

2017 ANNUAL TEACHING & LEARNING SYMPOSIUM SCHEDULE
WEDNESDAY, MAY 17

Teaching the Wisconsin Experience



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

7:30 A.M. REGISTRATION OPENS

Varsity Hall

8:00–9:45 A.M. WELCOME AND KEYNOTE

Varsity Hall

Teaching the Wisconsin Experience
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



The Wisconsin Experience: It's Not Just for Students

Patricia Devine, UW–Madison Kenneth and Mamie Clark Professor of Psychology, Department of Psychology

9:45–10:00 A.M. BREAK

10:00–11:00 A.M. BREAKOUT SESSIONS

Room: Fifth Quarter

Mentoring, Movement, & Mindfulness

Stephanie House

Room: Agriculture

Getting on the Same Page: Learning Outcomes in Service Learning

Jessica Teslaa

Janet Branchaw

Mo Bischof

Kathy Cramer

Room: Northwoods

Incorporating Active Learning into Your Classrooms: Let's Start Today

Michelle Harris

Elaine Alarid

Paul Bethke

Isabelle Girard

Anne Griep

Stephen Johnson

Amy Mose

Room: Marquee

Why Are Pizza Boxes Square Instead of Round? "Inverted Cognition" as a Way to Learning through Curiosity, Inquiry, and Empathy

Evan Polman

Chris Dakes

Room: Landmark

Creating and Sustaining Positive Learning Environments through Shared Values Clarification

Christian Castro

Megan Schmid

Erica Simmons

Marianne Fairbanks

Room: Industry

Putting Students in the Driver's Seat: Inquiry-Based Learning

Amy Stickford Becker

Melissa Stiles

Eileen Cowan

Beth Altschafle

Elaine Pelley

11:00–11:15 A.M. BREAK

11:15 A.M.–12:15 P.M. BREAKOUT SESSIONS

Room: Agriculture

Preparing Students for
Community Engagement
in Diverse Settings

Elizabeth Tryon
Haley Madden
Carolina Sarmiento
Margaret Nellis

Room: Marquee

Using PressBooks to Make
Open Educational Resources

Amanda Larson
Steel Wagstaff

Room: Industry

A Holistic Approach to Advising
in Liberal Arts Education:
Teaching Students to Know
What They are Learning.

Ricardo Court
Amy Gangl
Eunsook Jung

Room: Northwoods

Are My Students in the Zone?
The Mystery of Flow Experience
in Online Programs

I-Pang Fu
Ian Muehlenhaus

Room: Fifth Quarter

Establishing an Analytical
Scaffold to Prepare Students
for Intuitive Clinical Problem
Solving: An Evolving Exercise

Kristen Friedrichs
Linda Sullivan

Room: Landmark

Addressing Active Learning
and Asymmetrical Learning
Outcomes: Using Scientific
Teaching Methods to Couple
Diversity and Equity Sensi-
bilities with Active Learning
Interventions

Jon Breschak
Joshua Pultorak
Althea Miller
David Abbot

12:15–1:15 P.M. LUNCH AND NETWORKING

Varsity Hall

Sponsored by the UW–Madison Teaching Academy

**1:00–3:30 P.M. FIELD TRIP FOR TEACHING AND LEARNING
IN THE LAKESHORE NATURE PRESERVE**

Preregister at the Symposium Registration Desk

Meet at Symposium Registration Desk

The Essential Wisconsin Experience

Janet Batzli
Margaret Nellis
Sissel Schroeder
Adrian Treves
Laura Wyatt

1:15–2:15 P.M. BREAKOUT SESSIONS

Room: Industry

Playing in the Sandbox: Using Improv to Teach Communication across Professions

Amy Zelenski
 Mariah Quinn
 Liz Collins
 Julia Yates

Room: Fifth Quarter

Discover PD: A Thematic Framework for Creating Effective Professional Development Programs for Graduate Students

Alyssa Ewer
 Jessica Maher
 Christopher Trimby

Room: Landmark

Leveraging Partnership and Backward Design to Create a Data Management Curriculum: A Collaboration between Bio-core and RDS

