

2014 ANNUAL TEACHING & LEARNING SYMPOSIUM SCHEDULE  
MONDAY, MAY 19–TUESDAY, MAY 20

# *Transforming Education*



**WISCONSIN**  
UNIVERSITY OF WISCONSIN–MADISON

## MONDAY, MAY 19, UNION SOUTH

**7:30 A.M.**

**REGISTRATION OPENS**

**Varsity Hall Lobby**

**8:00–9:45 A.M.**

**Varsity Hall**

**WELCOME AND PLENARY**

### Transforming Education

Welcoming Remarks and Presentation of the Educational Innovation Teaching Awards

Christopher Olsen, Interim Vice Provost for Teaching and Learning



**PLENARY**

### Well-Being is a Skill

Richard J. Davidson, Psychology and Psychiatry,  
Center for Investigating Healthy Minds, Waisman Center

**9:45–10:00 A.M.**

**BREAK**

**10:00–11:00 A.M.**

**BREAKOUT SESSIONS**

**Room: Marquee**

Wayfinding: Designing to Enhance Student Experience in Online & Blended Learning Environments

Jonathan Klein

Theresa Pesavento

**Room: Agriculture**

Addressing Teacher Issues of Power and Authority in the Classroom

Michael Wagner

Lori Lopez

Sarah Miller

Emily Utzerath

**Room: Northwoods**

Deepening Student Learning with Innovative Writing Assignments Across the University

Elisabeth Miller

Brad Hughes

Jim Brown

Jennifer Gipson

Katherine Robiadek

Andrew Lokuta

**Room: Fifth Quarter**

Improving Learning and Authentic Assessment: A Rubric Approach

Mo Noonan Bischof

Jocelyn Milner

**Room: Landmark**

Mindfulness in Education: Research Findings and Classroom Applications

Lisa Thomas Prince

Simon Goldberg

**Room: Industry**

Developing Engaging Assignments in the Graduate Blended Learning Classroom

Elizabeth Rice

**11:00–11:15 A.M.**

**BREAK**

**11:15 A.M.–12:15 P.M.**

**Varsity Hall**



**PLENARY**

### Getting Serious About Education: Preparing to Teach New Century Students

Gloria Ladson-Billings, Curriculum & Instruction,  
Educational Policy Studies, Afro-American Studies

