

2012 ANNUAL TEACHING & LEARNING SYMPOSIUM SCHEDULE  
WEDNESDAY, MAY 23–THURSDAY, MAY 24

# *Stretching Our Boundaries, Reaching All Students*



**WISCONSIN**  
UNIVERSITY OF WISCONSIN–MADISON

## Union South

**7:30–8:00 A.M.**

**REGISTRATION**

Varsity Hall Lobby

**8:00–8:30 A.M.**

**WELCOME**

**Aaron Brower**

Varsity Hall I & II

**8:30–9:30 A.M.**

**PLENARY**

**Nancy Cantor**

The Public Mission of Higher Education:  
Barn-Raisings a Century Later

Varsity Hall I & II

**9:30–10:00 A.M.**

**BREAK**

Varsity Hall Lobby

**10:00–11:30 A.M.**

**BREAKOUT SESSIONS**

### Industry Room

Reaching All Learners: Moving  
Beyond Traditional Pedagogies to  
Bridge the Achievement Gap

Don Gillian-Daniel

Chris Carlson-Dakes

### Agriculture Room

Exploring Evaluation Strategies for  
Service Learning Projects

Shaheen Sutterwala

### Landmark Room

The Wisconsin Idea in the  
Undergraduate Classroom

Julia Collins

Peter Allen

### Northwoods Room

Preparing Faculty to Teach Beyond  
the Borders of their Classroom

Janet Batzli

Nancy Mathews

Giri Venkataramanan

Sarah Miller

### Fifth Quarter Room

Writing Across and Beyond the  
University: Innovative Writing  
Assignments that Foster Deep  
Learning in All Disciplines

Brad Hughes

Stephanie White

Leonora Neville

Michael Thorton

Catherine Middlecamp

Bryan Hendricks

## Wednesday's Plenary Speakers

**The Public Mission of Higher Education:  
Barn-Raisings a Century Later**



**Nancy Cantor**

Chancellor and President of Syracuse University

**8:30–9:30 A.M.**

Varsity Hall I & II

**The Wisconsin Idea:  
The Vision that Made Wisconsin Famous**



**Gwen Drury**

Ph.D. student in Educational Leadership  
and Policy Analysis

**1:00–2:00 P.M.**

Varsity Hall I & II

**11:30 A.M.–12:45 P.M.**

**LUNCH AND FACILITATED  
DISCUSSIONS ABOUT THE  
WISCONSIN IDEA**

Sponsored by the UW Teaching Academy

**Varsity Hall III**

**12:45–1:00 P.M.**

**BREAK**

**1:00–2:00 P.M.**

**PLENARY**

**Gwen Drury**

The Wisconsin Idea:  
The Vision that Made Wisconsin  
Famous

**Varsity Hall I & II**

**2:00–2:15 P.M.**

**BREAK**

**Varsity Hall Lobby**

**2:15–3:15 P.M.**

**BREAKOUT SESSIONS**

**Northwoods Room**

**If You Record It . . . They Will Come.  
Or Will They?**

Kevin Strang  
Andrew Lokuta  
Beth Altschaf

**Agriculture Room**

**International Reach: Fostering  
Global Competency and International  
Dialogue on and off Campus**

Katherine Wirka  
Tina Hatch  
Elisabeth Foster

**Landmark Room**

**Writing Beyond the Classroom**

Anna Floch  
Annika Konrad

**Fifth Quarter Room**

**Teaching Teamwork: Achieving  
Effective Small Groups (Learning  
Circle)**

Devin Wixon  
Katalin Dosa

**Industry Room**

**Action Research: Using UW Courses  
to Inform Beyond the Boundaries of  
the Classroom (Learning Circle)**

Jeff Nytes  
Lili Larson  
Lee Alliet  
Casey Pellien

**3:15–3:30 P.M.**

**BREAK**

**3:30–4:30 P.M.**

**BREAKOUT SESSIONS**

**Agriculture Room**

**Cultivating Inquiry-Driven  
Learners: A College Education  
for the 21<sup>st</sup> Century**

Clifton Forbes Conrad  
Laura Anne Dunek

**Northwoods Room**

**Parenthetical: Innovations in  
Online Parent Education and  
Community Building**

Stephen Small  
Rebecca Mather  
Anne Samuelson  
Hilary Runion

**Landmark Room**

**The Total Package: Integrative Learn-  
ing through Arts-Based Educational  
Research**

Tracey Hunter-Doniger

**Industry Room**

**Principles and Practices of  
Integrating Technology and Teaching:  
The “Best of” the Seminar Series**

Theresa Pesavento  
Chad Shorter

**Fifth Quarter Room**

**Race, Sexuality, Class, and Gender in  
the Mentor-Mentee Relationship:  
A Conversation About Difference  
(Learning Circle)**

