


2016 ANNUAL TEACHING & LEARNING SYMPOSIUM SCHEDULE
WEDNESDAY, MAY 18–THURSDAY, MAY 19

Engage Students, Personalize Learning



WISCONSIN
UNIVERSITY OF WISCONSIN–MADISON

7:30 A.M.	REGISTRATION OPENS		
Varsity Hall Lobby			
8:00–9:45 A.M.	WELCOME AND KEYNOTE		
Varsity Hall	<p>Engage Students, Personalize Learning</p> <p>Welcome Remarks</p> <p>Sarah Mangelsdorf, Provost and Vice Chancellor for Academic Affairs Steven Cramer, Vice Provost for Teaching and Learning and Professor, Civil and Environmental Engineering</p> <p>KEYNOTE</p> <div>  <p>All Skate: Active Learning in the University Classroom</p> <p>Derek Bruff, Director for the Center for Teaching, Vanderbilt University</p> </div>		
9:45–10:00 A.M.	BREAK		
10:00–11:00 A.M.	BREAKOUT SESSIONS		
	<p>Room: Landmark</p> <p>Personalized Learning in Online Program: A Journey of Instructional Design, Assessment, and Educational Programming</p> <p>I-Pang Fu Kristine Gruley Ian Muehlenhaus</p> <p>Room: Industry</p> <p>Classroom Strategies to Positively Influence Student Health</p> <p>Valerie Donovan Danielle Oakley Claire Berezowitz Jennifer Rabas Reonda Washington</p>	<p>Room: Marquee</p> <p>Canvas: The Instructional Experience & Campus Integration</p> <p>Steven Cramer Beth Martin Dee Warmath Matthew Berland</p> <p>Room: Agriculture</p> <p>WisCARES: A Hands-on Learning Experience Blending Cultural Humility and Veterinary Medicine</p> <p>Ruthanne Chun Liddy Alvarez William Gills</p>	<p>Room: Fifth Quarter</p> <p>Active Learning in the Academic Writing Classroom</p> <p>Tracy Iftikar</p> <p>Room: Northwoods</p> <p>Lessons Learned in the College of Engineering about the Myths and Realities of Active Learning</p> <p>Katherine McMahon Elizabeth Harris Barry Van Veen Heidi Ploeg</p>
11:00–11:15 A.M.	BREAK		

11:15 A.M.–12:15 P.M.

Varsity Hall

PLENARY



Engaging Students in Large Classes

Panel Moderated by Steven Cramer, Vice Provost for Teaching and Learning

Gilbert Nathanson

Michael Morrow

Lyn Van Swol

David Zimmerman

12:15–1:30 P.M.

Varsity Hall

LUNCH AND NETWORKING

Sponsored by the UW–Madison Teaching Academy

1:30–2:30 P.M.

BREAKOUT SESSIONS

Room: Industry

How About a 'Fit Bit' for Learning? Using Learning Analytics for Student Success

Kimberly Arnold

Kari Jordahl

James McKay

Elisa Torres

Judith Burstyn

Sharon Thoma

Chris LaLande

Room: Fifth Quarter

Interrupting Systems: Tools and Strategies for Addressing –isms in the Classroom

Robert Brown

Room: Marquee

If You Build It, They Will Learn – But What if You Can't Build It? Applied Lessons from School of Business' Active Learning Classroom

Chris Dakes

Pete Luksysz

Paul Oliphant

Mark Connolly

Room: Northwoods

Intention, Innovation, and Inclusivity: Designing Effective Writing Assignments to Personalize Learning

Kathleen Daly

Brad Hughes

Esther Hsu Borger

Jeremy Morris

Jeri Barak

Room: Landmark

Teaching on the Boundaries: Active and Interdisciplinary Learning in FIGs

Nathan Phelps

FIG Faculty Members

Room: Agriculture

The Many Faces of Active Learning: A Panel Discussion on the Impacts and Outcomes of Different Models of Active Learning Implemented Across Introductory Biology

Jon Breschak

Dave Abbott

Jean Heitz

Julia Collins

2:30–2:45 P.M.

BREAK

2:45–3:45 P.M.