**12:15–1:30 P.M.**

**LUNCH AND NETWORKING**

**Varsity Hall**

*Sponsored by the UW–Madison Teaching Academy*

# UW TEACHING AND LEARNING SYMPOSIUM 2014

**1:30–1:45 P.M. BREAK**

**1:45–2:45 P.M. BREAKOUT SESSIONS**

**Room: Marquee**

**MOOC Success: Approaches to Project Management and Course Design**

Cheryl Diermyer

Greg Konop

Joshua H. Morrill

**Room: Agriculture**

**Learning Through Doing: Experiential Learning as the Cornerstone of the Undergraduate Certificate in Global Health**

Lori DiPrete Brown

Janet Niewold

Heidi Busse

Sweta Shrestha

**Room: Northwoods**

**How Not to Make a Video**

Eric Hoyt

Erik Gunneson

Jeremy Morris

**Room: Fifth Quarter**

**Integrating Diversity Dialogues into Multicultural Education**

Steve Quintana

Shufang Sun

Rebecca Pruitt

Austen Chase

**Room: Landmark**

**Cultivating the Non-Striving Learner: Mindfulness in the Classroom**

Ryan Ziols

**Room: Industry**

**Stone Soup for the Teaching Soul: Emerging Practices**

John Martin

Debra Shapiro

Ilana Nankin

**Room: Varsity Hall**

**Teaching & Learning & Improv (Oh My)**

Daniel S. Jacobsohn

**2:45–3:00 P.M. BREAK**

**3:00–4:00 P.M. BREAKOUT SESSIONS**

**Room: Marquee**

**The Undergraduate Experience and Progress to Degree: Trends and Peer Comparisons**

Jocelyn Milner

**Room: Agriculture**

**Strategies to Help All Students Succeed: Bridging the Campus Achievement/Equity Gap**

Chris Dakes

Don Gillian-Daniel

Sara Kraemer

**Room: Fifth Quarter**

**Summer Term: Best Practices on Teaching Compressed Courses**

Sarah Barber

Laura McClure

Robin Kurtz

Aurelie Rakotondrafara

Michael Titelbaum

**Room: Northwoods**

**Wisconsin MAKE Sustainability: Redesigning Learning Through Making in an Undergraduate, Interdisciplinary Experience**

Erica Halverson

Duncan Carlsmith

Giri Venkataramanan

Jennifer Lacy

Tyler Graf

**Room: Industry**  
**Classroom Power Prep!**

Jennifer Pruitt

Erica Turner

Sushmita Roy

Melih Eriten

**Room: Landmark**

**Are We Missing Students? Recognizing and Fostering Hope and Grit in Your Students**

Tawnya Cary

Caroline Jakuba

**Room: Varsity Hall**

**More Than Choosing Courses: Undergraduate Advising as a Teaching and Learning Endeavor**

Wren Singer

Ricardo Court

Sean Flyr

Daniel Grabojs

Melanie Jones

Denise Ney

DeVon Wilson

**4:30–6:00 P.M.**

**Varsity Hall**

**UW–MADISON FACULTY DISTINGUISHED TEACHING AWARD CEREMONY**

*Sponsored by the Secretary of the Faculty and the Wisconsin Alumni Association*

## TUESDAY, MAY 20, UNION SOUTH

### 7:30 A.M. REGISTRATION OPENS

Varsity Hall Lobby

### 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 the Division of International Studies*

### 9:30–9:45 A.M. BREAK

### 9:45–10:45 A.M. BREAKOUT SESSIONS

#### Room: Northwoods

Measuring Toes and Teeth:  
Engaging a Worldwide  
Audience in Learning Activities  
Through Massive Open Online  
Courses (MOOCs)

Kari Jordahl  
Christopher Blaire Bundy  
Rich Path  
Sarah Traynor

#### Room: Fifth Quarter

Quick-Start Guide to Graphic  
Organizers

Jerzy "George" Jura

#### Room: Landmark

Medicine in the Museum:  
Using Art to Teach  
Humanism in Medicine

Mariah A. Quinn  
Amy Smith

#### Room: Industry

WID's Image Lab: Teaching  
Creativity as Contagion

Ebony Flowers

#### Room: Agriculture

"Bueller... Bueller...":  
Public Speaking Skills 101  
for Academic Faculty

Jeremy Smith

#### Room: Sift & Winnow

Virtual Internships

Hannah Kinley  
Zachari Swiecki  
Golnaz Arastoopour



# UW TEACHING AND LEARNING SYMPOSIUM 2014

**10:45–11:00 A.M.**

**BREAK**

**11:00 A.M.–12:15 P.M.**

**Varsity Hall**



**PLENARY**

## **A Brief History of Innovation in Higher Education**

Greg Downey, Journalism and Mass Communication,  
Library and Information Studies

**12:15 P.M.**

**Varsity Hall**

**POST-SYMPOSIUM SESSION**

### **Extending the Conversation**

Varsity Hall is open for presenters and participants to follow up on critical conversations. Markers and table tents will be provided. ComETS will host informal, structured discussions.

