

2013 ANNUAL TEACHING & LEARNING SYMPOSIUM SCHEDULE
WEDNESDAY, MAY 22–THURSDAY, MAY 23

Sparkling Innovation: Ideas to Impact



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

Wednesday, May 22, Union South

8:00–9:45 A.M.

Varsity Hall

WELCOME AND PLENARY

Innovating Learning, Impacting Lives

Welcome Address and Panel Moderation Christopher Olsen, Interim Vice Provost for Teaching and Learning

Panelists Craig Benson, Office of Sustainability, Civil and Environmental Engineering, Geological Engineering; Sarah Davis, Center for Patient Partnerships, Law; John Hawks, Anthropology

9:45–10:00 A.M.

BREAK

10:00–11:00 A.M.

BREAKOUT SESSIONS

Room: Landmark

Done with PowerPoint? Think Again!

Steven George Oakes

Room: Northwoods

LEARNING CIRCLE

Massive Open Online Courses (MOOCs): A Sustainable Innovation?

Linda Jorn

Jeff Russell

Cheryl Diermyer

Room: Fifth Quarter

Smart Media

Jon McKenzie

Room: Wisconsin Idea

The Learning Record: Beyond Portfolios

James Brown

Room: Alumni

LEARNING CIRCLE

Virtual Research Trips in Livestock Production

Jess Reed

Angelina Smith

Alan Barnicle

Emmanuel Contreras

Room: Agriculture

LEARNING CIRCLE

Blended Learning Won't Work for My Class Because...

Steve Cramer

Greg Moses

Elizabeth Harris

Trina McMahon

Barry VanVeen

11:00–11:15 A.M.

BREAK

11:15 A.M.–12:15 P.M.

Varsity Hall

PLENARY



Interest-Driven Learning: The Case of Games

Constance Steinkuehler, Games+Learning+Society, Wisconsin Institute for Discovery, Curriculum and Instruction

12:15–1:30 P.M.

Varsity Hall

LUNCH AND NETWORKING

Fueling Innovation: Discussion and Networking around Educational Innovation

Sponsored by the UW Teaching Academy

1:30–1:45 P.M.

BREAK

UW Teaching and Learning Symposium 2013

1:45–3:15 P.M. BREAKOUT SESSIONS

Room: Landmark

Note: The two workshops will share this room sequentially with no formal break between them.

1:45–2:15 P.M.

Learning from Hybrid Course Study in Geological Engineering

Erica Hagen

2:15–3:15 P.M.

Innovating Community-University Partner Relationships: Challenges and Rewards in Teaching and Practice

Elizabeth Tryon, Marian Slaughter

Helyn Luisi-Mills, J. Ashleigh Ross

Dolly Ledin, Sherri Bester

Room: Northwoods

Reimagining Writing: Innovative Assignments that Engage Students Across the Curriculum

Stephanie White

Brad Hughes

Michelle Harris

Jon McKenzie

Catherine Middlecamp

Ethelene Whitmire

Room: Fifth Quarter

The Art of Teaching Dangerously

Greg Smith

Richard Nimijean

Harry Brighthouse

Beth Meyerand

Room: Wisconsin Idea

Fast-Deploy iPad Kit: A Mobile Learning Showcase

Jonathan Klein

David Macasaet

Theresa Pesavento

Room: Alumni

Using Improvisational Theatre to Teach Reflection-in-Action

Toby Campbell

Amy Smith

Room: Agriculture

Peer Review of Teaching

Christopher Carlson-Dakes

Sarah Miller

Erica Halverson

Janet Batzli

3:15–3:30 P.M. BREAK

3:30–4:30 P.M. BREAKOUT SESSIONS

Room: Landmark

Rubrics: From Creation to Use in Learn@UW

John Thomson

Beth Fahlberg

Room: Northwoods

Pedagogical and Technical Considerations: Lessons Learned from First-Time Flippers

Chad Shorter

Sara Mattavelli

Jonathan Klein

Room: Fifth Quarter

Connecting the Classroom to Real World Experiences

Casey Gallimore

Kari Trapskin

Room: Wisconsin Idea

Pre-Production Strategies for Effective Online Video

Eric Hoyt

Erik Gunneson

Jeremy Morris

Room: Agriculture

Textbooks in Transition

Jan Cheetham

Carrie Nelson

Laurie Brachman

Michael Titelbaum

Room: WisCEL (Wendt Commons)

Meet at 3:30 p.m. at the symposium registration area (Varsity Hall Lobby). The group will walk together to the WisCEL space in Wendt Commons.

