Accelerate Active Learning

WISCONSIN
UNIVERSITY OF WISCONSIN–MADISON

7:30 A.M. **Varsity Hall Lobby**	**REGISTRATION OPENS**

8:00–9:45 A.M.

Varsity Hall

WELCOME AND PLENARY

Accelerate Active Learning
Welcome Remarks

Steven Cramer, Vice Provost for Teaching and Learning and Professor, Civil and Environmental Engineering

PLENARY

"The Mouse that Jumped the Chasm in One Leap" OR How Nursing Faculty at Wisconsin Flipped the Whole School into Active Learning in a Single Bound

Katharyn May, Dean, School of Nursing

9:45–10:00 A.M.   **BREAK**

10:00–11:00 A.M.   **BREAKOUT SESSIONS**

Room: Landmark
Blended Learning: Lessons Learned from the Student Perspective

Amanda Margolis

Michael Pitterle

Andrea Porter

Room: Fifth Quarter
No Lectures Here: How an Active and Problem-based Learning Classroom in Genomics Transformed the Confidence, Creativity and Communication Skills of All Students

Benjamin Minkoff

Sarah Neuman

Ahna Skop

Room: Industry
Low-Stakes Writing: The Ultimate Active Learning Tool for Any Class

Brad Hughes

Elisabeth Miller

Room: Northwoods
What Does Active Learning Look Like in a Humanities Course?

Theresa Pesavento

Shawn Peters

Chad Shorter

Room: Sift & Winnow
Beyond the Discussion Bored: Google Communities and Other Strategies for Blended Engagement

Lisa Hebgen

Linda Roberts

Room: Agriculture
Hate and Bias in the Classroom: Strategies to Interrupt Harmful Behavior

Gabriel C. Javier

11:00–11:15 A.M.   **BREAK**

11:15 A.M.–12:15 P.M.	**PLENARY**
Varsity Hall	**Active Learning & Innovation: Leveraging Research, Not Rhetoric, in Pursuit of Deep and Flexible Learning** Peter Doolittle, Assistant Provost for Teaching and Learning, Virginia Tech
12:15–1:30 P.M.	**LUNCH AND NETWORKING**
Varsity Hall	*Sponsored by the UW–Madison Teaching Academy*
1:30–1:45 P.M.	**BREAK**
1:45–2:45 P.M.	**BREAKOUT SESSIONS**

Room: Landmark

Statistically Speaking: Putting Students and Data at the Center of a Large Introductory Statistics Course Redesign

Gina Benninger
Ron Cramer
Jennifer Gundry
Ryan Zea

Room: Fifth Quarter

Community Engagement Teaching Strategies to Enhance Active Learning Outcomes

Kathy Cramer
David Metler
Elizabeth Tryon
Lynet Uttal
Randy Wallar

Room: Agriculture

Making Learning Stick: Psychology-based Active Strategies

Dan Drake
Natasha Mallette
Adena Rissman
Lillian Tong
Caroline Wienhold

Room: Sift & Winnow

Feedback Fury: Design Interactive Feedback Loops to Help Students Achieve Learning Goals

Theresa Pesavento
Andrew Ruis
Elisa Torres
Emily Utzerath

Room: Northwoods

Learning Actively in Traditional Classrooms: Lessons from the Wisconsin School of Business

Hessam Bavafa
Chris Dakes
Mark Fedenia
Anita Mukherjee

Room: Industry

Blending Plant Pathology 123

Maya Hayslett
Mark Neufeld
Aurelie Rakotondrafara

Room: Marquee

This session will begin in Marquee and move outside.

Learning Outside: Mobile-enhanced Field Research as Instructional Method

David Gagnon
Tim Lindstrom
John Martin
Cathy Middlecamp

2:45–3:00 P.M.	**BREAK**

3:00–4:00 P.M.   **BREAKOUT SESSIONS**

Room: Landmark

A Grading Scheme to Inspire Hope and Foster Grit

Beth Altschafl

Grace Lee

Andrew Lokuta

Kevin T. Strang

Room: Northwoods

Active Learning and Assessment: Strategies to Optimize Engaged Learning

Kristine Gruley

Regina A. Lowery

Mary Thompson

Room: Industry

Backwards Design Meets Game Design: Restructuring a More Engaging Course

Ryan Martinez

Room: Fifth Quarter

Team Teaching, Flipped Classroom and Class Website in an Inter-disciplinary Class on Food Systems, Sustainability, and Climate Change

