this process, and the process they use to create technology-enhanced learning experiences for learners.

## 11:30–12:45 P.M. LUNCH

### On Your Own

*Head to the terrace for a brat or burger, to State Street for Ethiopian, or grab a bite from one of the carts on Library Mall. We'll see you again at 12:45!*

## 12:45–2:45 P.M. BREAK OUT SESSIONS

### Room DE232

#### Responding To and Evaluating Student Writing

Rebecca Lorimer and Brad Hughes,  
L&S Program in Writing Across the  
Curriculum

This interactive workshop invites instructors from all disciplines and experience levels to join a hands-on activity 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. This is a 90-minute workshop.

### Room DE335

#### Designing Mobile Learning Experiences Using ARIS

David Gagnon and John Martin, DoIT  
Academic Technology

Jim Matthews, School of Education

Mobile devices provide more than a small screen to repackaging existing forms of the dreaded "eLearning module." They allow us to create new kinds of locative educational experiences that use physical contexts to illuminate systemic concepts. In this hands-on workshop you will use ARIS to create a working place-based, narrative-centric mobile learning game and test it out yourself in just 90 minutes. Please bring a laptop and an iPhone or iPad 3G if you have one.

### Room 226

#### How to Capture Multiple Dimensions of Teaching Practice: The Teaching Dimensions Observation Protocol (TDOP)

Matthew Tadashi Hora and Joseph J.  
Ferrare, Wisconsin Center for Education  
Research

The effective implementation of pedagogical reforms requires an in-depth understanding of current practices and constraints facing instructors. This workshop will introduce a recently developed approach for capturing multiple dimensions of teaching (e.g., teaching methods, cognitive demand asked

*Thursday, May 26*

*UW Teaching and Learning Symposium 2011*

of students, instructional artifacts used) in a descriptive fashion. Using social network analysis techniques, data from the TDOP can be graphically depicted to visualize an individual's or group's repertoire of teaching practice. The instrument is designed to be flexible and can be tailored to serve different audiences and purposes. This is a 60-minute workshop.

### **Room 309**

#### **The New Final Project? Student-Authored Interactive Cases**

**Christopher C. Blakesley**, Curriculum & Instruction

**Blaire Bundy and Les Howles**, DoIT Academic Technology

**Rebecca Muehrer and Cassie Voge**, School of Nursing

While traditional written assignments serve important purposes, digital technologies open doors to new pedagogical possibilities. Similar to "Choose Your Own Adventure" novels, interactive cases let students make authentic choices within real-world contexts. Further, the student-group creation of these narratives promotes in-depth knowledge and critical thinking. In this session, faculty and staff will discuss interactive case experiments within their education, humanities and health courses. Examples will be shown, and implementation strategies will be shared. This is a 90-minute workshop.

### **Room 213**

#### **Community and Memory: Public History as Pedagogy**

**Robert Gross**, History

**Frank Honts and Campbell Scribner**, Educational Policy Studies

Currently engaged in a Center for the Humanities project at East High School, our group will discuss the role of public history in university courses. Our interactive workshop will explore (1) how professors and teaching assistants can appeal to undergraduates' interests and experiences by incorporating local sources, and (2) how local history projects can support curricular and pedagogical initiatives in the liberal arts. Our workshop will include a short reading selection and facilitated group discussion. This is a 60-minute workshop.

### **Room 313**

#### **Aligning Teaching Goals with Learning Needs**

**Teri Balser**, Institute for Biology Education and Soil Science

**Christine Pfund**, Delta Program in Research, Teaching and Learning

This session will explore the learning needs of students and ways to design courses and assessments that authentically allow students to use, practice, and perform the skills they'll need in the real world. Participants will consider questions such as: How often are "learning goals" really thinly disguised

"teaching goals"? What is the difference between what you want to teach and what the students need to learn? Participants will practice "deliberate design" for at least one learning goal in their classes and develop ways to create a climate maximally conducive to learning. This is a 90-minute workshop.

### **UPCOMING EVENT**

#### **2011 First-Year Conference**

**November 11, 2011  
The Pyle Center**

The Annual First-Year Conference at UW-Madison is an opportunity for faculty, staff, and graduate students to discuss innovative research and practice regarding transitioning students on campus (freshmen and transfer students).

Conatct Adrianna Guram  
for more information:  
[aguram@studentlife.wisc.edu](mailto:aguram@studentlife.wisc.edu).

**THANKS FOR ATTENDING THE SYMPOSIUM!**

**SAVE THE DATE FOR NEXT YEAR'S  
TEACHING AND LEARNING SYMPOSIUM:**

**MAY 23–24, 2012**

# *Welcome to the UW–Madison 2011 Teaching and Learning Symposium!*

*T*his year's Symposium, "Learning → Doing → Being" provides an opportunity for all of us in the teaching & learning community to share best practices, celebrate accomplishments, and discuss new learning & teaching practices and theories in a forum dedicated to enriching the UW–Madison experience. Sessions will engage participants, build on research, and provide concrete examples and strategies for enhancing your teaching and your students' learning. 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 2011 Teaching & Learning Symposium to take place: the Office of the Provost; Center for the First-Year Experience; College of Letters and Science; Delta Program in Research, Teaching and Learning; Division of International Studies; DoIT Academic Technology; Office of Human Resource Development; Institute for Biology Education; UW–Madison Libraries; Morgridge Center for Public Service; School of Nursing; Teaching Academy; University Communications; and University Health Services.

This year's organizing committee includes Alice Astarita, Teri Balser, Mo Noonan Bischof (co-chair), Aaron Brower, Brian Bubenzer, Yvette Egan, Adrianna Guram, Carrie Jensen, Linda Kietzer, Sarah McDaniel, John Martin, Sarah Miller, Margaret Nellis, Christine Pfund (co-chair), Christine Ray, Sheila Stoeckel (co-chair), and Heidi Zoerb.

Thanks for joining us!

Aaron Brower  
*Vice Provost for Teaching and Learning*  
*Professor, Social Work*  
*Integrated Liberal Studies*  
*Educational Leadership and Policy Analysis*



**WISCONSIN**  
UNIVERSITY OF WISCONSIN–MADISON

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