Enhancing Group Work in the Classroom with Google Docs: Tips and Tricks

Kata Dosa

Devin Wixon

Thursday, May 23, Union South

8:00–8:30 A.M. POSTER SESSION SET-UP

Varsity Hall

8:30–9:30 A.M. POSTER SESSION AND BREAKFAST

Varsity Hall

Breakfast sponsored by International Studies

9:30–9:45 A.M. BREAK

Poster session will continue informally until 12:30 P.M.

9:45–11:15 A.M. BREAKOUT SESSIONS

Room: Landmark

Beyond the Flipped Classroom:
Collaborative Design for
“Unsettled” Learning Spaces

Jeremiah Holden

Room: Northwoods

Asynchronous Learning: New
Models for Learning and
Teaching in Medical Education

Laura Maursetter

Mary Thompson

Room: Fifth Quarter

Outside the Box: Situating
Learning Experiences Outside
of the Classroom with Mobile
Devices

John Martin

Mary Hark

Tim Frandy

Catherine Middlecamp

Travis Blomberg

Phil Grupe

Angela Richardson

TJ Kalaitzidis

Room: Wisconsin Idea

An Introduction to the
“Maker” Movement in the
College Classroom

Erica Halverson

Giri Venkataramanan

Chris Meyer

Breanne Litts

Room: Traditions

A “Quality Matters” Approach
to Online or Blended Course
Design

Karen Skibba

Greg Konop

Room: Agriculture

Students Mentoring Students:
Four Campus Models

Greg Smith

Janet Batzli

Janet Branchaw

Susan Brantly

Room: Varsity Hall

Digital Domes: Immersive,
Interactive Experiences to
Transform Learning

Jim Madsen

Joel Halvorson

Sally Brummel

UW Teaching and Learning Symposium 2013

11:15–11:30 A.M.

BREAK

Poster session will continue informally until 12:30 p.m.

11:30 A.M.–12:30 P.M.

Varsity Hall

PLENARY



Innovation and the Future of Higher Education

Katharine Lyall, Past President, University of Wisconsin System

1:00–2:30 P.M.

POST-SYMPOSIUM FIELD TRIP

Room: WisCEL (Wendt Commons)

Meet at 12:45 p.m. at the symposium registration area (Varsity Hall Lobby). The group will walk together to the WisCEL space in Wendt Commons.

Flipping the Learning Experience in WisCEL (Wisconsin Collaboratory for Enhanced Learning) Classrooms

Eric Osthoff

Sarah Mason

John Booske



Wednesday, May 22, Union South

7:30–8:00 A.M.

REGISTRATION

Varsity Hall Lobby

Union South, 1308 West Dayton Street

8:00–9:45 A.M.

WELCOME AND PLENARY

Varsity Hall

Innovating Learning, Impacting Lives

Welcome Address and Panel Moderation

Christopher Olsen, Interim Vice Provost for Teaching and Learning

PANELISTS

Craig Benson, Office of Sustainability, Civil and Environmental Engineering, Geological Engineering

Sarah Davis, Center for Patient Partnerships, Law

John Hawks, Anthropology

What will constitute student learning experiences as we move forward in a new century and in an increasingly interconnected world? As we map our way to the future, we must consider the myriad of opportunities from existing pedagogies we already know and be open to approaches we can't even yet imagine. How will different strategies best integrate with one another and with the diverse learning needs and styles of students? How will education serve the greater good of societies locally and around the world, both individually and collectively?

This panel discussion will provide a glimpse into the range of exciting innovations in education that are happening on the UW–Madison campus, discuss how innovations can positively impact students, and demonstrate how new approaches to teaching and learning will further extend the Wisconsin Idea for the 21st century.