Sara McKinnon  
Leah Mirakhor

**4:30 P.M. RECEPTION**

**Community-Engaged  
Learning**

**Varsity Hall III**

Sponsored by the Morgridge  
Center for Public Service

## Union South

Breakfast sponsored by International Studies

**8:00–8:30 A.M.**

**POSTER SET-UP**

Varsity Hall III

**8:30–9:00 A.M.**

**REGISTRATION, POSTER SESSION,  
AND BREAKFAST**

Varsity Hall Lobby  
and Varsity Hall III

**9:00–10:00 A.M.**

**BREAKOUT SESSIONS**

### Northwoods Room

Writing Global Learning Outcomes  
for Your Science Course

Masarah Van Eyck

Adrian Treves

Caitlyn Allen

Laura Van Toll

### Landmark Room

Gaming the Curriculum:  
Students and Instructors Speak

John Martin

Ruth Olson

John Francis

Shawn Peters

### Fifth Quarter Room

Effective Partnerships and Outreach  
Efforts — Learning to Dance

Beth Giles

Jack Jorgensen

### Agriculture Room

Curricular and Pedagogical  
Innovations in FIGS Courses

Andrea-Teresa "Tess" Arenas

George Johnson

Beth Meyerand

### Wisconsin Idea Room

Educational Innovation: How Can We  
Use Technology-Enhanced, Online  
and Hybrid Learning to Support the  
Wisconsin Idea? (Learning Circle)

Linda Jorn

Jeff Russell

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## Thursday's Plenary Speaker

Reaching the Public through Listening, not Packaging:  
Implications for Our Teaching and Learning



**Katherine Cramer Walsh**

Associate Professor, Department of Political Science

**11:15 A.M.–12:15 P.M.**

Varsity Hall I & II



# Thursday, May 24

**10:00–10:30 A.M.**

**POSTER SESSION AND BREAK**

**Varsity Hall III**

**10:30–11:00 A.M.**

**BREAKOUT SESSIONS**

## **Fifth Quarter Room**

Teaching Students to Think  
for Themselves

Ronald Kalil

## **Landmark Room**

Wisconsin Collaboratory for  
Enhanced Learning: Past, Present,  
Future

Suzanne Smith

## **Northwoods Room**

Undergraduate Research at  
UW–Madison

Svetlana Karpe

Amy L. Sloane

## **Agriculture Room**

Google Applications for Constructivist  
Learning — A Partnership Between  
UW–Madison MERIT Library and  
Madison Metropolitan School District

Anjali Bhasin

Shawn Schroedl

Carrie Wolfson

Maegan Heindel

Robin Amado

## **Wisconsin Idea Room**

Sharing Science with Wisconsin:  
How Might UW–Madison Become  
a More Welcoming Destination for  
Exploration? (Learning Circle)

Thomas Zinnen

Jessica McCarty

Dolly Ledin

**11:00–11:15 A.M.**

**BREAK**

**Varsity Hall III**

**11:15 A.M.–12:15 P.M.**

**PLENARY SPEAKER**

**Varsity Hall I & II**

**1:00–4:00 P.M.**

## **Bus Tour**

Having New Eyes: Field Trip  
Exploring the History of the  
Wisconsin Idea on Campus

**Meet at Varsity Hall Lobby**





## Union South

7:30–8:00 A.M.

### REGISTRATION

Varsity Hall Lobby  
Union South,  
1308 West Dayton Street

8:00–8:30 A.M.

### WELCOME

Aaron Brower  
Varsity Hall I & II

8:30–9:30 A.M.