BREAKOUT SESSIONS

Room: Marquee

Program Learning Assessment
and Course Evaluation (PLACE)
– First Steps Toward Moving
Course Evaluation into the 21st
Century

Mo Bischof
Sharon Kahn
Regina Lowery
Saundra Solum

Room: Agriculture

Teaching Skills to Improve Care
of Self and Other: Empathy
and Well-being

Amy Zelenski
Mariah Quinn
Lisa Grant
Madelyn Weiker

Room: Landmark

Enhancing Learning Experience
Through 3D Printing

Natalie Rudolph
Heidi Ploeg
Duncan Carlsmith
Dee Warmath
Meg Mitchell

Room: Northwoods

Personalized Learning -
Teaching from a Distance Can
Actually Close the Gap

Lalita duPerron
Karen Skibba
Kari Jordahl

Room: Industry

Creating Culture of Peer
Feedback on Teaching on Our
Campus

Sue Wenker
Janet Batzli
Beth Martin
Megan Schmid
Earlise Ward

Room: Fifth Quarter

Tell Me More: Using Story-
telling and Improvisation to
Communicate Science

Joan Jorgensen
Amy Zelenski
Holly Kerby
Norma Saldivar



7:30 A.M.	REGISTRATION OPENS		
Varsity Hall Lobby			
8:30–9:45 A.M.	POSTER SESSION AND BREAKFAST		
Varsity Hall	<i>See appendix for poster titles</i> <i>Breakfast sponsored by The International Division</i>		
9:45–10:00 A.M.	BREAK		
10:00–11:00 A.M.	BREAKOUT SESSIONS		
	Room: Industry Promoting Student Self-Efficacy Amanda Butz Amber Smith Room: Agriculture Finding a Purpose for Blended Learning in a Community-Engaged Capstone Course Randy Stoeker	Room: Landmark Skit-ish about Diversity? Engaging Students in Conversations about Inclusion through Skit Creation Kim Mueller Steven Kelly Yemi Ajagbe Room: Northwoods Creating Effective Instructional Teams Megan Schmid Chris Castro Theresa Pesavento Jenny Higgins	Room: Fifth Quarter Five Tips for Improving Online Discussion Boards Morton Ann Gernsbacher John Martin
POST SYMPOSIUM EVENTS			
11:00 A.M.–2:00 P.M.	Open House: Collaborative Learning Classrooms Meet at Symposium Registration Desk Space Management Staff, Facilities Planning and Management		
11:15 A.M.–12:30 P.M.	Teaching Online at UW-Madison: Resources & Reflections Room: Fifth Quarter, 2nd floor TeachOnline@UW Learning Community Participants and Planning Committee		
11:30 A.M.–1:00 P.M.	Engaging First-Year Students in the Classroom: A Roundtable Discussion Room: Northwoods, 3rd floor Kevin Clarke (Facilitator), Center for the First-Year Experience		

7:30 A.M.

REGISTRATION OPENS

Varsity Hall Lobby

Union South

1308 West Dayton Street

8:00–9:45 A.M.

WELCOME AND KEYNOTE

Varsity Hall

Engage Students, Personalize Learning

Welcome Remarks

Sarah Mangelsdorf, Provost and Vice Chancellor for Academic Affairs

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

KEYNOTE

Varsity Hall

All Skate: Active Learning in the University Classroom

Derek Bruff, Director for the Center for Teaching, Vanderbilt University

How can we make the most of the relatively limited time we have with our students during class? Educational research is clear: engaging students in active learning in the classroom leads to improved learning outcomes over “continuous exposition by the teacher.” But what is active learning? Why does it work? And how can we engage all of our students in active learning during class? In this keynote, we’ll explore teaching strategies, learning principles, and digital technologies for creating active learning environments in our classrooms—and inviting our students into deeper learning.

9:45–10:00 A.M.

BREAK

10:00–11:00 A.M.

BREAKOUT SESSIONS

Room: Landmark, 3rd floor

Personalized Learning in Online Program: A Journey of Instructional Design, Assessment, and Educational Programming

I-Pang Fu, Continuing Studies

Kristine Gruley, Continuing Studies

Ian Muehlenhaus, Geography

“All roads lead to Rome.” There are always multiple ways to learn things. In this session, we will share our story of how to design a new learning ecosystem to enrich students’ learning experience in the Online Professional Master of Science Program in GIS & Web Map Programming. In this interactive session, you are invited to join the journey of multiple design phases to build the personalized learning experience for 100% online students from instructional design, program evaluation and assessment, and community of practices.