Kathryn Anderson

Alfonso Morales

Erin Silva

Michel Wattiaux

Room: Sift & Winnow

Affective Domain in Online Teaching: Creating Community, Respecting Identity

Heather Shimon

Diana Wheeler

Room: Agriculture

Teachology 101: The Power of Peer Mentorship in Professional Learning

Grace Binder

Karissa Giller

Lars Lindqvist

Daniel Ma

Lindsay Stoetzel

Room: Marquee

Forward Together: From Framework to Implementation

Patrick J. Sims

4:00–5:15 P.M.   **EDUCATIONAL INNOVATION RECEPTION**

Varsity Hall

7:30 A.M. **Varsity Hall Lobby**	**REGISTRATION OPENS**
8:30–9:45 A.M. **Varsity Hall**	**POSTER SESSION AND BREAKFAST** *See appendix for poster titles* *Breakfast sponsored by the Division of International Studies*
9:45–10:00 A.M.	**BREAK**
10:00–11:00 A.M.	**BREAKOUT SESSIONS**

Room: Northwoods

Rethinking Traditional Problem-solving Sessions: TA Training, Mentorship and the Mathematics Instructional Excellence Program

Shirin Malekpour

Diane Rivard

Jonathan Schroeder

Room: Landmark

Writing for the Audience, Not for the Grade: Designing and Executing a Curriculum for Student-directed Composition and Digital Writing

James Burling

Niccole Carner

Jeff Casey

Room: Sift & Winnow

The Connection between Mental Health and Student Success: The Role of Instructional Staff

Danielle R. Oakley

Valerie Kowis

Room: Industry

"Video Killed the Radio Star;" Be Intentional about Its Impact on Your Course

Don Fleischman

Greg Konop

Room: Agriculture

Educational Innovation Canvas Pilot: Experience and Impressions from Our Semester with Canvas

Kevin Burke

Steven Cramer

Bethany Gordy

Linda Jorn

Billy Kardasz

Beth Martin

Room: Fifth Quarter

50 Ways to Blend Your Learning

Jamie Henke

Michael Maguire

John Martin

Jesse Stommel

Lyn Van Swol

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

Welcome Remarks

Steven Cramer, Vice Provost for Teaching and Learning and Professor, Civil and Environmental Engineering

PLENARY

Varsity Hall

"The Mouse that Jumped the Chasm in One Leap"

OR

How Nursing Faculty at Wisconsin Flipped the Whole School into Active Learning in a Single Bound

Katharyn May, Dean, School of Nursing

Sometimes innovation happens fast in unexpected places. The School of Nursing at Wisconsin has a long tradition of educational innovation and excellence, but faculty were challenged in their goal of adopting evidence-based pedagogy in large-enrollment theoretical courses because the learning spaces weren't actually designed for learning. However, when it became clear that the dream of a facility designed for academic nursing's purposes was going to become a reality, nursing faculty decided not to just "flip the classroom" but "flip the school." They set a course to test active learning approaches and rethink learning spaces for the future and, in so doing, raised the bar for themselves, their students and perhaps for health professions education in general. The results of that bold initiative are now evident in the new home for nursing at Wisconsin — Signe Skott Cooper Hall — and in the new culture of learning that is taking hold there.

9:45–10:00 A.M.

BREAK

10:00–11:00 A.M.

BREAKOUT SESSIONS

Room: Landmark, 3rd floor

Blended Learning: Lessons Learned from the Student Perspective

Amanda Margolis, Pharmacy

Michael Pitterle, Pharmacy

Andrea Porter, Pharmacy

There has been a shift in higher education toward blended learning. However, when implemented poorly, blended learning can be a profoundly negative student experience. Participants will have the opportunity to experience blending learning from the student's perspective during this session. The presenters have experience both as students and instructors of blended learning courses and will share tips for how to successfully incorporate blended learning into your teaching.

Room: Fifth Quarter, 2nd floor

No Lectures Here: How an Active and Problem-based Learning Classroom in Genomics Transformed the Confidence, Creativity and Communication Skills of All students

Benjamin Minkoff, Integrated Program in Biochemistry

Sarah Neuman, Cellular and Molecular Biology

Ahna Skop, Genetics

Effective use of active learning techniques remains a challenge in STEM disciplines. We will present our experiences with Genetics 564, a 100% active learning-based undergraduate capstone Genetics course. In this course, student presentations replace lectures and semester projects replace exams as students learn about cutting edge bioinformatic techniques. Join us as we model an effective framework for active learning that can be adapted to any classroom in any disciplinary area.

Room: Industry, 3rd floor

Low-Stakes Writing: The Ultimate Active Learning Tool for Any Class

Brad Hughes, Writing Across the Curriculum

Elisabeth Miller, Writing Across the Curriculum

This workshop introduces participants to the high-impact practice of low-stakes writing— for all disciplines and class sizes, in-person and online. Low-stakes writing, including reading reflections, discussion questions, and crowdsourcing, deepens students' learning and requires minimal to no grading. Presenters from Writing Across the Curriculum will share successful low-stakes writing assignments drawn from biology, history, and food science. Participants will draft low-stakes writing assignments and plan for ways to use them to actively engage students.

Room: Northwoods, 3rd floor

What Does Active Learning Look Like in a Humanities Course?