The future of higher education is now.

9:45–10:00 A.M.

BREAK

10:00–11:00 A.M.

BREAKOUT SESSIONS

Room: Landmark

Done with PowerPoint? Think Again!

Steven George Oakes, Pharmacy

PowerPoint is the preferred presentation method of both students and teachers in American universities. However, criticisms that this presentation form leads to oversimplification, student passivity/disengagement, and tension with instructor pedagogical philosophies have highlighted its shortcomings. This presentation will utilize a synchronized, three-projection PowerPoint format that responds to the criticisms aimed at PowerPoint presentations. Participants will directly experience the relatively simple construction of this multi-projection system, as well as the options and advantages that it affords.

Room: Northwoods

LEARNING CIRCLE

Massive Open Online Courses

(MOOCs): A Sustainable Innovation?

Linda Jorn, DoIT Academic Technology

Cheryl Diermyer, DoIT Academic Technology

Jeff Russell, Office of the Provost, Division of Continuing Studies

Currently MOOCs are seen as a disruptive innovation—variable quality, easy access, and affordable. Join this learning circle to discuss MOOCs through the lens of educational innovation efforts which empower us to view disruptive innovations as potential catalysts for change: change that may or may not create breakthrough models for future learning environments and student success.

Room: Fifth Quarter

Smart Media

Jon McKenzie, English, DesignLab

This workshop focuses on “smart media”: emerging genres of scholarly communication such as podcasts, graphic essays, Pecha Kucha, and professional blogs. After introducing and showing works by students and others, we will address ways to incorporate smart media assignments into courses, identify important models and technology resources, and provide frameworks for instructor and peer-based evaluation. While focused on teaching and learning, this workshop also offers design insights related to professional development and the shift from academic publishing to scholarly communication.

Room: Wisconsin Idea

The Learning Record: Beyond Portfolios

James Brown, English

This workshop will demonstrate the Learning Record, a portfolio-based assessment tool that asks students to observe their learning development, collect evidence of that development, and build an argument for their own grade. Based on specific learning objectives and grade criteria, students use these arguments to analyze and evaluate the work they complete throughout the semester. The workshop leader will explain the system, show examples of student work, and provide ample time for discussion.

Room: Alumni

LEARNING CIRCLE

Virtual Research Trips in Livestock Production

Jess Reed, Animal Sciences

Angelina Smith, Animal Sciences

Alan Barnicle, Transform Teaching Through Technology

Emmanuel Contreras, Transform Teaching Through Technology

In this learning circle, we will use an example of how we used technology to simulate research abroad as a launch pad for discussion. Participants will learn about a specific example of a collaboration between CALS International Programs and Animal Sciences that used digital media assignments to hone several high-impact learning outcomes: a) Collaborative work—students have to come to solutions together; b) Inductive inquiry and reasoning—students have to learn to ask the right questions; c) Synthesis of information—students have to integrate what they learn into cohesive narratives. Participants will take away an understanding of how using campus resources such as Engage, the Digital Media Center, and other campus computer lab facilities can assist them in accomplishing their teaching and learning goals.

UW Teaching and Learning Symposium 2013

Room: Agriculture

LEARNING CIRCLE

Blended Learning Won't Work for my Class Because...

Steve Cramer, Engineering

Greg Moses, Engineering Physics

Elizabeth Harris, Wendt Commons

Trina McMahon, Civil & Environmental Engineering, Bacteriology, Delta Program

Barry VanVeen, Electrical & Chemical Engineering

Blended learning is alive and well on the UW–Madison campus and a great deal has been learned about successful implementation. Yet concerns and misinformation persist because faculty/instructors don't understand what has already been tried and learned. Join this learning circle with faculty, staff, and administration from the College of Engineering to hear some successful examples and to discuss the pros and cons of blended learning.

11:00–11:15 A.M.

BREAK

11:15 A.M.–12:15 P.M.