**12:30–2:00 P.M.**

**Union South, TITU**

**POST-SYMPOSIUM SESSION**

### **Assessing Civic Competencies: AAC&U Civic Engagement VALUE Rubric Pilot Workshop**

Organizer: Claire Berezowitz, University Health Services Prevention Services' Civic Engagement Initiative



# MONDAY, MAY 19, UNION SOUTH

**7:30 A.M.**

**REGISTRATION OPENS**

**Varsity Hall Lobby  
Union South  
1308 West Dayton Street**

**8:00–9:45 A.M.**

**WELCOME AND PLENARY**

**Varsity Hall  
Welcoming Remarks and  
Presentation of the Educational  
Innovation Teaching Awards**

**Christopher Olsen**, Interim Vice Provost for  
Teaching and Learning

## PLENARY

**Varsity Hall  
Well-Being is a Skill**

**Richard J. Davidson**, Psychology and  
Psychiatry, Center for Investigating  
Healthy Minds, Waisman Center

This talk will consider scientific evidence that suggests that we can change our brains by transforming our minds and cultivate habits of mind that will improve well-being. These states include happiness, resilience, compassion and emotional balance. Each of these characteristics is instantiated in brain circuits that exhibit plasticity and thus can be shaped and modified by experience and training. Mental training to cultivate well-being has profound implications for the workplace including its impact on leadership, creativity, employee health, productivity and collaboration.

**9:45–10:00 A.M.**

**BREAK**

**10:00–11:00 A.M.**

**BREAKOUT SESSIONS**

**Room: Marquee, 2nd floor**

**Wayfinding: Designing to Enhance  
Student Experience in Online and  
Blended Learning Environments**

**Jonathan Klein**, L&S Learning Support  
Services

**Theresa Pesavento**, L&S Learning Support  
Services

This session will introduce “wayfinding strategies” for online and blended courses. Wayfinding describes the thoughtful integration of course components, visual cues, and organizational tools. In face-to-face courses, the physical presence of an instructor often provides this structure. In moving to an online or blended format, providing navigational cues and a predictable rhythm can be a challenge. Join us as we discuss wayfinding strategies and invite you to consider them within the context of your own experiences.

**Room: Northwoods, 3rd floor**

**Deepening Student Learning with  
Innovative Writing Assignments  
Across the University**

**Elisabeth Miller**, Writing Across the  
Curriculum

**Brad Hughes**, Writing Across the Curriculum

**Jim Brown**, English, Digital Studies

**Jennifer Gipson**, French and Italian

**Katherine Robiadek**, Political Science

**Andrew Lokuta**, Neuroscience

This workshop spotlights UW–Madison faculty and staff using innovative writing assignments to deepen undergraduate student learning. Presenters will share their successful assignments from Political Science, Neuroscience, French, and Digital Studies courses, such as writing about archival artifacts, engaging in cross-institutional collaborations to create and publish academic comics, writing peer-reviewed science research for a class publication, and integrating short writing assignments into large lecture courses. Participants will have the opportunity to begin drafting new innovative writing assignments of their own.

**Room: Landmark, 3rd floor**

**Mindfulness in Education: Research  
Findings and Classroom Applications**

**Lisa Thomas Prince**, Center for Investigating  
Healthy Minds, Waisman Center

**Simon Goldberg**, Counseling Psychology

This session explores a potential role for mindfulness in the lives and classrooms of teachers

and students. Contextualized with a brief review of some key findings from the scientific literature, this session will primarily focus on mindfulness practices that can be used within educational settings. Based in part on our work with young children, teenagers, and teachers as well as others’ work with adults, practices are designed to promote emotion regulation, pro-social behavior, and attention.

**Room: Agriculture, 3rd floor**

**Addressing Teacher Issues of Power  
and Authority in the Classroom**

**Michael Wagner**, Journalism and Mass  
Communication

**Lori Lopez**, Communication Arts

**Sarah Miller**, DoIT Academic Technology

**Emily Utzerath**, Madison Teaching and  
Learning Excellence

Issues of race, gender, ethnicity, age, and many other demographics can get in the way of student learning and impact the classroom experience for both instructor and student. The purpose of this session is to examine some of the issues that can contribute negatively and positively to classroom situations that affect power and authority in the classroom, from the perspective of both students and instructors.