Cameron Cook
 Michelle Harris

Room: Marquee

Talking About Race on a Predominately White Campus

Molly Kring
 Nima Cheraghi

Room: Agriculture

Use of Technology to Promote Provision of Feedback across Multiple Evaluators

Amanda Margolis
 Michael Pitterle
 Denise Pigarelli

Room: Northwoods

Redesigning for Active Learning in High-enrollment Courses (REACH)

Steven Cramer
 Sarah Miller
 Kris Olds
 Shirin Malekpour
 Edwin (Ned) Sibert

2:15–2:30 P.M. BREAK

2:30–3:30 P.M. BREAKOUT SESSIONS

Room: Marquee

Engaged Pedagogy: An Assessment Framework to Engage in Learning

Jeffrey Russell
 Mary Thompson
 Wayne Pferdehirt
 I-Pang Fu

Room: Industry

Getting on the Same Page: Learning Outcomes in Undergraduate Research

Amber Smith
 Janet Branchaw
 Amy Sloane
 Mo Bischof

Room: Fifth Quarter

Building Students' Culturally Relevant Practice: Bridging Social Justice and Nursing Curricula

Mel Freitag
 Tasha Crooks

Room: Northwoods

Innovative Writing Assignments across the Wisconsin Experience

Brad Hughes
 Kathleen Daly
 Yoshika Herrera
 Lisa Bratzke
 Jennifer Gaddis
 John Yin

Room: Agriculture

Empowering Student Awareness and Self-Regulation through a Quantified Self Tool

Kimberly Arnold
 James Mckay
 Miguel Garcia-Gosalvez

Room: Landmark

Bringing the Wisconsin Experience to Life

Lori Berquam

3:30–5:00 P.M. POSTER SESSION AND NETWORKING RECEPTION

*Concluding remarks by **Richard Keller**, International Division*

Varsity Hall

See appendix for poster titles

Sponsored by The International Division

5:00 P.M. SYMPOSIUM CONCLUDES



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
Teaching the Wisconsin Experience
Welcome Remarks

Sarah Mangelsdorf, Provost and Vice
 Chancellor for Academic Affairs

Steven Cramer, Vice Provost for Teaching
 and Learning and Professor, Civil and Environ-
 mental Engineering

KEYNOTE

Varsity Hall

**The Wisconsin Experience: It's Not
 Just for Students**

Patricia Devine, UW–Madison Kenneth
 and Mamie Clark Professor of Psychology,
 Department of Psychology

The Wisconsin Experience, as an extension of the Wisconsin Idea, is a cherished set of principles that guide the type of educational experiences we try to create for students and the qualities we hope to inspire in students that enable them to be successful post-graduation. Though the Wisconsin Experience is typically thought of as the province of students, I will argue that we can be more effective in cultivating student development by thinking about the Wisconsin Experience more broadly to be inclusive of all campus community members who interface with students. In developing this idea, I will share some of my experiences with students and my own journey in discovering the importance of creating my personal Wisconsin Experience. In so doing, I will share how this has enriched my scholarship and, in turn my ability to be effective in creating opportunities to facilitate the Wisconsin Experience for my students. In focusing perhaps too narrowly on the Wisconsin Experience as it applies to students, we may be missing key ways we can both benefit from and contribute to the Wisconsin Experience.

9:45–10:00 A.M.

BREAK

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

Room: Fifth Quarter, 2nd Floor
Mentoring, Movement, & Mindfulness

Stephanie House, Clinical & Translational
 Research

Explore what it means to be an effective mentor and mentee as you learn to lead and follow salsa. While learning the foundations of the dance, participants will discuss how they can create better foundations for their mentoring relationships. Topics will include improving personal and cultural awareness, combating implicit bias, building confidence, and active listening. Implications for teaching will be considered. We'll start from the very basics; no dance experience necessary.

Room: Agriculture, 3rd Floor
**Getting on the Same Page: Learning
 Outcomes in Service Learning**

Jessica Teslaa, WISCIENCE

Janet Branchaw, WISCIENCE

Mo Bischof, Office of the Provost

Kathy Cramer, Morgridge Center

Service learning courses are a powerful way for students to learn and apply discipline-specific content. Service learning experiences also promote an array of equally important, discipline-bridging student outcomes that include civic, diversity, intercultural, and personal growth. If you use community-engaged teaching practices in your course, we want your input on designing a campus framework to support and capture learning outcomes from this powerful teaching strategy.