We will also utilize the Lightboard videos, infographics, real-time formative assessment tools, and open discussions with reflection to engage participants in a mind-opening way.

Room: Industry, 3rd floor

Classroom Strategies to Positively Influence Student Health

Valerie Donovan, Health Services

Danielle Oakley, Health Services

Claire Berezowitz, Human Ecology

Jennifer Rabas, Health Services

Reonda Washington, Health Services

Students’ most pressing health concerns, including high risk drinking, gender-based violence, isolation, stress, anxiety and depression, influence academic achievement and retention. Attention to these important health issues allows students to thrive within their coursework and as members of the UW–Madison community. This interactive session will explore what we know about students’ mental health and wellbeing, the impact on academic success, and will model best practices for creating a healthy and supportive learning environment. Bring your own experiences. This session was put together with contributions from Margaret Nellis, Emily Borsnitsch, Rodney Horiwaka, and Katherine Loving.

Room: Marquee, 2nd floor

Canvas: The Instructional Experience & Campus Integration

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

Beth Martin, Pharmacy

Dee Warmath, Human Ecology

Matthew Berland, Education

After a successful and informative pilot, the Canvas learning management system (LMS) is being integrated with the student information system, which will enable significantly greater use for the campus community. Hear from Canvas pilot participants as they share their experiences, highlighting useful features, lessons learned and best practices. Also get the latest updates on the Canvas integration process and next steps for moving forward.

Room: Agriculture, 3rd floor

WisCARES: A Hands-on Learning Experience Blending Cultural Humility and Veterinary Medicine

Ruthanne Chun, Veterinary Science

Liddy Alvarez, Medical Sciences

William Gilles, Medical Sciences

WisCARES (Wisconsin Companion Animal Resources, Education and Social Services) is an interprofessional program between the schools of veterinary medicine and social work. This presentation will cover ‘lessons learned’ on the veterinary medical side. Students in years 1–3 of the four-year professional degree program volunteer; opportunities include clinical experience, learning programmatic development, inventory and facility management, and developing cultural humility. Students in year 4 spend time in the WisCARES clinic during their primary care rotation.

Room: Fifth Quarter, 2nd floor

Active Learning in the Academic Writing Classroom

Tracy Iftikar, English as a Second Language

Although students may prefer a rigid set of rules, the borders of academic writing remain rather fluid not just within a discipline, but between disciplines. After a discussion of academic writing conventions, attendees will be engaged in a classroom-based activity that encourages international students to explore the borders of academic writing. Ways in which this activity can be modified to support all students in transforming ideas into effective pieces of writing will be examined.

Room: Northwoods, 3rd floor

Lessons Learned in the College of Engineering about the Myths and Realities of Active Learning

Katherine McMahon, Engineering

Elizabeth Harris, Wendt Commons

Barry Van Veen, Electrical and Computer Engineering

Heidi Ploeg, Mechanical Engineering

Many instructors resist implementing active learning in their classrooms because of all the ways in which they expect it to fail. This workshop will address common myths and misconceptions about active learning, with the aim of helping participants become more confident in their own implementation of active learning.

11:00–11:15 A.M. BREAK

11:15 A.M.–12:15 P.M.

PLENARY

Varsity Hall

Engaging Students in Large Classes

Panel Moderated by Steven Cramer, Vice Provost for Teaching and Learning

Gilbert Nathanson, Chemistry

Michael Morrow, Electrical and Computer Engineering

Lyn Van Swol, Communication Arts

David Zimmerman, English

Join an expert panel of faculty and instructors who will share effective and practical approaches for engaging students in large-enrollment courses.

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.

1:30–2:30 P.M.