**Room: Fifth Quarter, 2nd floor**

**Improving Learning and Authentic  
Assessment: A Rubric Approach**

**Mo Noonan Bischof**, Office of the Provost

**Jocelyn Milner**, Office of the Provost

At UW–Madison, faculty and instructors rely on a variety of assessment activities to evaluate student learning to inform curricular planning and program improvement. The use of rubrics to assess learning, particularly for academic and co-curricular programs, provides a rich opportunity for faculty and instructors to deepen their understanding of student performance through students’ own work. The presenters will draw on their experience working with faculty to implement an institutional-level rubric project. They will outline the key elements and questions frequently asked about the development and use of rubrics, and identify challenges and lessons learned. Importantly, participants will engage in a hands-on calibration exercise to evaluate examples of student work, and consider validity, reliability and rubric modification issues when conducting rubric-based assessments.

# UW TEACHING AND LEARNING SYMPOSIUM 2014

## Room: Industry, 3rd floor

### Developing Engaging Assignments in the Graduate Blended Learning Classroom

Elizabeth Rice, Nursing

This session will help familiarize attendees with the basic tenets of blended learning as well as how to design engaging and challenging assignments for both online and in-class sessions with graduate students. Objectives: 1) Attendees will understand the UW-Madison definition of Blended Learning. 2) Attendees will be able to explain the educational frameworks for Blended Learning. 3) Attendees will evaluate what types of assignments work best in the online learning environment, and what types of assignments are best for in-class sessions. 4) Attendees will create assignments for Blended Learning classes that reflect their academic areas of interest. This workshop will blend lecture with small group activities to design engaging assignments that challenge graduate students.

11:00–11:15 A.M.

BREAK

11:15 A.M.–12:15 P.M.

### PLENARY

#### Varsity Hall

### Getting Serious About Education: Preparing to Teach New Century Students

Gloria Ladson-Billings, Curriculum & Instruction, Educational Policy Studies, Afro-American Studies

Today's students arrive on our campuses with experiences and skills vastly different from their professors and other instructors. Their facility with technology and desire to remain "connected" provide both challenges and opportunities for re-inventing our teaching and offering new ways of learning. This presentation provides information about incorporating youth culture and new technologies into our classrooms as a way to ensure that all students benefit from classroom instruction.

12:15–1:30 P.M.

### LUNCH AND NETWORKING

#### Varsity Hall

Sponsored by the UW–Madison Teaching Academy

The Teaching Academy is pleased to sponsor lunch and a sharing of ideas around timely topics in teaching and learning on campus. Grab a box lunch and join a table!

1:30–1:45 P.M.

BREAK

1:45–2:45 P.M.

### BREAKOUT SESSIONS

#### Room: Marquee, 2nd floor

### MOOC Success: Approaches to Project Management and Course Design

Cheryl Diermyer, DoIT Academic Technology

Greg Konop, DoIT Academic Technology

Joshua H. Morrill, DoIT Academic Technology

In February 2013, UW–Madison announced that it would offer four pilot, massive open online courses (MOOC) as free, non-credit, educational experiences to learners around the world. The Division of Information Technology (DoIT)–Academic Technology will share lessons learned from pilot structure and resource management to course production and delivery to new knowledge of participants, learning behaviors, and motivations.

#### Room: Northwoods, 3rd floor

### How Not to Make a Video

Eric Hoyt, Communication Arts

Erik Gunneson, Communication Arts

Jeremy Morris, Communication Arts

Teachers, librarians, and staff from across campus are finding video production important in increasing enrollment capacity, providing a blended learning experience, and achieving other goals of Educational Innovation. Yet the prospect of producing videos can be daunting. How does one make a video that isn't, well, bad? This workshop will highlight common mistakes in production and allow participants to gain hands-on experience in discovering simple, creative solutions. Video shouldn't be scary. It's fun!