PLENARY

Varsity Hall

Interest-Driven Learning: The Case of Games

Constance Steinkuehler, Games+Learning+Society, Wisconsin Institute for Discovery, Curriculum and Instruction

Over the last decade, video games have emerged as a leading technology medium for educational innovation. Games have become a “go to” way to engage both youth and adults in intellectual knowledge and skills across domains as diverse as language learning, science, and civic engagement. Nearly twenty ivy league and tier one research universities across the states now include programs on games for impact. And for the first time we see games for more than a high score compete successfully against commercial titles on the open market. But what's behind all this excitement? What are the core mechanics that enable games to function as a vehicle for thinking and learning? Scholars have argued for the game mechanics, the immersive narratives, the technology platforms, and the fandom communities of consumers themselves as the core features for what makes games effective. In this session, I will argue that the root cause behind the power of games is the fact that they are interest driven.

Games are effective technologies for learning because games are architectures for engagement. Designed well, games beguile the player in the content and concepts they represent, mobilizing problem-solving processes toward puzzling through the content. In the words of game scholar Ian Bogost, games are a medium of persuasion. In the context of a classroom, the game's role is to illustrate the core intellectual concept of the domain to be taught, and to seduce the players into believing its solution and understanding is worth the courtship. In this presentation, I will discuss how games function as an architecture for engagement based on their fundamental design principles and thereby serve as a leading-edge example of interest-driven learning. Using empirical studies from my research and those of my colleagues, I will highlight how games recruit performance and persistence from learners in the face of challenge through the art of persuasion, good design, and playfulness.

12:15–1:30 P.M.

LUNCH AND NETWORKING

Varsity Hall

Fueling Innovation: Discussion and Networking around Educational Innovation

Sponsored by the UW Teaching Academy

In conjunction with the University-wide celebration of the Year of Innovation, the Teaching Academy is hosting facilitated lunch discussions to explore our varied conceptions of educational innovation.

Please note: If you didn't pre-register for the luncheon, several restaurant options are available on the lower level of Union South. You are welcome to bring your meal and join the discussions.

1:30–1:45 P.M.

BREAK

1:45–3:15 P.M.

BREAKOUT SESSIONS

Room: Landmark

Note: The two workshops will share this room sequentially with no formal break between them.

1:45–2:15 P.M.

Learning from Hybrid Course Study in Geological Engineering

Erica Hagen, Geological Engineering

Geological Engineering is transforming its core undergraduate courses into a flipped hybrid structure to evaluate the effects of consistent hybrid education on student performance. The first course in the transforming sequence is GLE/CEE 330 Soil Mechanics, which was offered in traditional lecture and hybrid flipped structure in parallel in Fall 2012 for direct comparison of learning methodologies, student achievement, and perception. Methods and preliminary results from this study will be presented for questions and discussion.

2:15–3:15 P.M.

Innovating Community-University Partner Relationships: Challenges and Rewards in Teaching and Practice

Elizabeth Tryon, Morgridge Center for Public Service

Marian Slaughter, Community-University Exchange, Curriculum & Instruction

Helyn Luisi-Mills, Community-University Exchange, Human Ecology

J. Ashleigh Ross, Engaged Scholarship Graduate Fellow

Dolly Ledin, Institute for Biology Education, Adult Role Models in Science (ARMS)

Sherri Bester, Community-University Exchange

The high-impact practice of community-based learning/research, embodying the Wisconsin Idea, has been shown to enhance student learning outcomes. Even more authentic, deeper learning happens when long-term community relationships are mindfully built. This interactive session will highlight techniques and share challenges and insights in a collaborative learning community approach that CUE (Community-University Exchange) staff use, with input from other experienced practitioners and partners. Participants will take away principles, practices, and useful strategies for their teaching.