### PLENARY

**Nancy Cantor**

Chancellor and President of Syracuse University

#### **The Public Mission of Higher Education: Barn-Raisings a Century Later**

Varsity Hall I & II

On the 150th anniversary of the Morrill Act that created “democracy colleges” across our nation, and the 100th anniversary of the Wisconsin Idea, we revisit the public mission of higher education. In considering the relevance of this challenge, Cantor will argue that it has never been more important for higher education to join communities in the 21st century equivalent of a collective barn-raising, collaborating to save our environment, turn K–12 schools around, and lead the way to shared prosperity in our globally-connected, but perilously fractured world. As we roll up our sleeves and raise these barns together, partnering with a community of experts inside and outside our institutions, we prepare the ground for education for the world, in the world. We engage all the diverse talent we can in an affirmation of higher education’s role in ensuring the health of our democracy going forward—just as they did so powerfully 150 years ago.

9:30–10:00 A.M.

### BREAK

Varsity Hall Lobby

10:00–11:30 A.M.

### BREAKOUT SESSIONS

#### Industry Room

#### **Reaching All Learners: Moving Beyond Traditional Pedagogies to Bridge the Achievement Gap**

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

**Chris Carlson-Dakes**, Delta Program’s Bridging the Achievement Gap Project

Traditional pedagogies and classroom settings are not conducive to the success of all. Societal and educational opportunity gaps result in an achievement gap particularly for under-represented minority students. A campus-wide collaborative project, including faculty, staff, and graduate students, is making progress toward addressing the achievement gap in large gateway courses. This interactive session will introduce the project, present strategies and progress, and challenge participants to explore innovative ways to adapt project approaches in their classes.

#### Agriculture Room

#### **Exploring Evaluation Strategies for Service Learning Projects**

**Shaheen Sutterwala**, Institute for Biology Education

Service learning projects often have impacts on multiple constituents: students, volunteers, community partners and community members. In this workshop, we will describe the challenges of measuring the success of our undergraduate course, “Engage Children in Science,” and our on-going efforts at evaluation that involve all these constituents. We will share our logic model, evaluation question and assessment tools. Workshop participants will explore their own priorities and needs in terms of assessing the impact of their programs on multiple groups.

#### Landmark Room

#### **The Wisconsin Idea In The Undergraduate Classroom**

**Julie Collins** and **Peter Allen**, Agroecology

The Wisconsin Idea sets a simple goal: the University should improve the lives of people beyond the classroom. Anchoring our lab curriculum in this idea, we told students their assignment was to change the world—and they rose to the occasion. Come learn about our experience, participate in simulations of the semester’s values and project development exercises, and discuss ways to bring the Wisconsin Idea to life in the classroom.

#### Northwoods Room

#### **Preparing Faculty to Teach Beyond the Borders of Their Classroom**

**Janet Batzli**, Biology Core Curriculum (Biocore) and Teaching Academy

**Nancy Mathews**, Morgridge Center for Public Service, Nelson Institute for Environmental Studies, and Teaching Academy

**Giri Venkataramanan**, Electrical and Computer Engineering

**Sarah Miller**, Madison Teaching and Learning Excellence Program and Teaching Academy

The Wisconsin Idea has defined the culture of the University of Wisconsin for over a century. So why has it been such a challenge for faculty to even consider integrating the principles of the Wisconsin Idea in their courses? With support of the Morgridge Center and the Teaching Academy, we invite faculty and staff instructors and those who offer professional development in community-engaged teaching to explore how we can bridge barriers and better prepare faculty to teach beyond the borders of their classroom. This session will focus on strategies to incorporate community-based learning into new or existing courses. It will highlight the best practices and campus guidelines, while allowing participants an opportunity to share their successful strategies and resources. Session leaders will also compile input from the session participants to identify campus challenges and resource needs.

#### Fifth Quarter Room

#### **Writing Across and Beyond the University: Innovative Writing Assignments That Foster Deep Learning in All Disciplines**

**Brad Hughes**, Writing Center and Writing Across the Curriculum

**Stephanie White**, Writing Across the Curriculum

**Leonora Neville**, History

**Michael Thornton**, Afro-American Studies

**Catherine Middlecamp**, Nelson Institute for Environmental Studies

**Bryan Hendricks**, Psychology

Research demonstrates convincingly that carefully designed writing activities increase student learning and engagement in all disciplines. In this workshop, we’ll showcase UW–Madison faculty who have designed innovative writing assignments in environmental studies, Afro-American studies, and history, assignments which include, for example,

reflections on service learning and writing research articles for Wikipedia. We'll discuss best practices for designing writing assignments that foster deep learning—interactive writing activities, “meaning-constructing” writing, and clear explanations of instructors’ expectations (Anderson, et al). In the later part of the workshop, participants will begin drafting a new assignment for one of their own courses.