## Room: Agriculture, 3rd floor

### Learning Through Doing: Experiential Learning as the Cornerstone of the Undergraduate Certificate in Global Health

Lori DiPrete Brown, School of Medicine and Public Health

Janet Niewold, Global Health Institute

Heidi Busse, Surgery

Sweta Shrestha, Global Health Institute

The UW–Madison Undergraduate Certificate in Global Health is grounded in the AAC&U guidelines for undergraduate public health education, and bears a unique UW signature because of its broad interdisciplinary perspective and its inclusion of experiential learning in the spirit of the Wisconsin Idea. Through core curriculum and electives, students are exposed to perspectives from population health, agriculture and life sciences, and the humanities. Rather than having an international focus, the program takes a local to global approach to disparities in well-being, preparing students for careers in health, social services, nutrition, agriculture and other fields. Since the inception of this highly subscribed program, teaching staff have developed a broad array of over fifteen field courses in which students learn from scholars, practitioners, and communities around the world and Wisconsin and, in many cases, do service learning. These structured, short-term, high-impact courses challenge students to learn and grow, and are the foundation for long-term partnerships. This session will give an overview of the curriculum and present the experiential learning component through three exemplary programs in Ecuador, Ethiopia, and Nepal.

## Room: Fifth Quarter, 2nd floor

### Integrating Diversity Dialogues into Multicultural Education

Steve Quintana, Counseling Psychology

Shufang Sun, Counseling Psychology

Rebecca Pruitt, Counseling Psychology

Austen Chase, Counseling Psychology

According to recent studies, students benefit more from experiential learning environments compared to traditional knowledge-based learning in diversity education. Diversity dialogues are one-session, 90-minute dialogues in a safe, non-judgmental, and interpersonal environment focused on students' personal experience with diversity related issues. This session aims to provide an overview of the philosophy, application and methods, and students' evaluations of diversity dialogues.

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## CONTINUED

### Room: Landmark, 3rd floor

#### Cultivating the Non-Striving Learner: Mindfulness in the Classroom

**Ryan Ziols**, Mathematics Education

This session will critically explore what is meant by “mindfulness” and its potential for improving both classroom communities and the prerequisites for learning in K-12 and higher education. Participants will be invited to engage in activities designed to model a “mindful” classroom learning experience and discuss their experiences. Remaining time will be devoted to a brief consideration of questions related to theory and practice.

### Room: Industry, 3rd floor

#### Stone Soup for the Teaching Soul: Emerging Practices

**John Martin**, DoIT Academic Technology, Teaching Academy

**Debra Shapiro**, School of Library and Information Studies, Teaching Academy

**Ilana Nankin**, Curriculum & Instruction, Teaching Academy

We’ve all tried things in our teaching, with successes and failures. This will be a structured and facilitated session where instructors can share their best (and worst) tips and tricks for a variety of teaching and classroom challenges. As these are shared, many will populate a new teaching and learning community forum on the Teaching Academy website that will be unveiled at the 2014 Teaching & Learning Symposium.

### Room: Varsity Hall

#### Teaching & Learning & Improv (Oh My)

**Daniel S. Jacobsohn**, School of Education

In this workshop we’ll explore the basic “rules” of improv within a framework. Practicing improv can help you create a more dynamic classroom environment, increase your self-awareness, and become more comfortable with extemporaneous speech. All attendees will be engaged as active participants, and will be asked to reflect on how improv can apply to their teaching. Participants will have a short introduction to improv, warm up, and then take a deep dive into direct practice.

## 2:45–3:00 P.M.

### BREAK

## 3:00–4:00 P.M.

### BREAKOUT SESSIONS

### Room: Marquee, 2nd floor

#### The Undergraduate Experience and Progress to Degree: Trends and Peer Comparisons

**Jocelyn Milner**, Academic Planning and Institutional Research

On-going and long-term efforts at UW–Madison to improve the undergraduate student experience are evident in measures of the student experience and progress to degree. This presentation will highlight patterns in these trends, including progress to degree measures, participation in the Wisconsin Experience, grading patterns and the grade gap, and post-graduation plans of students. Discussion with participants will focus on what the available evidence from this perspective reveals about strengths in the student experience and opportunities for improvement.