CONTINUED ON NEXT PAGE

CONTINUED

Room: Northwoods

Reimagining Writing: Innovative Assignments that Engage Students Across the Curriculum

Stephanie White, Writing Across the Curriculum

Brad Hughes, Writing Across the Curriculum

Michelle Harris, Biology Core Curriculum

Jon McKenzie, English, DesignLab

Catherine Middlecamp, Nelson Institute for Environmental Studies, Integrated Liberal Studies

Ethelene Whitmire, Library and Information Studies

This workshop showcases UW–Madison faculty and academic staff who engage students through the high-impact practice of writing, including new media writing. Presenters will share successful assignments from their own courses in Biology, English, Integrated Liberal Studies and Library and Information Studies, such as text remediations, group research posters, and multimodal narratives. Staff from the program in Writing Across the Curriculum will share strategies for designing innovative writing assignments, and participants will have the opportunity to begin drafting a new assignment.

Room: Fifth Quarter

The Art of Teaching Dangerously

Greg Smith, First-Year Interest Groups

Richard Nimijean, Carleton University

Harry Brighouse, Philosophy

Beth Meyerand, Medical Physics

Making significant changes in classroom teaching strategies can be challenging and intimidating. This workshop will focus on efforts to introduce innovative pedagogies and take calculated risks in the classroom, in other words to “teach dangerously.” Panelists will describe innovations they have implemented that have resulted in enhanced student engagement and performance. Participants are encouraged to share their own innovative efforts as well, with the expectation that all will take away specific suggestions for improved pedagogical practice.

Room: Wisconsin Idea

Fast-Deploy iPad Kit: A Mobile Learning Showcase

Jonathan Klein, L&S Learning Support Services

David Macasaet, L&S Learning Support Services

Theresa Pesavento, L&S Learning Support Services

This workshop highlights lessons learned during an experimental iPad lending program. The pilot, managed by L&S Learning Support Services, focused on supporting instructors in the design and development of short-term collaborative group assignments using a “fast-deploy” kit of Apple iPads. The session will provide use cases, an overview of the pedagogical frameworks that make a mobile-device lending program unique and relevant in the highly personalized mobile learning landscape, and a hands-on activity.

Room: Alumni

Using Improvisational Theatre to Teach Reflection-in-Action

Toby Campbell, Hematology, Oncology

Amy Smith, Medicine

Our workshop will focus on exploring the role of improvisational theatre in experiential learning. The four main rules of improvisational theatre are: 1) agree, 2) say yes, and..., 3) make statements, and 4) there are no mistakes. Teaching these concepts has increased confidence, ability to deal with stressful situations, and comfort with ambiguous situations. Improv skills can also enhance experiential learning by prompting reflection-in-action and real-time hypothesis testing by individuals and groups.

Room: Agriculture

Peer Review of Teaching

Christopher Carlson-Dakes, Delta Program, Madison Teaching and Learning Excellence

Sarah Miller, Madison Teaching and Learning Excellence

Erica Halverson, Curriculum & Instruction, Teaching Academy

Janet Batzli, Biology Core Curriculum, Madison Teaching and Learning Excellence

Peer review of teaching is one of the most substantive ways to foster innovations in the classroom that lead to improved student learning. It also affords discourse around scholarship, builds personal connections, clarifies purpose, and can even infuse joy into teaching. The objective of this session is to connect participants with resources, peers, and practices for review of teaching that can be immediately applied to their individual and evolving contexts, including documentation for formal review purposes.

3:15–3:30 P.M.

BREAK

UW Teaching and Learning Symposium 2013



3:30–4:30 P.M.

BREAKOUT SESSIONS

Room: Landmark

Rubrics: From Creation to Use in Learn@UW

John Thomson, DoIT Academic Technology

Beth Fahlberg, Nursing

In this workshop, we will discuss the creation of effective rubrics, and their use in Learn@UW. We will discuss the practical and pedagogical considerations for rubric creation. Participants will work together to create a sound rubric. We will use one of these rubrics for a demonstration of the Learn@UW rubrics tool.

Room: Northwoods

Pedagogical and Technical

Considerations: Lessons Learned from First-Time Flippers

Chad Shorter, DoIT Academic Technology

Sara Mattavelli, French and Italian

Jonathan Klein, L&S Learning Support Services

This workshop will address typical questions that arise when piloting “flipped classroom” modules: How can I mix flipping with my pedagogical approach? How do I avoid duplicative and (solely) supplemental resources? In which course should I pilot this project? Which topics should I cover in this format? How can these resources be repurposed? What level of production values should I employ? How should I deliver them to students? Can colleagues follow this process without extensive training?