BREAKOUT SESSIONS

Room: Industry, 3rd floor

How About a 'Fit Bit' for Learning? Using Learning Analytics for Student Success

Kimberly Arnold, DoIT Academic Technology

Kari Jordahl, DoIT Academic Technology

James McKay, DoIT Academic Technology

Elisa Torres, Nursing

Judith Burstyn, Chemistry

Sharon Thoma, Zoology

Chris Lalande, DoIT Academic Technology

What is learning analytics? How do analytics help instructors improve their teaching practices? How do learning analytics help facilitate personalized learning for students? We'll share an update on the learning analytics pilot, and provide a brief demonstration of the four tools currently available in the Learning Analytics Tool Chest. You will have a chance to see how several instructors are using these tools, as well as explore one tool hands-on during the session.

Room: Fifth Quarter, 2nd floor

Interrupting Systems: Tools and Strategies for Addressing –isms in the Classroom

Robert Brown, Multicultural Student Center

The term "social justice" is being used (and misused) on college campuses more and more these days. What exactly is social justice? What is a socially just classroom? This workshop will allow course instructors to become more aware of their identities and how they intersect with social justice work. This workshop will offer concrete strategies for integrating social justice frameworks into curriculum design, pedagogy, and instructional praxis.

Room: Marquee, 2nd floor

If You Build It, They Will Learn – But What if You Can't Build It? Applied Lessons from School of Business' Active Learning Classroom

Chris Dakes, Business

Pete Lukszys, Business

Paul Oliphant, Business

Mike Connolly, Wisconsin Center for Educational Research and Business

Data from students and faculty who held class in The Wisconsin School of Business' newly designed Collaborative Learning Classroom supports the growing body of evidence that active learning classrooms positively impact student engagement and learning. What can be gleaned from the data and experiences of faculty and students to facilitate the diffusion of active learning innovations for instructors in more traditionally designed classrooms? Please join us to find out.

Room: Northwoods, 3rd floor

Intention, Innovation, and Inclusivity: Designing Effective Writing Assignments to Personalize Learning

Kathleen Daly, Writing Across the Curriculum

Brad Hughes, Writing Across the Curriculum

Esther Hsu Borger, Sociology

Jeremy Morris, Communication Arts

Jeri Barak, Plant Pathology

Too often, writing assignments and activities are "one size fits all" and aren't personalized in ways to engage students in learning. This interactive workshop showcases UW–Madison faculty and teaching assistants from sociology, plant pathology, and communication arts who use innovative writing assignments/activities to create more inclusive learning environments for students in all disciplines. Additionally, staff from Writing Across the Curriculum will offer strategies for designing inclusive writing assignments that personalize learning.

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Room: Landmark, 3rd floor
Teaching on the Boundaries: Active and Interdisciplinary Learning in FIGs

Nathan Phelps, First-Year Interest Groups

FIG Faculty Members

This session will be led by the Director of the First-Year Interest Groups (FIGs) program with the assistance of experienced FIG faculty members. The FIGs Program uses curricular design to facilitate deep thinking at the boundaries between disciplines. Presenters will model some of the integrative learning activities FIG instructors use to teach at these intersections. Through their active participation, attendees will have the opportunity to consider how these strategies might be usefully deployed in their own teaching.

Room: Agriculture, 3rd floor
The Many Faces of Active Learning: A Panel Discussion on the Impacts and Outcomes of Different Models of Active Learning Implemented Across Introductory Biology

Jon Breschak, Zoology

Dave Abbott, Obstetrics and Gynecology

Jean Heitz, Zoology

Julia Collins, Zoology

For several semesters Introductory Biology has tried two very different models of active learning: one case study based, the other increasing short duration active learning activities. Our data and experience suggest using a nuanced approach to assessing cost/benefits. A panel of instructors, coordinators, and students across both models will share experiences and data, highlighting challenges in both models to using active learning for improving student performance, including unforeseen impacts on faculty and staff during implementation.

2:30–2:45 P.M. BREAK
2:45–3:45 P.M.
BREAKOUT SESSIONS
Room: Marquee, 2nd floor
Program Learning Assessment and Course Evaluation (PLACE) – First Steps Toward Moving Course Evaluation into the 21st Century

Mo Bischof, Provost Office

Sharon Kahn, Geography

Regina Lowery, Provost Office

Sandra Solum, DoIT Academic Technology

Why are we still using paper and pencil for “course evaluations”? Let’s utilize new technology to capture student feedback for courses, saving both time and resources. Participants will learn about PLACE, a campus initiative to expand and support online resources for academic departments and programs interested in assessing student learning at the course and program levels. Participants will also hear how one department has used the tool over several semesters, and how it has streamlined data collection and reporting. Join us to learn more about the suite of student learning assessment and feedback tools in PLACE!