Theresa Pesavento, L&S Learning Support Services

Shawn Peters, Integrated Liberal Studies

Chad Shorter, DoIT Academic Technology

Let's go beyond lectures and full-class discussions. We will share specific classroom techniques and activities designed for active learning, using Shawn Peters's Integrated Liberal Studies course as a model. We will also include a big-picture view of active approaches for humanities courses and time for reflecting on approaches that could help your students reach the learning objectives for your own courses.

Room: Sift & Winnow, 2nd floor

Beyond the Discussion Bored: Google Communities and Other Strategies for Blended Engagement

Lisa Hebgen, Education Outreach and Partnerships

Linda Roberts, Human Ecology

What's possible and practical when one steps outside the typical D2L discussion board? Hear real instructor hopes, dreams, and realities of using Google Communities and Drive for a semester — including student reactions. Bring your laptop or device to try it out for yourself. Learn from your peers and share other strategies for amping up engaged discussion via blended learning. Take away easy instructions to make your own Google community.

Room: Agriculture, 3rd floor

Hate and Bias in the Classroom: Strategies to Interrupt Harmful Behavior

Gabriel C. Javier, LGBT Campus Center

This session will provide strategies for staff and faculty to address and interrupt incidents of perceived and actual hate, bias, and micro-agressions in the classroom. Participants will explore how hate and bias may manifest itself in classroom interactions, brainstorm appropriate interventions, and strategize on how to establish inclusive classroom spaces. A review of UW–Madison's *Hate and Bias Protocol*, as well as data on students' experiences of hate and bias, will be shared.

11:00–11:15 A.M. BREAK

11:15 A.M.–12:15 P.M.

PLENARY

Varsity Hall

Active Learning & Innovation: Leveraging Research, Not Rhetoric, in Pursuit of Deep and Flexible Learning

Peter Doolittle, Associate Provost for Teaching and Learning, Virginia Tech

Teaching. Learning. Change. Innovation. What is the relationship between these processes and how do we leverage them to foster deep and flexible student learning? There are a lot of ideas floating within the educational ether — some bogus, some beneficial. In order for individuals and institutions to navigate this ether effectively, we must ground our choices in established and emerging educational research. As we find ourselves in a sea of change, is it a case of "the more things change, the more they stay the same?" (Karr) or "progress is impossible without change" (Shaw)? Let's explore.

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!

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

1:45–2:45 P.M

BREAKOUT SESSIONS

Room: Landmark, 3rd floor

Statistically Speaking: Putting Students and Data at the Center of a Large Introductory Statistics Course Redesign

Gina Benninger, Statistics

Ron Cramer, DoIT Academic Technology

Jennifer Gundry, DoIT Academic Technology

Ryan Zea, Statistics

For most people, the field of Statistics brings to mind one manipulating numbers, performing calculations, and perhaps creating a graph. In this session, the speakers will discuss how a large, introductory-level course was redesigned to move from such a "math-centric" approach to focus students on understanding the concepts behind the data and being able to explain and apply them in appropriate contexts. The blended learning approaches that were incorporated into this course will also be discussed.

Room: Fifth Quarter, 2nd floor

Community Engagement Teaching Strategies to Enhance Active Learning Outcomes

Kathy Cramer, Morgridge Center for Public Service, Political Science

David Metler, Morgridge Center for Public Service, Human Development and Family Studies

Lynet Uttal, Human Development and Family Studies

Elizabeth Tryon, Morgridge Center for Public Service

Randy Wallar, Morgridge Center for Public Service

Thinking about using community-based learning (CBL) or research to increase active learning, but looking for ways to ensure quality of student outcomes in this High-Impact Practice? The goals of this interactive workshop are to illustrate methods and strategies used by faculty and staff within CBL courses, with special attention to inter-cultural dialogue, partnership development, CBL best practices, and logistics. We will then move to discussion and problem-solving on specific issues.

CONTINUED

Room: Agriculture, 3rd floor

Making Learning Stick: Psychology-based Active Strategies

Dan Drake, Mathematics

Natasha Mallette, Chemical and Biological Engineering

Adena Rissman, Forest and Wildlife Ecology

Lillian Tong, Wisconsin Institute for Science Education and Community Engagement (WISCIENCE)

Caroline Wienhold, Wisconsin Institute for Science Education and Community Engagement (WISCIENCE)

What can students do to learn material so it "sticks" long-term and how can instructors help? We will present learning concepts from our book group "Make It Stick" based on cognitive science research on long-term learning. Participants in our session will experience and discuss the techniques of generation, interleaving, structure building, frequent quizzes, and spaced practice. Faculty and staff from engineering, math, and social science will show how they improved courses with these evidence-based strategies.