Room: Fifth Quarter

Connecting the Classroom to Real World Experiences

Casey Gallimore, Pharmacy

Kari Trapskin, Pharmacy Society of Wisconsin

UW–Madison’s Educational Innovation initiative encourages creative and collaborative efforts to engage students and improve learning. The UW School of Pharmacy partnered with the state pharmacy association (Pharmacy Society of Wisconsin) to provide students a simulated real-world experience in the classroom. This session will discuss the development, challenges, and benefits of this collaborative educational effort. Participants will leave this session with ideas of how collaboration may facilitate the incorporation of real-world experiences into their own classrooms.

Room: Wisconsin Idea

Pre-Production Strategies for Effective Online Video

Eric Hoyt, Communication Arts

Erik Gunneson, Instructional Media Center, Communication Arts

Jeremy Morris, Communication Arts

Online video holds the potential to enhance learning, increase capacity, and extend the Wisconsin Experience. Creating great videos, however, is challenging. Most professors overestimate the technological challenges of production and underestimate the pre-production challenges of conceiving, planning, and writing. This workshop, led by Communication Arts instructors who teach media production and create instructional videos, will guide you through the pre-production process of selecting content, screenwriting, storyboarding, and scheduling.

Room: Agriculture

Textbooks in Transition

Jan Cheetham, DoIT Academic Technology

Carrie Nelson, College Library

Laurie Brachman, Business

Michael Titelbaum, Philosophy

Traditional print textbooks have been a practical tool for generations of teachers. Now, interactive and collaborative digital content challenge the old textbook model, allowing course readings to connect with discussions in new ways. Instructors can create custom texts. Students look for value in both the cost of enrollment and the cost of course content. A panel of instructors will share their innovations and experiences with non-traditional course materials and discuss the future of textbooks with session participants.

Room: WisCEL (Wendt Commons)

Meet at 3:30 p.m. at the symposium registration area (Varsity Hall Lobby). The group will walk together to the WisCEL space in Wendt Commons.

Enhancing Group Work in the Classroom with Google Docs: Tips and Tricks

Kata Dosa, Nelson Institute for Environmental Studies

Devin Wixon, Delta Program, Geography

In-class group work can be an effective teaching strategy, but it comes with challenges, including equal participation by group members and efficient reporting back to the whole class. In this hands-on workshop, participants will try strategies to optimize Google Docs in ways that equalize contributions within and between groups and that allow the instructor to guide the whole-group discussion. Learn how students reacted to such tasks, and get tips to make your students’ experience smooth and productive.

Thursday, May 23, Union South

8:00–8:30 A.M.

POSTER SESSION SET-UP

Varsity Hall

8:30–9:30 A.M.

POSTER SESSION AND BREAKFAST

Varsity Hall

Breakfast sponsored by International Studies

9:30–9:45 A.M.

BREAK AND POSTER SESSION

Poster session will continue informally until 12:30 P.M.

9:45–11:15 A.M.

BREAKOUT SESSIONS

Room: Landmark

Beyond the Flipped Classroom: Collaborative Design for “Unsettled” Learning Spaces

Jeremiah Holden, Curriculum & Instruction

How might educators and their students co-design online spaces that “unsettle” classrooms as primary settings for where, how, and when teaching and learning occurs? Innovation at the intersection of instructional design, educational technology, and digital media seldom fosters distributed collaboration beyond classroom walls or virtual discussion forums. In this workshop participants will evaluate the constraints and affordances of online environments, align curricular content with interactive media, and design collaborative pedagogy for future teaching and learning.

Room: Northwoods

Asynchronous Learning: New Models for Learning and Teaching in Medical Education

Laura Maursetter, Medicine

Mary Thompson, Medicine

In this workshop, we will discuss asynchronous learning models. We will share how our Department of Medicine model works and the way to think about asynchronous learning with and without the use of technology to augment a specific learning space and context. We will use an informal discussion format with time for small-group brainstorm, model building, and sharing. Our main objective is for everyone in the room to leave with a model of asynchronous learning that they can consider and use in their own context. We will build time in for flexible thinking and for sharing of the different forms that learning contexts can take on in the 21st century.