Room: Northwoods, 3rd Floor
**Incorporating Active Learning into
 Your Classrooms: Let's Start Today**

Michelle Harris, Biocore

Elaine Alarid, Oncology

Paul Bethke, Horticulture

Isabelle Girard, Office of the Vice Chancellor
 for Research and Graduate Education

Anne Griep, Biology

Stephen Johnson, Veterinary Medicine

Amy Mose, Human Oncology

Active learning helps students achieve higher order competencies championed by the Wisconsin Experience. Active learning

approaches, however, present challenges for instructors: there is less time to “cover” content, and students exert some control over the learning process. Instructors often ask, “Is it worth it?” We are expert researchers who team teach in the cross-college Biocore honors program. We have transformed our classrooms from a lecture-dominated format into active environments where students practice critical thinking, discernment of reliable information, and collaborative group work. We will share our successes and challenges, and guide participants as they devise an active learning lesson.

Room: Marquee, 2nd Floor
**Why Are Pizza Boxes Square Instead of
 Round? “Inverted Cognition” as a Way
 to Learning through Curiosity, Inquiry,
 and Empathy**

Evan Polman, Business

Chris Dakes, Business

To help students learn and clarify what they know, what if they focus on asking questions instead of providing answers? Inverted Cognition, an innovative teaching approach inspired by research on creativity and curiosity, illustrates how a different mindset emerges when learners generate questions rather than answers. Richer solutions, deeper interest, and empathy for others are made possible when learners invert from solving their own problems to imagining someone else's. How might this work for you?

Room: Landmark, 3rd Floor
**Creating and Sustaining Positive
 Learning Environments through Shared
 Values Clarification**

Christian Castro, Madison Teaching and
 Learning Excellence

Megan Schmid, Madison Teaching and
 Learning Excellence

Erica Simmons, Political Science

Marianne Fairbanks, Design Studies

Values clarification engages instructors and students reflectively in identifying what they value in a learning environment and the personal significance of these values. The process supports the creation and nourishment of positive learning environments that, according to research, bolster student achievement and classroom inclusivity. In this session, participants will engage in values clarification, generate ideas to elicit and understand what their students value in the learning environment, and explore strategies for co-creating communal classroom values.

Room: Industry, 3rd Floor

Putting Students in the Driver's Seat: Inquiry-Based Learning

Amy Stickford Becker, School of Medicine and Public Health

Melissa Stiles, Medicine

Eileen Cowan, Pediatrics

Beth Altschafle, Neuroscience

Elaine Pelley, Medicine

Medical students in UWSMPH's new ForWard Curriculum participate in a longitudinal series of small group case-based learning activities called Patient Centered Education (PaCE) Cases. PaCE Cases are student-directed and inquiry-based. Participants in this session will be introduced to the inquiry-based learning environment by taking part in a PaCE Case. This will be a fun and engaging opportunity to put yourself in the shoes of a student, learning new information through the process of inquiry.

11:00–11:15 A.M.

BREAK

11:15 A.M.–12:15 P.M.

BREAKOUT SESSIONS

Room: Agriculture, 3rd Floor

Preparing Students for Community Engagement in Diverse Settings

Elizabeth Tryon, Morgridge Center

Haley Madden, Morgridge Center

Carolina Sarmiento, Civil Society & Community Studies

Margaret Nellis, University Health Services & Human Ecology

Participants will learn how to prepare students for all types of community engagement or research in diverse settings, and build trust relationships with community organizations, by uncovering and neutralizing power dynamics to co-create the authentic engagement that leads to better learning outcomes. Attendees will explore different strategies for helping students understand social identity and interact with community members in a culturally sensitive and empathetic way, and then practice using activities and tools for the classroom.