Room: Sift & Winnow, 2nd floor

Feedback Fury: Design Interactive Feedback Loops to Help Students Achieve Learning Goals

Theresa Pesavento, L&S Learning Support Services

Andrew Ruis, Medical History and Bioethics

Elisa Torres, Nursing

Emily Utzerath, National Research Mentoring Network

By providing students with the opportunity to practice giving and receiving feedback, you can help them become advocates for their own learning and hone desirable workplace skills. When aligned with course outcomes and supported by classroom activities, interactive feedback loops can increase motivation for learning and track progress toward learning goals. Join us in this interactive session to learn about guiding principles and common obstacles, with time to develop your own multi-modal, learner-centered feedback loop.

Room: Northwoods, 3rd floor

Learning Actively in Traditional Classrooms: Lessons from the Wisconsin School of Business

Hessam Bavafa, Operations and Information Management

Chris Dakes, Wisconsin School of Business

Mark Fedenia, Finance

Anita Mukherjee, Actuarial Science and Risk Management

This session directly addresses common misconceptions about active learning for faculty and students. Through engaging activities and specific examples, Business faculty will demonstrate how they innovated to overcome challenges to work within the constraints of the physical environment of a traditional, large-enrollment classroom, navigated through the uncertainty of releasing control to students, and used active learning strategies as formative assessment of student learning. Participants will discuss how the lessons can be localized to their contexts.

Room: Industry, 3rd floor

Blending Plant Pathology 123

Maya Hayslett, Plant Pathology

Mark Neufeld, DoIT Academic Technology

Aurelie Rakotondrafara, Plant Pathology

A popular biology class for non-majors, Plant Pathology 123, was recently transformed from a traditional lecture course into a blended course with online lectures and in-person discussion and lab. We designed the course to keep the students actively engaged with the materials. Weekly prompts, self check-in quizzes, and worksheets worked together to prepare the students for the face-to-face activities. You will hear the instructors and the instructional designer speak about how they collaboratively designed this blended course.

Room: Marquee, 2nd floor

This session will begin in Marquee and move outside.

Learning Outside: Mobile-Enhanced Field Research as Instructional Method

David Gagnon, Field Day Lab, Wisconsin Institutes for Discovery

Tim Lindstrom, Nelson Institute for Environmental Studies

John Martin, DoIT Academic Technology

Cathy Middlecamp, Nelson Institute for Environmental Studies

In this session, we will propose a practical and scalable instructional method for increasing the connection between course concepts and the world outside the classroom. Field research activities challenge learners to apply discipline-specific vocabulary or taxonomies to interpret their messy and ill-defined experience. Come see and try the easy and accessible mobile tools that scaffold this process, giving each course a shared database of student-created content for class discussion or projects.

2:45–3:00 P.M. BREAK

3:00–4:00 P.M.
BREAKOUT SESSIONS

Room: Landmark, 3rd floor

A Grading Scheme to Inspire Hope and Foster Grit

Beth Altschafl, Neuroscience

Grace Lee, Neuroscience

Andrew Lokuta, Neuroscience

Kevin T. Strang, Neuroscience

We believe that traditional grading schemes have the potential to inhibit the motivation and learning of at-risk students, and thus contribute to the achievement gap. In this workshop, we will invite attendees to discuss the pros and cons of different grading systems. We will then present the results of a "Hope and Grit" grading experiment we performed on our large physiology course, which was inspired by a presentation at the 2014 Teaching and Learning Symposium.

Room: Northwoods, 3rd floor

Active Learning and Assessment: Strategies to Optimize Engaged Learning

Kristine Gruley, Division of Continuing Studies

Regina A. Lowery, Office of the Provost

Mary Thompson, Division of Continuing Studies

This session focuses on strategies for measuring course and program-level student learning goals and outcomes. During the session, participants will engage in active models of assessment and leave armed with a toolkit of examples and methods to incorporate active learning assessments into their individual courses and degree programs.

Room: Industry, 3rd floor

Backwards Design Meets Game Design: Restructuring a More Engaging Course

Ryan Martinez, Continuing Education, Outreach, and E-Learning, UW–Extension

Come analyze course development using a game design framework over backwards design. The framework, MDA, considers user experiences through Mechanics (what's possible), Dynamics (what happens), and Aesthetics (overall experience). See how these interrelated parts can be adjusted to respond to learner feedback, and try it out with your own teaching examples. Using MDA in teaching can lead to more engaging and playful learning.

Room: Fifth Quarter, 2nd floor

Team Teaching, Flipped Classroom and Class Website in an Inter-disciplinary Class on Food Systems, Sustainability, and Climate Change

Kathryn Anderson, Sociology

Alfonso Morales, Urban and Regional Planning

Erin Silva, Plant Pathology

Michel Wattiaux, Dairy Science

We will present one model of inter-disciplinary teaching and learning in the context of complex social-environmental problems. Participants will learn how we integrated 1) inter-disciplinary team co-teaching, 2) a custom-made class website to interact with students (before, during, and after class) as well as administer the course and coordinate among the three co-instructors, and 3) the "flipped classroom" methodology, which uses class time to engage students in higher-order learning activities rather than deliver content.