Room: Fifth Quarter

Outside the Box: Situating Learning Experiences Outside of the Classroom with Mobile Devices

John Martin, DoIT Academic Technology

Mary Hark, Human Ecology

Tim Frandy, Folklore

Catherine Middlecamp, Nelson Institute for Environmental Studies, Integrated Liberal Studies

Travis Blomberg, Nelson Institute for Environmental Studies

Phil Grupe, PA, Nelson Institute for Environmental Studies

Angela Richardson, Art

TJ Kalaitzidis, Education

A diversity of instructors will share how they remodeled their curriculum for situated learning experiences outside of classroom. Drawing from the experiences of a range of instructors, fields, and teaching styles, participants will learn what worked and what didn't, and leave with strategies for implementing similar projects in their own courses. Examples that will be highlighted: Students in a fibers class traveled to Rock County with iPads to map the “roots” of fibers and dyes used in projects; in Folklore, students spent two weeks exploring campus in teams with iPads for their “Wisconsin Experience”; Nelson Institute students gamed sustainability issues across campus; and an Education course culminated with students creating personalized, place-based activities.

Room: Wisconsin Idea

An Introduction to the “Maker” Movement in the College Classroom

Erica Halverson, Curriculum & Instruction, Teaching Academy

Giri Venkataramanan, Electrical & Computer Engineering

Chris Meyer, Sector 67

Breanne Litts, Curriculum & Instruction

Making has been dubbed “the new industrial revolution”—an emergent cultural phenomenon where people learn by working at the intersection of engineering, art, and entrepreneurship to produce meaningful ideas and artifacts. In this session, we will introduce participants to some of the core technologies involved in making. The session will focus on hands on access to technologies, including Arduino boards, Makey Makeys, 3D Printers, and sewing machines. We will walk participants through the ethos of making and give participants the opportunity to respond to a maker challenge to be completed during the workshop time.

Room: Traditions

A “Quality Matters” Approach to Online or Blended Course Design

Karen Skibba, Continuing Studies

Greg Konop, DoIT Academic Technology

At UW–Madison, Educational Innovation is one factor influencing the growth of online and blended courses. The Division of Continuing Studies and DoIT Academic Technology are partners in developing quality online courses. This presentation shares how to use the research-based Quality Matters Rubric to align course learning objectives, instructional materials, interactive activities, and course technology. Tools and resources will be shared that UW–Madison faculty can use to help ensure quality in their online and blended courses.

UW Teaching and Learning Symposium 2013

Room: Agriculture

Students Mentoring Students: Four Campus Models

Greg Smith, First-Year Interest Groups

Janet Batzli, Biology Core Curriculum,
Madison Teaching and Learning Excellence

Janet Branchaw, Institute for Biology
Education

Susan Brantly, Bradley Learning Community
Peer mentoring is an innovative support strategy that can enhance student academic, social, and personal outcomes. In this workshop, peer mentors and faculty/staff will discuss program goals and structures, mentor roles, and student learning outcomes. They will also discuss how mentoring can benefit faculty and mentors themselves. Participants will then examine various program models, generate ideas, and explore what might work best to achieve their specific goals.

Room: Varsity Hall

Digital Domes: Immersive, Interactive Experiences to Transform Learning

Jim Madsen and Joel Halvorson, Wisconsin
IceCube Particle Astrophysics Center

Sally Brummel, Bell Museum of Natural History
University of Minnesota

See how a digital dome allows teachers to use data in a virtual environment to help students of all ages explore and develop scientific understanding. We will provide examples of interactive data sets, including a survey of the Universe and a tour of the human heart, and the tools that make investigations possible. Options for connecting multiple digital domes (regionally, nationally, or internationally) will be demonstrated through a remote "dome-cast" presentation with an off-site partner. Sponsored by Wisconsin IceCube Particle Astrophysics Center.

11:15–11:30 A.M.