Room: Agriculture, 3rd floor
Teaching Skills to Improve Care of Self and Other

Amy Zelenski, Medicine

Mariah Quinn, Medicine

Lisa Grant, Medicine

Madelyn Weiker, Medicine

Evidence suggests that empathy is declining in the general population. Empathy comprises internal and external components. The literature suggests that empathy and personal distress are bidirectionally related. We describe the current literature and a curriculum to improve empathy skills. Additionally, in working with a group of medical trainees, we augment their ability to cope with difficult professional experiences and enhance their sense of identity, through a foundation of skills and a discussion of lessons learned.

Room: Landmark, 3rd floor
Enhancing Learning Through 3D Printing

Natalie Rudolph, Engineering

Heidi Ploeg, Mechanical Engineering

Duncan Carlsmith, Physics

Dee Warmath, Human Ecology

Meg Mitchell, Art

3D printing enables rapid prototyping in STEM and creative fields and has broad implications for economic development and even social justice. This session will introduce applications of the technology in education and research to a wide range of educators. A panel discussion will begin with an introductory presentation of 3D printing research and resources on campus followed by two presentations describing experience with the use of 3D printers in coursework. The panel will then be open for discussion with some guided questions for the panelists and for the audience provided.

Room: Northwoods, 3rd floor
Personalized Learning - Teaching from a Distance Can Actually Close the Gap

Lalita duPerron, Asian Studies

Karen Skibba, Continuing Studies

Kari Jordahl, DoIT Academic Technology

How can teaching online provide a personalized learning experience? How can an online course incorporate active learning? How does using technology facilitate a rich, personal learning experience and increase inclusive discussions among learners? Participants will have an opportunity to discuss these questions while exploring strategies and activities used in a successful online course. Strategies and activities will be shared (from the TeachOnline@UW program) that can be implemented in your online or blended course.



Room: Industry, 3rd floor

Creating a Culture of Peer Feedback on Teaching on Our Campus

Sue Wenker, Physical Therapy

Janet Batzli, Biology Core Curriculum

Beth Martin, Pharmacy

Megan Schmid, Madison Teaching and Learning Excellence

Earlise Ward, Nursing

Teaching is often practiced as a solitary craft, yet we know that peer collaboration and feedback is effective for professional development. Peer Feedback on Teaching (PFoT) can help improve teaching and learning, and foster a sense of community on our large campus. UW Teaching Academy has begun a program to pair instructors with Teaching Academy fellows as 'mentor/colleagues' in classroom observations, formative feedback, and in dialogue around fostering a positive culture of PFoT across campus.

Room: Fifth Quarter, 2nd floor

Tell Me More: Using Storytelling and Improvisation to Communicate Science

Joan Jorgensen, Veterinary Medicine

Amy Zelenski, Medicine

Holly Kerby, Continuing Studies

Norma Saldivar, Arts Institute

The success of our research, teaching, and learning ultimately depends on our ability to communicate knowledge and experience to others. The Communicating Science working group has developed training sessions that teach faculty and students effective ways to do this. The first uses an innovation adaptation of story structure to guide the creation of compelling and accessible presentations. The second uses improvisational techniques to enhance engagement and delivery of content. Come learn for yourself!

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 International Division

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 thirty 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: Industry, 3rd floor

Promoting Student Self-Efficacy

Amanda Butz, Medicine

Amber Smith, WISCIENCE

Self-efficacy, or the belief one has in his or her capability to complete a given task, is a powerful predictor of achievement and persistence. This session will introduce the concept of self-efficacy to instructors and mentors and provide strategies to support students' efficacy beliefs. Participants in this interactive session will define self-efficacy and its four sources, articulate their role in fostering self-efficacy, identify signs of self-efficacy, and practice strategies for building self-efficacy.

Room: Agriculture, 3rd floor

Finding A Purpose for Blended Learning in a Community-Engaged Capstone Course

Randy Stoecker, Sociology

This presentation will engage participants in a discussion of the different purposes of blended learning, service learning, and capstone courses. I will then use my fall 2015 capstone course as a case study to show how I changed the use of blended learning as I realized its actual value, which was quite different than what I originally intended. I will show how I was able to integrate the three approaches.