Room: Sift & Winnow, 2nd floor

Affective Domain in Online Teaching: Creating Community, Respecting Identity

Heather Shimon, Wendt Commons

Diana Wheeler, Wendt Commons

As courses move online and students are separated from in-person class interactions and instructor guidance, incorporating affective domain elements of Bloom's Taxonomy into course design becomes even more critical to defuse student frustrations with technology, deadline anxiety, and feelings of isolation. Learn strategies to use emotional, motivational, and inclusive pedagogical techniques in your online instruction to achieve full student engagement. We will use Engineering Professional Development (EPD) 151 as a course model in our discussion.

Room: Agriculture, 3rd floor

Teachology 101: The Power of Peer Mentorship in Professional Learning

Grace Binder, Elementary Education

Karissa Giller, English Secondary Education

Lars Lindqvist, English Secondary Education

Daniel Ma, Elementary Education

Lindsay Stoetzel, Curriculum & Instruction; MERIT

This session highlights Teachology 101, a group of pre-service educators collaborating to design more intentional and innovative uses for technology in their classrooms, while also developing more interactive workshop experiences for their School of Education peers. Learn about the ground-up design of our group and explore the role of technology in your own lessons as we model the

peer mentorship framework we've designed to help instructors use technology in more meaningful and student-centered ways.

Room: Marquee, 2nd floor

Forward Together: From Framework to Implementation

Patrick J. Sims, Vice Provost and Chief Diversity Officer and Professor, Department of Theatre & Drama

Join us to learn more about the process of creating a campus diversity plan, from the development of a framework to a plan for implementation. Discussion will cover the essential elements of diversity work and planning from the foundations of institutional commitment to idealizing the end goal and restructuring organizational priorities and policies to support the process. Participants will be able to ask questions about what led up to the present framework and how the process is planned to play out over the next decade.

4:00–5:15 P.M.

EDUCATIONAL INNOVATION RECEPTION

Varsity Hall

7:30 A.M.

REGISTRATION OPENS

Varsity Hall Lobby

8:30–9:45 A.M.

POSTER SESSION AND BREAKFAST

Varsity Hall

Breakfast sponsored by the Division of International Studies

The Division of International Studies is pleased to sponsor breakfast and a sharing of ideas through the annual poster session. Join us for coffee and visit more than forty posters to learn about many more examples of teaching and learning excellence.

9:45–10:00 A.M.

BREAK

10:00–11:00 A.M.

BREAKOUT SESSIONS

Room: Northwoods, 3rd floor

Rethinking Traditional Problem-Solving Sessions: TA Training, Mentorship and the Mathematics Instructional Excellence Program

Shirin Malekpour, Mathematics

Diane Rivard, Mathematics

Jonathan Schroeder, Mathematics

The interactive presentation will address creating a Teaching Assistant (TA) training program with a strong focus on engaging problem-solving classrooms and collaborations amongst TAs to promote effectiveness, efficiency, and satisfaction. We will also discuss the role of close mentorship in the success of the program.

Room: Landmark, 3rd floor

Writing for the Audience, Not for the Grade: Designing and Executing a Curriculum for Student-Directed Composition and Digital Writing

James Burling, Theatre & Drama

Niccole Carner, Theatre & Drama

Jeff Casey, Interdisciplinary Theater Studies

The three panelists will explain the design and implementation of writing curricula for composition courses in Theatre and Integrated Liberal Studies, emphasizing open-format writing projects and digital composition. Additionally, the panel will explain how the UW DesignLab is integrated into the digital writing process for such classes. Each panelist will make a brief presentation, and the session will conclude with a hands-on activity for participants and an open discussion of the topic.

Room: Sift & Winnow, 2nd floor

The Connection between Mental Health and Student Success: The Role of Instructional Staff

Danielle R. Oakley, Counseling Psychology, University Health Services

Valerie Kowis, UW–Madison Suicide Prevention Council, University Health Services

This session will provide an overview of the prevalence of mental health issues among university students and share data regarding the connection between well-being and academic success, including retention. We will address innovative ways in which to engage instructors across all disciplines in order to facilitate academic performance and retention. Through collaboration with University Health Services (UHS), instructors can build upon their capacity for supporting students and connecting them with resources. We will also share specific examples of UHS initiatives at UW–Madison.

Room: Industry, 3rd floor

"Video Killed the Radio Star;" Be Intentional about Its Impact on Your Course

Don Fleischman, DoIT Academic Technology

Greg Konop, DoIT Academic Technology

This presentation shares considerations and tools to design video with intent, so that it positively impacts student learning. Video is a delivery method often explored when transitioning to blended or online courses. For many, it is new and intimidating territory. Backwards design is a known approach to course development. It targets learning outcomes rather than the "twin sins" of content coverage or activity inclusion. Backwards design concepts can and should be applied to instructional videos.