**11:30 A.M.–12:45 P.M.**

**LUNCH AND FACILITATED DISCUSSIONS ABOUT THE WISCONSIN IDEA**

Sponsored by the UW Teaching Academy

**Varsity Hall III**

In conjunction with the University-wide observance of the year of the Wisconsin Idea, the Teaching Academy is hosting facilitated lunch discussions to explore our varied conceptions of the Wisconsin Idea. Please note: Registration for the luncheon and discussions is full. If you didn't pre-register, several lunch options are available on the lower level of Union South, and we look forward to you joining the group for the afternoon plenary, breakout sessions, and reception.

**12:45–1:00 P.M.**

**BREAK**

**1:00–2:00 P.M.**

**PLENARY**

**Gwen Drury**

Ph.D. student in Educational Leadership and Policy Analysis

**The Wisconsin Idea: The Vision that Made Wisconsin Famous**

**Varsity Hall I & II**

As we celebrate the “Year of the Wisconsin Idea,” what do we really know about this idea? And, if the Wisconsin Idea is supposed to be at the heart of everything we do, we need to go beyond simply celebrating it. We need to unpack and examine it. What is “baby” and what is “bath-water” in this 100 year old concept, and how can it give meaningful guidance to our contemporary work, especially in teaching and learning?

Gwen Drury will provide a crash-course in historical context so that today we can locate the core of the Wisconsin Idea, and begin building contemporary answers to that question.

**2:00–2:15 P.M.**

**BREAK**

**Varsity Hall Lobby**

**2:15–3:15 P.M.**

**BREAKOUT SESSIONS**

**Northwoods Room**

**If You Record It . . . They Will Come. Or Will They?**

**Kevin Strang, Andrew Lokuta, and Beth Altschaffl**, Neuroscience

In this session we report our experiences with two video lecture capture systems: Tegrity, and the B10 Ingraham video system. We will discuss how they work, how they are delivered to students, and pros and cons of each. Other issues we will discuss include how lecture capture affects class attendance, what strategies help reduce absenteeism, how grades compared with semesters in which we didn't do video captures, and student perceptions of these technologies.

**Agriculture Room**

**International Reach: Fostering Global Competency and International Dialogue On and Off Campus**

**Katherine Wirka, Tina Hatch, and Elisabeth Foster**, International Student Services

International Reach is a free service program coordinated by UW–Madison's International Student Services (ISS) that strives to foster global competency and intercultural dialogue by bringing international students to campus and local classrooms to share their international perspective and experiences. This presentation will show campus faculty, staff and other educators how to tap into this resource and give attendees an opportunity to hear from some of our International Reach volunteers about their experiences.

**Landmark Room**

**Writing Beyond the Classroom**

**Anna Floch and Annika Konrad**, Composition and Rhetoric

Writing can be a tool for helping students to apply knowledge from any class to the outside community and world. Yet it is often difficult to consider exactly how writing can be stretched beyond simply the limits of course requirements. This workshop will guide you through redesigning writing assignments so that they enable students to apply the knowledge gained in your course to the broader community.

**Fifth Quarter Room**

**Teaching Teamwork: Achieving Effective Small Groups (Learning Circle)**

**Devin Wixon**, Biology Core Curriculum

**Katalin Dosa**, Nelson Institute for Environmental Studies

In this learning circle, we will address issues related to teaching effective teamwork skills. While collaborative learning is typically used in courses as a tool to teach course-specific content, teamwork must also be taught both to ensure that small groups meet learning objectives and to help students gain process skills. As with any learning goal, assessment (often grade-oriented) is critical for successful student progress. First, we will ask questions to determine the audience's primary issues such as: What are your best and worst group experiences as a participant? As an instructor? What are your main challenges for effective collaborative learning in your classroom setting? Next, we will explore what strategies are effective under which circumstances for: (a) teaching group dynamics (group behavior exercises, team member process checking, reflection question minute-papers, rotating assigned group roles, etc.) and (b) assessing them (group effort analyses, peer grading, and team-or instructor-feedback). Finally, we will discuss how in-class small groups can best be structured to leverage diversity (of background or expertise as well as ethnicity).