Room: Landmark, 3rd floor**Skit-ish about Diversity? Engaging Students in Conversations about Inclusion through Skit Creation****Kim Mueller**, Business**Steven Kelly**, Business**Yemi Ajagbe**, Business

In an effort to learn more about inclusive classroom strategies, Compass Facilitators read Maura Cullen's book "35 Dumb Things Well-Intentioned People Say" and were tasked to teach each other one of Cullen's 10 Core Concepts. This year, the facilitators opted to use skits as their teaching tool. Join us to view their skits, hear about Facilitators' experiences and the impact of teaching and learning through this interactive and engaging method, and create your own skit!

Room: Northwoods, 3rd floor**Creating Effective Instructional Teams****Megan Schmid**, Madison Teaching and Learning Excellence**Chris Castro**, Madison Teaching and Learning Excellence**Theresa Pesavento**, Learning Support Services**Jenny Higgins**, Gender & Women's Studies

Effective teaching teams can help support student learning, increase instructor efficiency, and lead to a positive climate. Clear expectations, role clarity, communication, and more can go a long way to support effective relationships between instructors and TAs. In this session, we will share a number of strategies to develop effective instructional teams and invite session participants to share their own experiences and examples. Participants will leave with new or revised strategies they can implement in their own instructional teams.

Room: Fifth Quarter, 2nd floor**Five Tips for Improving Online Discussion Boards****Morton Ann Gernsbacher**, Psychology**John Martin**, DoIT Academic Technology

Online discussion boards are increasingly becoming a staple of both in-person and online courses. Over the past 15 years, I've used online discussion boards in classes with as few as 6 and as many as 130 students. I've hosted nearly 50,000 online discussion forums, and I've observed scores of other instructors' online discussion. In this session, I will share five tips and session participants will receive hands-on practice to improve their own online discussion boards.

11:00 AM**SYMPOSIUM ADJOURNS****POST SYMPOSIUM EVENTS****11:00 A.M.–2:00 P.M.****Location: Starts at Symposium Registration Desk, Varsity Hall Lobby****Open House: Collaborative Learning Classrooms****Space Management Staff**, Facilities Planning & Management

Facilities Planning & Management is proud to showcase several new classroom renovations. You are invited to tour our latest Collaborative Learning Classrooms. Experience the pod classroom design that promotes flexible student group interaction and cooperation. Envision how these new room designs can improve both teaching and learning. An innovative lecture hall renovation promotes large-scale viewing while allowing students to easily engage each other. Classroom Media Support staff will be on hand to demonstrate the new technology and answer questions. Bring your laptops and try the new media yourself!

The group will walk together to the Educational Sciences building and tour collaborative learning classroom 212 and lecture hall 204. Drop-ins at locations are also welcome.

11:15 A.M.–12:30 P.M.**Room: Fifth Quarter, 2nd floor****Teaching Online at UW–Madison: Resources & Reflections****TeachOnline@UW Learning Community Participants and Planning Committee**

Are you interested in online teaching and learning? Join us at this special post-symposium session to hear reflections from instructors who have spent the past academic year focused on exploring best practices for designing and teaching online courses (while they participated as online students). Also learn about many useful resources that are available — including a new website devoted to online course design and teaching. This is a great opportunity to discuss online teaching and learning with experienced instructors and support staff.

This special event is sponsored by *TeachOnline@UW*, an experiential learning community where participants explored research-based best practices for online course design and teaching.

11:30 A.M.–1:00 P.M.**Room: Northwoods, 3rd floor****Engaging First-Year Students in the Classroom: A Roundtable Discussion****Kevin Clarke (Facilitator)**, Center for the First-Year Experience

If you teach or work with first year students, please join us to discuss the challenges, successes, and strategies for engaging first-year students in the classroom. We will address common issues, share best practices, and consider strategies and resources to support faculty who work with new students. Lunch will be provided.

8:30–9:45 A.M.