### Room: Northwoods, 3rd floor

#### Wisconsin MAKE Sustainability: Redesigning Learning Through Making in an Undergraduate, Interdisciplinary Experience

**Erica Halverson**, Curriculum & Instruction

**Duncan Carlsmith**, Physics

**Giri Venkataramanan**, Electrical & Computer Engineering

**Jennifer Lacy**, Curriculum & Instruction

**Tyler Graf**, Electrical & Computer Engineering

In this session we will describe our interdisciplinary experiment in redesigning the undergraduate experience. Our team of electrical engineers, physicists, and teaching and learning researchers worked together to create a new kind of course focused on learning about sustainability and its disciplinary roots through making, and to research effective pedagogies and design principles. We aim to expand the campus community interested in redefining “good teaching” focused on learning-by-making approaches.

### Room: Landmark, 3rd floor

#### Are We Missing Students? Recognizing and Fostering Hope and Grit in Your Students

**Tawnya Cary**, Institute for Biology Education

**Caroline Jakuba**, Institute for Biology Education

Hope is not simply optimism, but a person’s motivation to reach a goal mixed with their ability to navigate various pathways toward that goal. Grit is a person’s persistence and determination to complete a task. Both grit and hope have been positively correlated with a person’s ability to succeed, and may play a role in the success of under-represented minorities. Learn how to use strategies to build hope, grit, and success in your courses.

### Room: Agriculture, 3rd floor

#### Strategies to Help All Students Succeed: Bridging the Campus Achievement/Equity Gap

**Chris Dakes**, Delta Program in Research, Teaching, and Learning

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

**Sara Kraemer**, Delta Program in Research, Teaching, and Learning

Given the same level of academic preparation and effort, why do some students succeed in your class and others do not? This interactive session will introduce you to six points of intervention—classroom teaching practices that you can adopt to ameliorate this situation. You will walk away from this session with specific strategies that can enhance learning for all students in your course, while disproportionately helping students who need it the most.



# UW TEACHING AND LEARNING SYMPOSIUM 2014

## Room: Fifth Quarter, 2nd floor

### Summer Term: Best Practices on Teaching Compressed Courses

**Sarah Barber**, Division of Continuing Studies/Educational Innovation

**Laura McClure**, Classics

**Robin Kurtz**, Bacteriology

**Aurelie Rakotondrafara**, Plant Pathology

**Michael Titelbaum**, Philosophy

Ever have trouble teaching a fifteen-week course in eight, four, or even three weeks over the summer? How do you maintain high quality instruction in a compressed or intensive format? What if your course is compressed and online? Attend this session to identify how compressed teaching strategies may differ from those in a 15-week fall or spring semester and explore best practices for teaching in summer term.

## Room: Industry, 3rd floor

### Classroom Power Prep!

**Jennifer Pruitt**, Art History

**Erica Turner**, Educational Policy Studies

**Sushmita Roy**, Biostatistics and Medical Informatics, Wisconsin Institutes for Discovery

**Melih Eriten**, Mechanical Engineering

Do you find that you spend five, ten, or more hours preparing to teach a single class period? Do you wish you had a framework to focus your energy on what matters and keep you on track with planning and preparation? In this workshop, you'll learn effective and efficient principles of instructional design plus a learning taxonomy. You will apply them in real time and leave with a robust lesson plan outline and tools for planning future lessons.