Room: Agriculture, 3rd floor

Educational Innovation Canvas Pilot: Experience and Impressions from Our Semester with Canvas

Kevin Burke, Nelson Institute for Environmental Studies

Steven Cramer, Office of the Provost, Civil and Environmental Engineering

Bethany Gordy, DoIT Academic Technology

Linda Jorn, DoIT Academic Technology

Billy Kardasz, Wisconsin School of Business

Beth Martin, Pharmacy

Come ask a panel of peers who piloted the Canvas Learning Management System about their trip! In this fast-paced, tightly-controlled (and very fun) panel, they will share their hopes and fears, dreams and realities of the experience. They will offer insights into the similarities and differences of Canvas, as compared to D2L and Moodle. Learn what steps you might take in whatever platform you're using to more effectively engage students the way they did in Canvas.

Room: Fifth Quarter, 2nd floor

50 Ways to Blend Your Learning

Jamie Henke, Division of Continuing Studies

Michael Maguire, Civil Society & Community Studies

John Martin, DoIT Academic Technology

Jesse Stommel, Division of Continuing Studies

Lyn Van Swol, Communication Arts

The problem's all inside your head / She said to me. / The ways to blend are easy if you / Take it logically. / We'd like to help you in your struggle / As you teach. / There must be fifty ways / to blend your learning. // [CHORUS:] Crowdsource it on YouTube / Make a case study / You don't need to remake your course / Just try one of these: / Padlet or Voicethread / Don't need a discussion board / Try a Google Community / And get them to play. //

11:00 A.M.

SYMPOSIUM ADJOURNS

8:30–9:45 A.M.

POSTER SESSION AND BREAKFAST

Varsity Hall

See program supplement for poster abstracts

60 Small Changes Project: A New Approach to Improving Student Outcomes through Faculty Development

George Jura and Tim Piatt, Academic Technology, School of Nursing

Active Teaching Lab

John Martin and Margaret Merrill, DoIT Academic Technology

Assessment that Engages: A Case Study of the Wisconsin Center for Academically Talented Youth

Annalee Good, Wisconsin Center for Education Research, Education Outreach and Partnerships; **Anne Rogalski,** Wisconsin Center for Academically Talented Youth; **Ola Skyba** and **Rebecca Vonesh,** Wisconsin Center for Academically Talented Youth, Education Outreach and Partnerships

Bringing the Real World into the Classroom

Lauren Lewis, Human Development and Family Studies

Building Accessibility Compliance into Active Learning Technologies

Steve Boldt, Educational Innovation, Division of Continuing Studies; **Gary De Clute,** DoIT, Office of the CIO; **Matt Goins,** DoIT Academic Technology; **Carrie Nelson** and **Casey Schacher,** UW–Madison Libraries; **Todd Schwanke,** McBurney Disability Resource Center; **James Skemp,** Wisconsin School of Business

Collaborate to Teach: Foreign Language Teachers' Experience of Building a Learning Community

Ji-Hye Kim, Jieun Kim, and **Jonghun Kim,** Curriculum & Instruction

Cooper Hall Enables Innovation in Teaching

George Jura and **Tim Piatt,** Academic Technology, School of Nursing

Evaluating Critical Thinking and Learner-Generated Content in Online Discussions

Andrew P. Winterstein, Kinesiology

Flipping the Classroom in Medical School—Lessons Learned

David T. Yang, Pathology and Laboratory Medicine; **Amy Stickford Becker,** Academic Affairs, School of Medicine and Public Health

Fostering the Quality of Graduate Programs

Mo Bischof, Office of the Provost; **Duncan Carlsmith,** Physics; **Eileen Callahan,** Graduate School; **Wendy Crone,** Engineering Physics, Graduate School; **Mary Louise Gomez,** Curriculum & Instruction; **Fernando Tejedo,** Spanish & Portuguese; **Susan Thibeault,** Surgery

Gearing Up: Mobilizing Video Techniques for Large Lecture Chemistry Courses

James Maynard, Chemistry

Growth Mindset as a Mindfulness Practice for All of Us: Students, Faculty, Staff and Administrators

Maya Holtzman, McNair Scholars Program; **Althea Miller,** "Vivaldi Ain't All We Whistle" Project, Education; **Christopher Moore** and **Susan Nossal,** Physics; **Hazel Symonette,** Division of Student Life

Improving Quality & Teamwork: Active Learning & Immersion of Year 1 & 2 Medical Students in an Experimental Longitudinal Clinical Experience

Shobhina Chheda, James E. Davis, Julie Foertsch, Kenneth MacMillan, and **Christine Seibert,** Medical Education Office, School of Medicine and Public Health

It Takes a Village: Collaboration on Student Development In and Out of the Classroom