Room: Marquee, 2nd Floor

Using PressBooks to Make Open Educational Resources

Amanda Larson, L&S Learning Support Services

Steel Wagstaff, L&S Learning Support Services

The session will describe the current state of Open Educational Resource (OER) Development at Learning Support Services and showcase a few examples of open textbooks created in the past year by UW–Madison faculty and staff. The presentation will include hands-on exploration of existing texts and a brief introduction to Pressbooks, an open-source authoring tool. Our objective is to help attendees learn how they can use Pressbooks to adopt, adapt, and create OER for their UW courses.

Room: Industry, 3rd Floor

A Holistic Approach to Advising in Liberal Arts Education: Teaching students to Know What they are Learning

Ricardo Court, Political Science

Amy Gangl, Political Science

Eunsook Jung, Political Science

Advising can enhance students' learning and intellectual confidence. Advising is essential, however, due to an unbalanced emphasis between knowledge and the acquisition of so-called "transferable skills," advising has become a requirement-fulfilling practice. This undermines the potential of advising in improving both teaching and learning. How can advising be integrated into liberal arts education and how can students better value their education, especially general education and breadth requirements?

Room: Northwoods, 3rd Floor

Are My Students in the Zone? The Mystery of Flow Experience in Online Programs

I-Pang Fu, Continuing Studies

Ian Muehlenhaus, Geography

It is always challenging to assess how motivated students are as well as how much they are actually enjoying their learning experience in the online environment because we can only rely on limited information provided by course evaluations. In Fall 2016, GISWMP program began collecting data from students to understand more about their online learning experience. In this session, we will share our findings. Come join us in the journey to online happiness!

Room: Fifth Quarter, 2nd Floor

Establishing an Analytical Scaffold to Prepare Students for Intuitive Clinical Problem Solving: An Evolving Exercise

Kristen Friedrichs, Veterinary Medicine

Linda Sullivan, Veterinary Medicine

Active Integrated Learning (AIL) was developed to explore clinical problem-solving with pre-clinical veterinary medical students. Focusing on the application of new knowledge and the practice of an unfamiliar process, this course is rich with opportunity and rife with obstacles. Using a clinical problem, this presentation will demonstrate how AIL provides students with a framework for analytical problem-solving to enhance their confidence in diagnosing and communicating a diversity of clinical problems.

Room: Landmark, 3rd Floor

Addressing Active Learning and Asymmetrical Learning Outcomes: Using Scientific Teaching Methods to Couple Diversity and Equity Sensibilities with Active Learning Interventions

Jon Breschak, Zoology

Joshua Pultorak, Zoology

Althea Miller, Zoology

David Abbot, Gynecology and Obstetrics

In this session we will examine our course intervention evolution to date and share the overall results of the interventions on student success (5.2 and 3.7% increases across exam and section grades respectively). Small groups will discuss how to parse out effectiveness of the different interventions. Key questions to address include: What other measures would participants suggest for us or for their own courses? What questions do they still have about our interventions? How would they suggest refining either the measures we took or the analyses we did? How can this inform other courses?

12:15–1:15 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 lunch and join a table.

Please note: if you didn't pre-register for the luncheon and would like to attend inquire at the Symposium registration desk about availability.

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1:00–3:30 P.M.

Field trip for Teaching and Learning in the Lakeshore Nature Preserve—The Essential Wisconsin Experience

Meet at Symposium Registration Desk

Janet Batzli, Biocore

Margaret Nellis, University Health Service & Human Ecology

Sissel Schroeder, Anthropology

Adrian Treves, Wildlife Ecology

Laura Wyatt, Lakeshore Nature Preserve

Discover teaching and learning opportunities right outside your door and in close proximity in the Lakeshore Nature Preserve. In this 2.5 hour field trip, we will share approaches and ideas for use of the Preserve as your outdoor classroom that will engage students across disciplines and with varying modalities. Starting with a short bus ride from Union South, participants will get familiar with the extent of the Preserve and examples of teaching & learning with a focus on the Wisconsin Experience and the Preserve as the quintessential context for UW–Madison place-based learning. The field trip will include two stops and a short hike (weather permitting), and will feature three activities with faculty/staff instructors who use the Preserve as their classroom, and as a venue for outreach and undergraduate research. We will also describe learning goals, assessments, practical issues and logistical approaches including transportation and accessibility.