**Industry Room**

**Action Research: Using the UW Courses to Inform Beyond the Boundaries of the Classroom (Learning Circle)**

**Jeff Nytes**, Education Research Institutional Review Board

**Lee Alliet and Casey Pellien**, Social & Behavioral Science Institutional Review Board

**Lil Larson**, Education Research and Social & Behavioral Science Institutional Review Boards

Increasingly, program and curriculum evaluations once used to improve individual courses, curriculum, and instructor methods are now being utilized with the intention to inform a larger educational community. This shift in scope moves classroom evaluation into the realm of research. All research at UW–Madison is subject to local, state and federal regulations, and requires IRB review and approval prior to engagement. The trend towards using curriculum/course/program

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evaluation as research data to be generalized and disseminated brings along with it complex ethics and rules governing the use of human subjects in research. This learning circle will address the differences between evaluation and research along with the roles, responsibilities, and processes required to conduct research at UW–Madison.

3:15–3:30 P.M.

BREAK

Varsity Hall Lobby

3:30–4:30 P.M.

BREAKOUT SESSIONS

Agriculture Room

**Cultivating Inquiry-Driven Learners: A College Education for the 21st Century**

**Clifton Forbes Conrad** and **Laura Anne Dunek**, Educational Leadership and Policy Analysis

Drawing on the vast body of higher education literature, we have written a book, *Cultivating Inquiry-Driven Learners: A College Education for the Twenty-First Century*. We argue that many American colleges and universities employ a default purpose for a college education—the development of students as workplace commodities—which emphasizes preparation for entry into the marketplace rather than preparing students for the uncertain world of the 21st Century in which much of the knowledge they acquire will have a shelf life of only a few years. Instead of this default model, we propose that the fundamental purpose of a college education ought to be “cultivating inquiry-driven learners.” Rather than placing primary emphasis on becoming “learned” as an end in itself—that is, someone who has acquired a requisite body of knowledge and skills—the hallmark of an educated person ought to be “inquiry-driven learning” by which students demonstrate the capability to collaboratively pursue innovative ideas with creativity, critical analysis, and discipline for direct application to real-world problems. We will discuss and demonstrate how to operationalize the signature capabilities of inquiry-driven learners by providing examples and engaging participants in a town hall style discussion. In addition, we will engage participants in an inquiry-driven process to discuss the concept, core capabilities, and elements of inquiry-driven learning that could apply to their own classroom teaching and student learning.

Northwoods Room

**Parenthetical: Innovations in Online Parent Education and Community Building**

**Stephen Small**, **Anne Samuelson**, and **Hilary Runion**, Human Development and Family Studies

**Rebecca Mather**, UW Extension and Human Ecology

Effective parent education programs have been linked to a range of important child outcomes. We have created an online delivery system called Parenthetical, designed to support parent-centered learning communities. Though current content targets mothers of 10–14 year olds, the site can be applied to a variety of parenting issues and audiences. Attendees will hear about program highlights, be encouraged to share their own experiences regarding online teaching and learning, and have the opportunity to discuss how to improve online learning communities.

Landmark Room

**The Total Package: Integrative Learning through Arts-Based Educational Research**

**Tracey Hunter-Doniger**, Curriculum and Instruction

In combination with artistic, written, and technological skills, the “Wisconsin Idea” of Educating Young and Old becomes evident through Arts-Based Educational Research (ABER) and discovering notions about self: past, present and future. This series of reflective lessons provide an introspective look for the students and takes them well beyond the boundaries of the UW–Madison campus. Allowing students to personalize the learning process by using their experiences helps spark their visions of new beginnings after graduation. Attendees will hear program highlights and then create their own work of art based upon their influences of the past.

Industry Room

**Principles and Practices of Integrating Technology and Teaching: The “Best of” the Seminar Series**

**Theresa Pesavento**, Letters and Science Learning Support Services

**Chad Shorter**, DoIT Academic Technology

L&S Learning Support Services and DoIT Academic Technology's 2011–12 seminar series, Principles and Practices of Integrating Technology and Teaching, provided a forum for instructors to discuss technology use in

and out of the classroom. This session presents pedagogical practices from the seminar series, hosts a conversation about how to best explore these innovative teaching practices on campus and in the greater community, shares materials and resources, and brainstorms possibilities for future training and discussion.