## Room: Varsity Hall

### More Than Choosing Courses: Undergraduate Advising as a Teaching and Learning Endeavor

**Wren Singer**, Office of the Provost

**Ricardo Court**, Political Science

**Sean Flyr**, Cross-College Advising Service—Chadbourne Residential College

**Daniel Grabois**, Music

**Melanie Jones**, Psychology

**Denise Ney**, Nutritional Sciences

**DeVon Wilson**, L&S Center for Academic Excellence

"The excellent advisor does the same for the student's entire curriculum that the excellent teacher does for one course" (Lowenstein 2000). Expand your understanding of the role undergraduate advising can play in UW-Madison's teaching and learning mission. Observe an engaging "fishbowl" exercise featuring a group of highly experienced UW-Madison faculty and staff advisors and consider how undergraduate advising enhances the teaching and learning mission in your department or program.

## 4:30–6:00 P.M.

### UW-Madison Faculty Distinguished Teaching Award Ceremony

## Room: Varsity Hall

Honoring the 2014 Faculty Distinguished Teaching Award Recipients featuring Chancellor Rebecca Blank. All are welcome. Cash bar with free appetizers.

*Sponsored by the Secretary of the Faculty and the Wisconsin Alumni Association*

## TUESDAY, MAY 20, UNION SOUTH

**7:30 A.M.**

**REGISTRATION OPENS**

**Varsity Hall Lobby**

**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 the Division of International Studies*

**9:30–9:45 A.M.**

**BREAK**

**9:45–10:45 A.M.**

**BREAKOUT SESSIONS**

**Room: Northwoods, 3rd floor**

**Measuring Toes and Teeth:  
Engaging a Worldwide Audience in  
Learning Activities Through Massive  
Open Online Courses (MOOCs)**

**Kari Jordahl**, DoIT Academic Technology

**Christopher Blaire Bundy**, DoIT Academic Technology

**Rich Path**, DoIT Academic Technology

**Sarah Traynor**, Anthropology

The Human Evolution: Past and Future massive open online course (MOOC) faced an interesting design opportunity. We had a world-wide, diverse audience seeking information and a learning experience, but not college credit. Two tracks for student achievement were offered. Our design emphasized and encouraged participation, and we created activities to help learners connect with the content on a personal level. We also designed a higher-level challenge for students who desired a more rigorous course.

**Room: Landmark, 3rd floor**

**Medicine in the Museum: Using Art to  
Teach Humanism in Medicine**

**Mariah A. Quinn**, School of Medicine and Public Health, Medicine

**Amy Smith**, School of Medicine and Public Health, Medicine

The humanities are increasingly used as avenues for learning, reflection, and discussion of the human aspects of doctoring. Literature suggests that visual arts programs can improve physical diagnosis, enhance capacity to tolerate ambiguity, and—more important—increase compassion and empathy, and improve communication skills and attitudes (Wershof Schwartz et al., 2009). We will introduce strategies and lessons learned from the implementation and design of three museum-based teaching modules for residents that focus on humanistic aspects of medicine.

**Room: Agriculture, 3rd floor**

**“Bueller... Bueller...”: Public Speaking  
Skills 101 for Academic Faculty**

**Jeremy Smith**, School of Medicine and Public Health

Participants will first learn fundamental skills of public speaking for teachers including movement, voice, pauses, use of non-words, and more. Next they will learn principles of organization and clarity, as well as techniques to emphasize key points while teaching. Effective use of visual aids will be discussed, including visual aid techniques which can grab an audience of learners, help them understand a key point, or increase learner retention. Small group work will enable participants to try new techniques and obtain feedback.

**Room: Fifth Quarter, 2nd floor**

**Quick-Start Guide to  
Graphic Organizers**

**Jerzy “George” Jura**, DoIT Academic Technology, Nursing

What are graphic organizers? Should you consider including them among your teaching strategies? Is there any evidence that they increase student engagement or improve learning outcomes? And if so, what different types are there, and which ones do you use when? What challenges do they present? And can you use technology to make them even more effective? In this session, we will answer these questions, and explore possibilities through a series of hands-on exercises.