1:15–2:15 P.M.

BREAKOUT SESSIONS

Room: Industry, 3rd Floor
Playing in the Sandbox: Using Improv to Teach Communication across Professions

Amy Zelenski, Medicine

Mariah Quinn, Medicine

Liz Collins, Nursing

Julia Yates, Family Medicine and Community Health

We learn to speak the language of our discipline—MD, RN, PhD, Pharmacy, etc. Improv takes us out of those words/familiarities and we have to watch and listen. In so doing, we realize our shared goals. Improv also puts us on an even playing field with laughter. We use improv to teach collaborative communication skills and have fun doing it! This session is an experiential exploration of these techniques, which have broad applicability.

Room: Fifth Quarter, 2nd Floor
DiscoverPD: A Thematic Framework for Creating Effective Professional Development Programs for Graduate Students

Alyssa Ewer, Graduate School

Jessica Maher, Delta Program in Research, Teaching, and Learning

Christopher Trimby, WISCIENCE

DiscoverPD (my.grad.wisc.edu/DiscoverPD) is a tool for graduate students designed to help them assess their professional development needs, identify campus resources to address them, and craft an Individual Development Plan. The facets and resource inventory in DiscoverPD cross nine themes. Participants will map the goals of their emerging or ongoing professional development programs to DiscoverPD. Alignment to the framework and its inventory will aid graduate students and advisors in identifying appropriate resources to support students' needs.

Room: Landmark, 3rd Floor
Leveraging Partnership and Backward Design to Create a Data Management Curriculum: A Collaboration between Biocore and RDS

Cameron Cook, UW–Madison Libraries

Michelle Harris, Biocore

Undergraduates practice critical thinking through collection, management, sharing

and communication of large and diverse data sets. We will describe how Research Data Services and the Biocore honors biology program partnered to introduce data management planning (DMP) as an undergraduate research skill and how we are using student survey data to assess impacts. Session attendees will use backward design to begin planning their own incorporation of DMP and data information literacy concepts into their classes.

Room: Marquee, 2nd Floor
Talking About Race on a Predominately White Campus

Molly Kring, Counselling Psychology & Our Wisconsin

Nima Cheraghi, Our Wisconsin

This fall, UW–Madison piloted the Our Wisconsin program for approximately 1,000 first-year students. This effort facilitated dialogue about diversity and inclusion through a series of workshops in residence halls. Mixed methods research on participant and facilitator experiences has illuminated key themes and observations from these pilot program dialogues that can inform strategies for talking about race on a predominantly white campus. This session aims to help participants gain a greater knowledge and understanding of the theory and research behind inter-group dialogues on race, develop practical skills for facilitating such dialogues in the classroom, and participate in an Our Wisconsin activity on worldview and social location that can be adapted for various educational settings.

Room: Agriculture, 3rd Floor
Use of Technology to Promote Provision of Feedback across Multiple Evaluators

Amanda Margolis, Pharmacy

Michael Pitterle, Pharmacy

Denise Pigarelli, Pharmacy

This session will describe the development of an online rubric to improve feedback among more than 50 evaluators throughout Wisconsin who currently evaluate an assignment for pharmacy students. Transitioning the rubric to an online tool has increased evaluator-to-student communication, which may facilitate student learning. Rubric analytics will allow further tool assessment to promote evaluation consistency.

Room: Northwoods, 3rd Floor
Redesigning for Active Learning in High-enrollment Courses (REACH)

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

Sarah Miller, DoIT Academic Technology

Kris Olds, Geography

Shirin Malekpour, Math

Edwin (Ned) Sibert, Chemistry

The campus REACH Initiative is transforming large, introductory, lecture-based courses into more active and inclusive learning environments to improve learning and inspire greater student responsibility. This exciting change effort impacts nearly 9,000 undergraduate students each semester and includes twelve courses involving six departments across three schools/colleges, 30–40 faculty and staff, and more than 100 teaching assistants.

In this session, the REACH leads and instructors will discuss what changes are being made to the course structures, as well as curriculum and teaching practices. We will outline the practical strategies and plans that are in place and share what we're learning and what's been surprising and challenging. Finally, we will discuss some of the early "wins" and what they are telling us about REACH's impact on students, instructors and the departments.