BREAK AND POSTER SESSION

Poster session will continue informally
until 12:30 P.M.

11:30 A.M.–12:30 P.M.

PLENARY

Varsity Hall

Innovation and the Future of Higher Education

Katharine Lyall, Past President, University of Wisconsin System

We are at an exciting watershed moment in higher education, and the role of educational innovation is more important than ever. As past president of the University of Wisconsin System and a nationally recognized leader in higher education, Dr. Lyall will provide a state and national perspective on trends in higher education. What changes are part of normal higher education cycles, and what inputs are driving American higher education to innovate in new and creative ways? What changes and opportunities do we need to pay attention to as a major public research institution? As educators and researchers? How can we harness our strengths during these times of uncertainty and rapid change?

12:30 P.M.

SYMPOSIUM ADJOURNS

1:00–2:30 P.M.

POST-SYMPOSIUM FIELD TRIP

Meet at 12:45 p.m. at the symposium registration area (Varsity Hall Lobby). The group will walk together to the WisCEL space in Wendt Commons.

Experiencing and Understanding the Student Learning Experience in WisCEL Classrooms Using a Flipped Instructional Model

Eric Osthoff, Wisconsin Center for Education
Research

Sarah Mason, Wisconsin Center for
Education Research

John Booske, WisCEL, Electrical & Computer
Engineering

This special post-symposium session focuses on student learning experiences in flipped classes in the WisCEL program. After the Symposium convenes at Union South, the session will move to the Wendt WisCEL lab so participants can experience first-hand a flipped classroom while exploring WisCEL evaluation data about the distinctive qualities of instruction in such settings. The three phases of the session include: 1) individualized computer-based exploration of classroom data, 2) small-group collaboration around the data and a specific issue of interest of the group's choosing, and 3) large-group discussion in which small groups report out and further discuss issues. Phases 2 and 3 will be facilitated by WisCEL researchers and instructors from whose classes the data were drawn.

Thanks for attending the Symposium!

Save the date
for next year's
Teaching & Learning
Symposium:
May 19–20, 2014
Union South

All photos are courtesy of Office of University Communications and Marketing with the exception of Katherine Lyall, provided by the La Follette School of Public Affairs.

Welcome to the UW–Madison 2013 Teaching & Learning Symposium!

In the spirit of UW–Madison’s Year of Innovation, the 2013 Teaching and Learning Symposium theme is “Sparking Innovation: Ideas to Impact.” Faculty and instructors are experimenting with exciting, innovative approaches to enhance student learning, and this year’s symposium is designed to showcase examples of these ideas and practices.

The annual Teaching and Learning Symposium provides an opportunity for the UW–Madison teaching and learning community to share best practices, celebrate accomplishments, and discuss new learning and teaching practices and theories in a forum dedicated to enriching the student learning experience. Sessions are designed to engage participants, build on research, and provide concrete examples and strategies to enhance teaching and augment student learning. We are very 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 2013 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; Division of Continuing Studies; Division of Information Technology – Academic Technology; First-Year Interest Groups; the Graduate School; Office of Human Resource Development; Institute for Biology Education; UW–Madison Libraries; Madison Teaching and Learning Excellence; Morgridge Center for Public Service; Teaching Academy; University Communications and Marketing; and University Health Services.

This year’s planning committee includes: Mo Noonan Bischof, Janet Branchaw, Brian Bubenzer, Kari Fernholz, Carrie Jensen, Linda Kietzer, John Martin, Erin McCloskey, Sarah McDaniel (co-chair), Sarah Miller (co-chair), Katie Mouzakis, Margaret Nellis, Christopher Olsen, Christine Pfund, Megan Schmid, Sheila Stoeckel (co-chair).

Thanks for joining us! On Wisconsin!

Christopher Olsen

Interim Vice Provost for Teaching and Learning

Professor of Public Health, School of Veterinary Medicine



WISCONSIN
UNIVERSITY OF WISCONSIN–MADISON

For resources and continued conversations about the Symposium and about teaching and learning, visit <http://tlsymposium.wisc.edu> or follow #teachuw on Twitter.