**Room: Industry, 3rd floor**

**WID’s Image Lab:  
Teaching Creativity as Contagion**

**Ebony Flowers**, Curriculum & Instruction

How might educators design intervention strategies to create imaginative, embodied knowledge practices for student learning? Traditional pedagogy seldom affords opportunities for knowledge to develop through embodied, playful engagements. In this workshop, participants will perform hands-on, embodied drawing and writing activities, learn how to incorporate more creative experiences into their own teaching, and collaborate with others to align teaching goals with imaginative, embodied learning.

**Room: Sift & Winnow, 2nd floor**

**Virtual Internships**

**Hannah Kinley**, Epistemic Games Group

**Zachari Swiecki**, Epistemic Games Group

**Golnaz Arastoopour**, Epistemic Games Group

In this session, participants will become familiar with online virtual internships, a novel learning technology that helps students acquire the knowledge, skills, affiliations, and ways of thinking of professionals in a given field. Participants will be introduced to the pedagogical and technological foundations of virtual internships. They will use one of our virtual internships to complete a task in small teams, learning more about how a practice-based learning experience can be delivered online. This case study will illustrate how instructors can design virtual internships to help students learn to think like real-world professionals.

**10:45–11:00 A.M.**

**BREAK**



## Thanks for attending the Symposium!

Save the date  
for next year's  
Teaching & Learning  
Symposium:  
May 20–21, 2015  
Union South

**11:00 A.M.–12:15 P.M.**

**PLENARY**

**Varsity Hall**

**A Brief History of Innovation in Higher Education**

**Greg Downey**, Journalism and Mass Communication, Library and Information Studies

The rhetoric of innovation implies something new and revolutionary, but higher education has a long tradition of experimenting with new technologies, new audiences, and new strategies for teaching and learning. In this talk, Professor Downey will draw on his research in technology and society to set the current debates over higher education innovation in historical context.

**12:30–2:00 P.M.**

**Room: Union South, TITU**

**Assessing Civic Competencies:  
AAC&U Civic Engagement VALUE  
Rubric Pilot Workshop**

**Organizer: Claire Berezowitz**, University Health Services Prevention Services' Civic Engagement Initiative

Are you interested in generating student civic competencies through classroom learning, co-curricular activities, or community-based research? If you value civic engagement as an important component of student development in higher education, please join us following the Teaching and Learning Symposium in order to learn more about the AAC&U's Civic Engagement VALUE Rubric and how it might aid your work with students. A light lunch will be provided for pre-registrants. Walk-ins welcome. Additional questions may be directed to Claire Berezowitz at [cberezowitz@wisc.edu](mailto:cberezowitz@wisc.edu).

*All photos are courtesy of Office of University Communications..*

**12:15 P.M.**

**SYMPOSIUM ADJOURNS**

**POST-SYMPOSIUM SESSIONS  
COMMENCE**

**12:15 P.M.**

**Room: Varsity Hall**

**Extending the Conversation**

Varsity Hall is open for presenters and participants to follow up on critical conversations. Markers and table tents will be provided. ComETS will host informal, structured discussions.

## WELCOME TO THE 2014 TEACHING & LEARNING SYMPOSIUM AT THE UNIVERSITY OF WISCONSIN–MADISON!

**T**he 2014 Teaching and Learning Symposium theme is “Transforming Education.” 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 will be presented 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 2014 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; Office of Human Resource Development; Institute for Biology Education; UW–Madison Libraries; Madison Teaching and Learning Excellence; Morgridge Center for Public Service; Office of Professional Development and Engagement, Graduate School; Teaching Academy; University Communications; University Health Services; the Wisconsin Alumni Association; and the Wisconsin Center for Educational Research.

This year’s planning committee includes: Mo Noonan Bischof, Janet Branchaw, Brian Bubenzer, Kari Fernholz, Kristin Jenkins, Carrie Jensen, Linda Kietzer, John Martin, Erin McCloskey, Sarah McDaniel (co-chair), Sarah Miller (co-chair), Ilana Nankin, Margaret Nellis, Christopher Olsen, Megan Schmid, Tammy Starr, 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*



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