2:15–2:30 P.M.

BREAK

2:30–3:30 P.M.

BREAKOUT SESSIONS

Room: Marquee, 2nd Floor

Engaged Pedagogy: An Assessment Framework to Engage in Learning

Jeffrey Russell, Continuing Studies

Mary Thompson, Continuing Studies

Wayne Pferdehirt, Engineering Professional Development

I-Pang Fu, Continuing Studies

This interactive presentation follows the teaching of a technical project management class, evolving from traditional face-to-face lecture to online instruction. In our session, we explore what worked in the online platform as teaching methods evolved to a more fully engaged approach to pedagogy. This presentation examines learning models in a mastery-based assessment framework. A central pillar of this approach is the notion that learning is shaped by how we engage and leverage interactions to be meaning-

ful and impactful beyond the classroom. We offer practical examples in hopes of transforming how we think about learning as a process and hope everyone leaves with practical examples to think about learning assessments in a new way for their own teaching.

Room: Industry, 3rd Floor

Getting on the Same Page: Learning Outcomes in Undergraduate Research

Amber Smith, WISCIENCE

Janet Branchaw, WISCIENCE

Amy Sloane, Undergraduate Research Scholars Program

Mo Bischof, Office of the Provost

Undergraduate research experiences are a powerful way for students to engage in the work of their discipline. In addition to solidifying their disciplinary knowledge, these types of learning experiences also promote an array of equally important student outcomes including the development of research, interpersonal, professional and career skills. If you mentor undergraduate researchers, we want your input on designing a campus framework to support and capture learning outcomes from this powerful learning experience.

Room: Fifth Quarter, 2nd Floor

Building Students' Culturally Relevant Practice: Bridging Social Justice and Nursing Curricula

Mel Freitag, Nursing

Tasha Crooks, Nursing

This interactive session will be grounded in social identity awareness and intersectionality. We will dialogue on best practices we have used in our Culturally Congruent Care course within the School of Nursing. Specifically, we will discuss how we built in the concepts of intersectionality, social identity theory, and humanities concepted into a professional nursing course.

Room: Northwoods, 3rd Floor

Innovative Writing Assignments across the Wisconsin Experience

Brad Hughes, Writing Across the Curriculum

Kathleen Daly, Writing Across the Curriculum

Yoshika Herrera, Political Science

Lisa Bratzke, Nursing

Jennifer Gaddis, Human Ecology

John Yin, Chemical and Biological Engineering

Faculty members Yoshiko Herrera (Political Science), Lisa Bratzke (Nursing), Jennifer Gaddis

(Civil Society and Community Studies), and John Yin (Chemical and Biological Engineering), will share innovative writing assignments they have designed that foster learning goals central to the Wisconsin Experience. During this session, audience members will critically reflect on their own teaching practices and, with assistance from Writing Across the Curriculum staff, consider how they can design writing assignments and activities that spark students' intellectual curiosity.

Room: Agriculture, 3rd Floor

Empowering Student Awareness and Self-Regulation through a Quantified Self Tool

Kimberly Arnold, DoIT Academic Technology

James Mckay, DoIT Academic Technology

Miguel Garcia-Gosalvez, Business

This session explores Pattern, a quantified-self-student tool focused on awareness, goal setting, and behavioral change. Pattern provides learners an easy way to track, analyze, and receive custom feedback about their behavior, allowing them to make data-informed decisions about their habits. Find out how Pattern was used on to encourage active learning and self-reflection. You'll hear from an instructor, as well as about student feedback, and you'll experience the tool itself with a hands on component.

Room: Landmark, 3rd Floor

Bringing the Wisconsin Experience to Life

Lori Berquam, Vice Provost and Dean of Students

What is it about UW–Madison that sets us apart from our peers? Over the past two years, we have examined and revised the Wisconsin Experience for undergraduate students. Join this interactive session to explore how you can apply the Wisconsin Experience and influence your students' Wisconsin Experience, both in and out of the classroom. Participants will demonstrate an understanding of the key features of the Wisconsin Experience and consider how to better integrate the Wisconsin Experience in their teaching, research, advising, leadership or other student interactions.