POSTER SESSION AND BREAKFAST

Varsity Hall

See program supplement for poster abstracts

Academic Programs Blended Orientation Improves Student Outcomes at the School of Nursing

George Jura, Karen Mittelstadt, Tim Piatt, and Mary Russell, Nursing

All Hands on Deck for Success: An Online Orientation Project at the University of Wisconsin–Madison

Keri Johnson, Steve Boldt, and Haley Kerkhoff, Continuing Studies

Are We Teaching What and How We Think We Are? A School-Wide Process for Mapping Content and Assessment of Business Analytics

Chris Dakes, Business; Bob Batt, Operations; David Brown, Finance; Emily Griffith and Ann O'Brien, Accounting; Paul Hoban, Marketing; Arif Qureshi, Real Estate; Peng Shi, Actuarial Sciences and Risk Management & Insurance; Ann Terlaak, Management and Human Resources

Building a Pyramid of Influence: How One's Personal Wellness Philosophy Impacts Healthcare

Kristine M. (Kristi) Hallisy, Orthopedics & Rehabilitation; Shannon Kuntsman, Physical Therapy

Building a University-Community Space: UW South Madison Partnership

Margaret Nellis, Human Ecology and University Health Services; Julissa Ventura, UW Community Relations and Morgridge Center for Public Service

Campus-Wide Educational Innovation (EI) Initiative

Caitlin O'Brien and Mo Bischof, Office of the Provost

"Coffee Break": A Simple Yet Powerful Method to Inspire Students' Interest in Introductory Lectures that Even Assistant Professors Can Adapt

Hiroshi A. Maeda, Botany

Collaborative Learning in Chemistry 109

Mark Bollom, Kristopher Kennedy, and Lucas Oxtoby, Undergraduate Researcher; Martina Rau, Educational Psychology; John Moore, Chemistry; Sally Wu, Graduate Researcher

Development of Curriculum for Training Latin@ Mental Health Service Providers

Mary Duenas, Alyssa M. Ramirez Stege, Ivan Cabrera, and Stephen Quintana, Counseling Psychology

Earth Partnership: Service-Learning through Ecological Restoration

Cheryl Bauer-Armstrong, Stephen Laubach, Maria Moreno, and Claire Shaller Bjork, Arboretum

Engaging International Students in A Wisconsin Experience: A Newly Designed CP125 with Blended Learning

Tetyana Schneider and Samantha McCabe, International Student Services

Equity-Minded High-Impact Practices for Student Success

Susan Nossal, Physics; Maya Holtzman, Miguel Hernandez Ochoa and Shilvio Linton, McNair Scholars; Hazel Symonette, Division of Student Life; Jean Heitz, Zoology; Christian Hernandez, Chris Moore, and Akire Trestrail, Physics Learning Center; Jose Madera, Center for Academic Excellence; Akilah Mason and Mulki Nur, Office of Human Resources; Sheltreese McCoy, Multicultural Student Center; Lillian Tong, WISCIENCE

Exploring the Impact of Undergraduate and Instructor Relationships on Ideas About Student Learning and Engagement in Exploring Biology

Christine Fabian, Wisconsin Center for Education Research; Caroline Jakuba Wienhold and Janet Branchaw, WISCIENCE

The Feedback Booth: A Novel Intervention to Improve Surgical Educators' Teaching Effectiveness

Sarah Sullivan, Elizabeth Bingman, Elizabeth Huffman, and Ann O'Rourke, Surgery

Flexible Learning Spaces: Collaborative Learning Classrooms

Space Management Staff, Facilities Planning and Management

Introducing UW-TEACH: Teaching, Exploration and Collaboration Habitat

Jamie Henke, Continuing Studies; Beth Martin, Pharmacy; Adrian Treves, Environmental Studies

The La Follette School of Public Affairs: Experiential Learning in the Policy Arena

Mary Treleven, La Follette School of Public Affairs

Learning Analytics Tools

Kimberly Arnold, Kari Jordahl, James McKay, and Chris Lalande, DoIT Academic Technology

Learning by Teaching: Experiences in the Library & Information Literacy Instruction Practicum

Katlyn Griffin and Kayleen Jones, Library and Information Studies

Lecture-Tutorials: Incorporating Active Learning into Traditionally Lecture-Based Courses