Fifth Quarter Room

**Race, Sexuality, Class, and Gender in the Mentor-Mentee Relationship: A Conversation About Difference (Learning Circle)**

**Sara McKinnon**, Communication Arts

**Leah Mirakhor**, Afro-American Studies

The facilitators will begin the session with a 10–15 minute presentation introducing the idea that students' different social locations influence the ways they are experiencing our teaching and mentorship. The presenters will not only define key terms, such as social location and marginalization, but identify common challenges that students of color, queer students, gender-queer students, first generation students, and working class/poor students may be experiencing when they enter our classes and seek our mentorship. After this short presentation, the facilitators will open up the conversation to participants, using the following questions to guide the conversation: (1) How does difference matter to the ways our students experience our mentorship? (2) What does it mean to mentor students with different social locations or positionalities than our own? (3) How do we ethically engage students with different positionalities than our own? The goal of this conversation is that participants come away with a sense of the different learning and mentorship needs of their students, and how to ethically address those needs.

4:30 P.M.

RECEPTION

Community-Engaged Learning

Sponsored by the Morgridge Center for Public Service

Varsity Hall III



Thursday, May 24

UW Teaching and Learning Symposium 2012

## Union South

Breakfast sponsored by International Studies

8:00–8:30 A.M.

**POSTER SESSION SET-UP AND BREAKFAST**

Varsity Hall III

8:30–9:00 A.M.

**REGISTRATION, POSTER SESSION, AND BREAKFAST**

Varsity Hall Lobby and Varsity Hall III

9:00–10:00 A.M.

**BREAKOUT SESSIONS**

### Northwoods Room

**Writing Global Learning Outcomes for Your Science Course**

**Masarah Van Eyck** and **Laura Van Toll**, College of Agricultural and Life Sciences International Programs

**Adrian Treves**, Nelson Institute for Environmental Studies

**Caitilyn Allen**, Plant Pathology

Global learning outcomes (GLOs) are the desired knowledge, attitudes, and skills students should acquire in relation to the international aspects of a field. Effective GLOs equip science graduates to work in an interdependent world that houses diverse ways of defining and solving problems. This discussion will present discipline-specific GLOs established by science instructors on campus and will address what makes them effective, observable, and measurable.

### Landmark Room

**Gaming the Curriculum: Students and Instructors Speak**

**John Martin**, DoIT Academic Technology

**Ruth Olson**, Folklore

**John Francis**, Nelson Institute for Environmental Studies

**Shawn Peters**, Integrated Liberal Studies

Three sets of instructors and students used games instead of papers to better explore

*“The real voyage of discovery consists not in seeking new landscapes but in having new eyes.”*

Marcel Proust

and understand course concepts. Ruth Olson’s Folklore students created place-based activities near and on campus; Shawn Peters’ students created board games of urban life; and John Francis’ students made data collection games to better understand human impact in the world. This panel will discuss and answer questions about these projects so you can learn from their experiences!

### Fifth Quarter Room

**Effective Partnerships and Outreach Efforts—Learning to Dance**

**Beth Giles** and **Jack Jorgensen**, School of Education

This workshop will walk through the steps and challenges of engaging in effective partnerships. It will present examples of effective partnerships that our office has developed and highlight outcomes of those partnerships. We will describe a proposed partnership timeline including a variety of ideas for each step of development, stressing that partnership is a continuous process, analogous to dance partners stumbling together before getting steps and movements just right.

### Agriculture Room

**Curricular and Pedagogical Innovations in FIGS Courses**

**Andrea-Teresa “Tess” Arenas**, Nelson Institute for Environmental Studies

**George Johnson**, Engineering Professional Development

**Beth Meyerand**, Biomedical Engineering and Medical Physics

In this workshop, participants will learn of exciting teaching tools and curriculum innovations which enhance the learning in a First-Year Interest Group course and are applicable to a wide array of disciplines. The three FIGS include a Medical Imaging course which uses collaborative learning and scavenger hunts to enable students to solve real-world clinical questions; a Technical Writing course which uses critical reflections on reading assign-

ments, multiple layers of class feedback, and cross curriculum writing assignments; and a Coalition Building course which uses original art, public speaking and service learning to enhance student learning. Participants will benefit by bringing copies of their syllabus for discussion purposes.