Tanya Cutsforth, Wisconsin BBA, Wisconsin School of Business

MOOCs at the University of Wisconsin–Madison

Lika Balenovich, Office of the Provost; **Terry Ross, Emily Sprengelmeyer,** and **Mary Thompson,** Division of Continuing Studies

Must Play Well with Others: Designing and Sustaining Learning Groups

Margaret Merrill and **Tetyana Schneider,** DoIT Academic Technology

Online Anatomy Cases: Building Clinical Context into Gross Anatomy Education

Laura Gonzalez, Anesthesiology; **Allison Grayev,** Radiology; **Karen Krabbenhoft** and **Amy Stickford Becker,** Academic Affairs, School of Medicine and Public Health; **Christine Seibert,** Medicine

Open Source Learning: Designing a New Web Mapping Curriculum

Richard G. Donohue, Geography, University of Kentucky; **Robert E. Roth** and **Carl Sack,** Geography

Opening up the Black Box of Student Learning: Exploring Why, When, with Whom, and How Undergraduates Study for Their Courses

Matthew Hora and **Amanda Oleson,** Wisconsin Center for Education Research

Reaching Out to Reach Up— A Service-Based Honors Option for Science Courses

Julia Collins and **Jean Heitz,** Zoology

Real-time Quizzing To Facilitate Team-based Learning In Moodle

John Hoopes, Computer-Aided Engineering, DoIT Academic Technology; **Matthew Jensen** and **Amy Stickford Becker,** School of Medicine and Public Health; **Jeff Korab,** Central Information Technology, School of Medicine and Public Health

Strengthening Students' Knowledge and Ability to Apply Disciplinary Core Concepts Through Research

Janet L. Branchaw, Kinesiology, Wisconsin Institute for Science Education and Community Engagement (WISCIENCE); **Kyriaki Chatzikyriakidou,** Wisconsin Institute for Science Education and Community Engagement (WISCIENCE)

The Impact of Adaptive Online Learning Technology in a Human Physiology Curriculum

Beth Altschafl, Grace Lee, Andrew Lokuta and **Kevin Strang**, Neuroscience

The Impact of Mentor Training on Researchers' Conception of Diversity

Stephanie House and **Kim Spencer,** Institute for Clinical and Translational Research

The Paddle Board Project: A Cross-Disciplinary Approach to Teaching and Learning

John Murphy, Engineering Physics; **Brian Nunez,** College of Engineering

What Do Instructors Need to Learn to TeachOnline@UW? Lessons from Learning Community Pilot

Kari Jordahl, DoIT Academic Technology; **Jonathan Klein,** L&S Learning Support Services; **Sarah McDaniel,** Office of the Provost; **Mark Millard,** Engineering Professional Development; **Karen Skibba,** Division of Continuing Studies

The Following Posters Highlight the L&S Career Initiative:

L&S Career Initiative — Best Practices and Innovation in Career Readiness

Leslie Kohlberg, Student Academic Affairs, College of Letters & Science

"Ask Not..." Navigating the Government Sector with an Industry Specialist in L&S Career Services

Marie Koko, Career Services, College of Letters & Science

Building Community. Building Careers.

Andrew Irving, The French House, French and Italian

Cartography Lab, an Environment for Discovery

Tanya Buckingham, Geography

Connecting Campus and Community: Internship in Gender and Women's Studies

Nina Valeo Cooke, Gender & Women's Studies

Department of Geoscience Career Development

Michelle Szabo, Geoscience

Engaging Young Alumni through the Economics Student Association Advisory Council

Elizabeth Foste, Economics

Garage Physics, Undergraduate Research, Innovation and Entrepreneurship

Duncan Carlsmith, Physics

High School... to College... to… Career: Considering Area Studies and Languages as your Major(s)!

Sarah Ripp, Latin American, Caribbean and Iberian Studies

History Pathways

Lindsay Williamson, History

The La Follette School: Lighting a Path to Professional Success

Karen Faster, Hilary Shager, Terry Shelton and **Mary Treleven,** La Follette School of Public Affairs

Preparing the Next Generation of Leaders for a Global Workforce

Pa Her, Abike Sanyaolu and **Lauren Szafranski,** Center for Academic Excellence

Stellar Careers Workshop: A Board of Visitors and Astronomy Department Collaboration