Dallas Wulf, Physics

Mindset and Empathy in Medical Education

Madelyn Weiker, Amy Zelenski, and Mariah Quinn, Internal Medicine

A Modular Curriculum on Teamwork and Quality Improvement for Early Medical Students: A Novel Approach to Teaching in a Longitudinal Ambulatory Clinical Preceptorship

Kenneth MacMillan and James E. Davis, School of Medicine and Public Health

The Peer Learning Association and the Learning by Teaching Model

Jean Heitz, Zoology

Personalized FIG Learning about Contemporary Pharmacy Practice

Denise L. Walbrandt Pigarelli, Amy Zwaska, and Michael Pitterle, Pharmacy

Piloting Virtual Surgical Patient Cases with 3rd Year Med Students During the Surgery Rotation

Sarah Sullivan, Elizabeth Bingman, Ann O'Rourke, and Carla Pugh, Surgery



Rural Medicine: Wisconsin's Communities of Practice

Kim Bruksch and Byron Crouse, Medicine

Sift & Winnow: Engaging Students with Active Learning

Eliot Finkelstein, Trisha Prosis, Miguel Ruiz, and Sheila Stoeckel, Libraries; Mark Neufeld, DoIT Academic Technology

Students Face Off in Face to Face, Blended, and Online Course Delivery Methods

Jamie Henke, Continuing Studies/School of Music; Karen Skibba, Continuing Studies

University of Wisconsin-Madison Science Narratives

Terry Ross, Continuing Studies and Educational Innovation

UW-Madison's Plan for Assessing Student Learning: Promoting Collaboration

Mo Bischof and Regina A. Lowery, Office of the Provost

Using Mindfulness as a Teaching Tool to Facilitate Learning for First Year Students in the English 100 Classroom

Brittany Williams, Linguistics

When Doing Right May Not Be Enough: Doubling Active Learning Activities and Unexpected Outcomes

Jon Breschak, Jean Heitz, and Julia Collins, Zoology; David Abbott, Obstetrics and Gynecology

Wisconsin Institute for Science Education & Community Engagement

Christopher Trimby, Amber Smith, Jerry Whitmore, Jr., and Amy Bethel, WISCIENCE

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 17-18, 2017
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 2016 Diversity Forum will take place on November 1, 2016 at Union South.
<https://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.
<https://edinnovation.wisc.edu/>
- The Go Big Read UW–Madison Common Reading Program has thousands of people reading, talking and sharing their reactions and opinions. The 2016-17 Book is *Evicted* by alumn Matthew Desmond. Visit the website for information on integrating the book into your course, to join the conversation and for updates on events.
<https://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.
<https://teachingacademy.wisc.edu/events/>
- 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 19th annual Undergraduate Symposium will take place on April 13, 2017 at Union South.
<https://ugradsymposium.wisc.edu/>

WELCOME TO THE 2016 TEACHING & LEARNING SYMPOSIUM AT THE UNIVERSITY OF WISCONSIN–MADISON!

The 2016 Teaching and Learning Symposium theme is “Engage Students, Personalize Learning.” 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. I am very pleased with the array of topics, ideas, approaches, and resources that will be presented throughout the program. I 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 2016 Teaching and Learning Symposium to take place:

Office of the Provost; Center for the First-Year Experience; College of Engineering; Delta Program in Research, Teaching and Learning; The International Division; Division of Continuing Studies; Division of Information Technology - Academic Technology; First-Year Interest Groups; UW–Madison Libraries; Madison Teaching and Learning Excellence; Morgridge Center for Public Service; Office of Professional Development and Engagement, Graduate School; Office of Talent Management; Teaching Academy; University Marketing; University Health Services; Wisconsin Center for Educational Research; and WISCIENCE- Institute for Biology Education.

This year’s planning committee includes:

Janet M. Batzli, Steven Cramer (co-chair), Kari Fernholz, Lynn Freeman, Deb Helman, Linda Jorn, Brian McNurlen, Torsheika Maddox, Margaret Nellis, Mo Noonan Bischof, John P. Puccinelli, Katie Robiadek, Kari Schrage, Megan Schmid, Deb Shapiro and Sheila Stoeckel (co-chair)

Thanks for joining us! On Wisconsin!

Steven Cramer

Vice Provost for Teaching and Learning, Civil and Environmental Engineering

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



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