### Wisconsin Idea Room

**Educational Innovation: How Can We Use Technology-Enhanced, Online and Hybrid Learning to Support the Wisconsin Idea? (Learning Circle)**

**Linda Jorn**, DoIT Academic Technology

**Jeff Russell**, Division of Continuing Studies

At UW–Madison, “Educational Innovation” is a coordinated effort to create a sustained campus environment that maintains and enhances student learning while gaining efficiencies and generating new resources. Attend this learning circle to engage in a spirited conversation with peers to answer such questions as: How can we leverage the culture of the Wisconsin Idea to quickly mobilize our expertise and Wisconsin Idea values—self-governance, integrity, egalitarianism, truth, and interpersonal trust—to extend learning opportunities to new learners and communities? Who are our new learners and with which communities might we immediately start to work? What are some of the most innovative online or hybrid teaching or learning practices you have seen? Bring examples to show during the session! What technology innovations are impacting the way we think about finding learning content, delivering learning experiences, assessing learning, unbundling teaching roles, and supporting students?

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## UPCOMING EVENT

### 2012 First-Year Conference

November 9, 2012  
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 (freshman and transfer students).

Contact David Laur  
for more information:  
dlaur@studentlife.wisc.edu.

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10:00–10:30 A.M.

### POSTER SESSION & BREAK

Varsity Hall III

10:30–11:00 A.M.

### BREAKOUT SESSIONS

#### Fifth Quarter Room

##### Teaching Students to Think for Themselves

**Ronald Kalil**, Neuroscience and Public Policy Program

The workshop will discuss teaching students to tackle complex problems, parse them into their constituent components, arrange the components into a logical order for consideration, analyze each component to determine its validity, accepting those that are valid and modifying or rejecting those that are not, in order to reassemble the components to create a workable solution to the problem.

#### Landmark Room

##### Wisconsin Collaboratory for Enhanced Learning: Past, Present, Future

**Suzanne Smith**, Wisconsin Collaboratory for Enhanced Learning

The Wisconsin Collaboratory for Enhanced Learning (WisCEL) is an innovative approach to learning that combines deliberate choices of physical environment including multi-use spaces, technology that supports both peer-collaboration and self-paced learning, and software that provides immediate feedback to students on assignments and exams and allows increased instructor time with students. Attendees will hear WisCEL highlights and then discuss how they might use this type of space effectively and creatively for their classes.

#### Northwoods Room

##### Undergraduate Research at UW–Madison

**Svetlana Karpe** and **Amy L. Sloane**,  
Undergraduate Research Scholars Program

This session will look at the current state of undergraduate research at UW–Madison. A small group of undergraduate research advocates and practitioners has been working on identifying issues related to undergraduate research specific to our campus. In this session we will look at the results of the survey of undergraduate research administered to

UW–Madison community. Through interpreting the findings we will identify the next steps toward improving access to research for all undergraduate students and identifying rewards for faculty who mentor undergraduate students in research.

#### Agriculture Room

##### Google Applications for Constructivist Learning—A Partnership Between UW–Madison MERIT Library and Madison Metropolitan School District

**Anjali Bhasin**, Instruction and  
Reference Librarian

**Shawn Schroedl**, Sennett Middle School

**Carrie Wolfson**, **Maegan Heindel**, and  
**Robin Amado**, MERIT Library

In Spring 2012, UW–Madison MERIT Library partnered with Madison Metropolitan School District to offer five instructional technology trainings to Sennett Middle School. In this session, instructors will share lessons learned and explore using Google Documents for class work. Instruction will include an overview of Google Documents and how Google Documents can be used to aid the writing process, peer review, to create self-graded quizzes, and for publication of student work.