Sharon Pittman and **Ellen Zweibel,** Astronomy

Student Alumni Networking Dinner

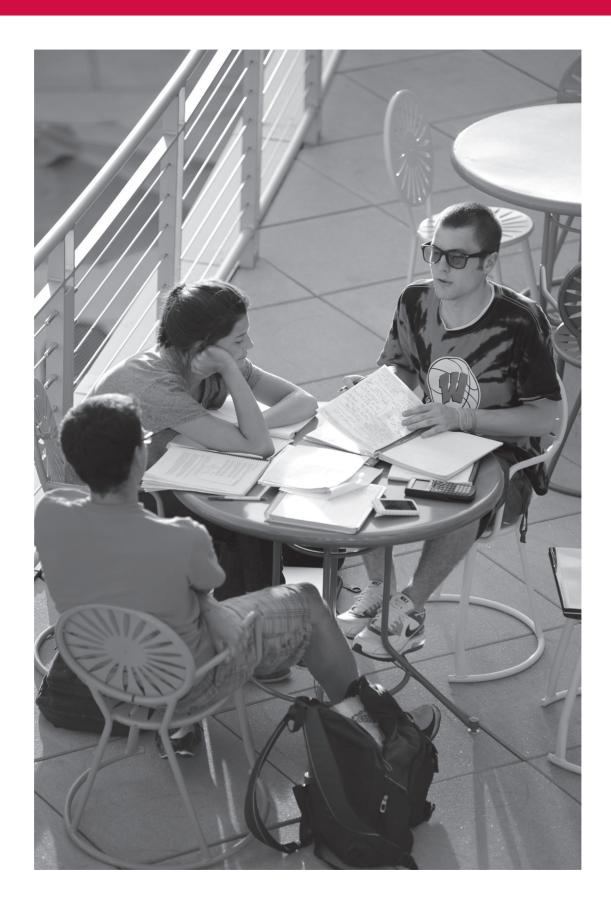**Stephanie Osborne,** Psychology

The Student Voice Speaks

Alicia Bingen, College of Letters & Science

All photos are courtesy of Office of University Communications.

Thanks for attending the Symposium!

Save the date
for next year's
Teaching & Learning
Symposium:
May 18–19, 2016
Union South

Join us for UW-Madison teaching and learning programs throughout the year!

- The Division of Diversity, Equity, and Educational Achievement sponsors events promoting equity, diversity and inclusion. The 2015 Diversity Forum will take place November 3–4, 2015 at Union South. *www.diversity.wisc.edu/*

- Educational Innovation at UW–Madison strives to transform teaching, learning and engagement to inspire students and empower communities. Explore the website for support and resources, and for event updates. *www.edinnovation.wisc.edu/*

- The Go Big Read UW–Madison Common Reading Program book selection for 2015–16 is *Just Mercy*, by Brian Stevenson. Visit the website for information on integrating the book into your course, to join the conversation, and for updates on events. The author keynote is scheduled for October 26, 2015 at Union South. *www.gobigread.wisc.edu/*

- The UW–Madison Teaching Academy promotes excellence in teaching and learning. Visit the website to get involved and for updates on events including Fall Kickoff, Winter Retreat and the Teaching Academy Summer Institute. *www.teachingacademy.wisc.edu/events/*

- UW–Madison's Massive Open Online Courses (MOOCs) are unique virtual teaching, learning and research experiences that are not for credit, aimed at unlimited participation and available at no cost to learners around the world. Visit the website to learn about the six new MOOCs that will be launched in 2015–16. *www.moocs.wisc.edu/*

- The Undergraduate Symposium celebrates research, creative endeavor and service-learning, offering undergraduates the opportunity to display, perform, discuss, or present their work in a professional setting. The 18th annual Undergraduate Symposium will take place April 14, 2016 at Union South. *www.ugradsymposium.wisc.edu/*

*T*he 2015 Teaching and Learning Symposium theme is "Accelerate Active Learning." By pivoting our attention to active learning, we can engage and inspire students at the University of Wisconsin–Madison. The 2015 Teaching and Learning Symposium aims to bring us together to share ideas, strengthen collaboration, and take risks so we can accelerate progress toward excellent educational experiences for our students and for ourselves.

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 enrich student learning. I am very pleased with the array of topics, ideas, approaches, and resources that will be presented throughout the program. I hope 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 2015 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 Continuing Studies; Division of Information Technology — Academic Technology; Division of International Studies; First-Year Interest Groups; Madison Teaching and Learning Excellence; Morgridge Center for Public Service; Office of Human Resource Development; Office of Professional Development, Graduate School; Teaching Academy; University Marketing; University Health Services; UW–Madison Libraries; Wisconsin Center for Education Research; and the Wisconsin Institute for Science Education and Community Engagement (WISCIENCE).

This year's planning committee is: Mo Bischof, Brian Bubenzer, Kari Fernholz, Linda Kietzer, John Martin, Sarah McDaniel (co-chair), Sarah Miller (co-chair), Ilana Nankin, Margaret Nellis, Megan Schmid, Kathleen Smith, Sheila Stoeckel (co-chair), and Sharon Yam.

Thanks for joining us! On Wisconsin!

Steven Cramer

Vice Provost for Teaching and Learning and Professor, Civil and Environmental Engineering

For resources and continued conversations about the Symposium and about teaching and learning, visit *www.provost.wisc.edu/teach.htm* or follow #teachuw on Twitter.

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