#### Wisconsin Idea Room

##### Sharing Science with Wisconsin: How Might UW–Madison Become a More Welcoming Destination for Explora- tion? (Learning Circle)

**Thomas Zinnen**, BioTrek: The Outreach  
Program of the Biotechnology Center and  
UW–Madison Science Alliance

**Jessica McCarty**, Visitor Information  
Programs

**Dolly Ledin**, Institute for Biology Education

This learning circle will explore and discuss three concepts: 1) Hospitality is reciprocal: if UW–Madison scholars hope to be invited into communities across Wisconsin as a way of fulfilling the Wisconsin Idea, how can we at UW–Madison be more welcoming to people from across Wisconsin to come to campus to connect more strongly with the people, places and programs in science? 2) Epistemology matters: among the most valuable things researchers have to share with lifelong learners are the ways researchers view and do science as probing the unknown. How can the people of UW–Madison better engage visitors of all ages in experiencing science as a way of exploring the unknown, and thereby develop skills to use science better in making personal choices and in forming public

*Thursday, May 24*

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policies? 3) Community Connections Count: How can UW–Madison people collaborate with colleagues in UW–Extension and in science institutions (including museums, science centers, zoos, planetariums, botanical gardens and the like) around Wisconsin that provide community connections and community venues so that UW–Madison (the state’s public, land-grant research institution) has many places to share science with the citizens of Wisconsin?

**11:00–11:15 A.M.**

**BREAK**

**Varsity Hall III**

**11:15 A.M.–12:15 P.M.**

**PLENARY**

**Katherine Cramer Walsh**

Associate Professor, Department of Political Science

**Reaching the Public through Listening, not Packaging: Implications for Our Teaching and Learning**

**Varsity Hall I & II**

The Wisconsin Idea that drives much of our work at UW–Madison is unfamiliar to many of the people we seek to serve. When asked, “What should the UW–Madison be doing in your community?” many people find the question bewildering, and do not readily think of our university as a public resource. Why? What perceptions of higher education accompany such views? Walsh will share the results of her four years of repeatedly visiting communities across Wisconsin and inviting herself into the conversations of people who meet regularly in gas stations, restaurants, cafes, and other community gathering places. She will share what she learned about Wisconsinites’ perceptions of the UW–Madison. She will describe the pervasive sense of distance from UW–Madison that she encountered, and explain the kinds of considerations that accompanied this view. Walsh will argue that connecting better with the public and our students is not a matter of packaging of our message better nor providing more information to the public; it is a matter of implementing genuine listening.

## **BUS TOUR EVENT**

**1:00–4:00 P.M.**

**Having New Eyes: Field Trip Exploring the History of the Wisconsin Idea on Campus**

**Meet at Varsity Hall Lobby**

Come learn about the hidden history of the Wisconsin Idea that is written in the places that surround us on campus. Why do we have a lakeshore path? A Union? What happened in the Red Gym that shaped the Wisconsin Idea?

**Thanks  
for attending the  
Symposium!**

**Save the date for next year’s  
Teaching & Learning  
Symposium:  
May 22–23, 2013  
Union South**

# *Welcome to the UW–Madison 2012 Teaching and Learning Symposium!*

**T**his year's Symposium, "Stretching Our Boundaries, Reaching All Students" provides an opportunity for all of us in the teaching and learning community to share best practices, celebrate accomplishments, and discuss new theories in a forum dedicated to enriching the UW–Madison experience. In concert with celebrating the Year of the Wisconsin Idea, the 2012 Symposium also will focus on ways that we can extend our reach beyond the boundaries of the traditional classroom to reach all learners. Sessions will engage participants, build on research, and provide concrete examples and strategies to enhance teaching and augment student learning. We are pleased with the array of topics, ideas, approaches, and resources that you will find throughout the program. We hope that you will forge and renew connections with colleagues across campus that will extend beyond our time together at the Symposium.

We are especially grateful for the following co-sponsors whose support allowed the 2012 Teaching and Learning Symposium to take place: 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; the Graduate School, Office of Human Resource Development; Institute for Biology Education; UW-Madison Libraries; Morgridge Center for Public Service; School of Nursing; Office of Service Learning and Community-Based Research; Teaching Academy; University Communications; and University Health Services.

This year's planning committee includes Mo Noonan Bischof, Aaron Brower, Brian Bubenzer, Kari Fernholz, Adrianna Guram, Carrie Jensen, Linda Kietzer, Katie Lindstrom, Sarah McDaniel, John Martin, Sarah Miller (co-chair), Margaret Nellis, Christine Pfund, Debra Shapiro, Sheila Stoeckel (co-chair), and Heidi Zoerb.

## **Thanks for joining us!**

Aaron Brower

*Vice Provost for Teaching and Learning*

*Professor, School of Social Work, Integrated Liberal Studies Program, and Department of 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). Follow us on Twitter at [#teachUW](https://twitter.com/teachUW)**