3:30–5:00 P.M.

Varsity Hall

POSTER SESSION AND NETWORKING RECEPTION

Sponsored by The International Division
*Concluding remarks by **Richard Keller**,
 International Division*

Achieving Broader Impacts: Connecting K–12 Classrooms to Clean Energy Research at UW

D. Leith Nye and **John Greenler**, Wisconsin Energy Institute

Active Learning Case Studies: Strategies to Enhance Advanced Crisis Communication

Barbara Pinekenstein, Nursing

Active Learning and Increasing Student Learning Outcomes: Minor Changes Yield Significant Gains

David Abbott, Obstetrics and Gynecology; **Jon Breschak**, **Jean Heitz**, and **Joshua Pultorak**, Zoology

Affect, Empathy, Citizenship: Prospects of Teaching and Learning in Intro Lit

Angela Zito, English

Bringing an International Perspective to a Capstone-style, Interdisciplinary Food Systems, Sustainability, and Climate Change Course

Michael Wattiaux, Dairy Science; **Alfonso Morales**, Urban and Regional Planning; **Erin Silva**, Plant Pathology; **Sarah Stephanos**, Sociology

The Collaborative for Advancing Learning and Teaching

Caitlin O'Brien, Office of the Provost

Community Resource Navigator Program—A Unique Learning Experience for Undergraduate Students

Lane Hanson, Center for Patient Partnerships

Confronting the Challenge of Student Understanding of Experimental Design with an Open Inquiry-based Approach at a Community College

Cynthia Kelm-Nelson, Surgery; **Mary Savage**, Arts and Sciences, Madison College

Course Template Design for the Doctor of Nursing Practice Program: Benefits of Participatory Collaboration among School of Nursing Faculty, Students, and Academic Technology

Pamela Ann McGranaham, **Sarah Endicott**, and **Jerzy “Geroge” Jura**, Nursing

Creating Interactive Case Scenarios in Articulate Storyline

Beth Fahlberg and **Sajia Kopp**, Continuing Studies

Design, Teach, Engage Website, Your Resource for Online Course Design & Teaching

Dolores Sirek and **Karen Skibba**, Continuing Studies

Does Categorizing Laboratory Exercise Questions before Class Using Bloom’s Taxonomy Improve Student’s Learning Process and Learning Outcomes?

Wairimu Magua and **Mari Palta**, Population Health Sciences

Educational Innovation (EI) Small Grant Program

Caitlin O'Brien, Office of the Provost



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

Tetyana Schneider and **Samantha McCabe**, International Student Services

Evaluating Persistence of Student Evolution Misconceptions Throughout a Plant Systematics Course

Chloe Pak, Botany

Exploring Elementary School Teacher Partnerships with Graduate and Undergraduate STEM Students: Confidence in Science Teaching and Partnership Roles

Jeremy Spool, Zoology; **Dorothea Ledin**, WISCIENCE

Exploring Student Perception Towards Online Homework and Comparison with Paper Homework in an Introductory Probability Course

Vijesh J. Bhute, Chemical and Biological Engineering; **Philip Wood**, Mathematics

Foreign Language Pedagogy as a tool for teaching the language of Diversity of and Inclusion

Justin Hager and **Sarah Korpi**, Continuing Studies

The Impact of the Student Success Institute Across Campus

Susan Nossal, Physics; **Jean Heitz**, Zoology; **Bharati Holtzman**, McNair Scholars Program; **Hazel Symonette**, Student Success Institute

Inclusivity Everyday

Sarah Korpi, Continuing Studies; **Contributors**, Division of Continuing Studies Inclusive Learning Committee

Introducing a Real-world Design Problem to an Intro Water Resources Engineering Course: Effects on Cognitive Skills, Confidence, and Perception of Value

Carolyn Voter and **Steven Loheide**, Civil and Environmental Engineering

Keeping PaCE: Integrating Public Health Concepts with Basic and Clinical Sciences Using Inquiry-Based Learning

Elaine Pelley, **Amy Stickford Becker**, **Eileen Ranheim**, **Parvathy Pillai**, **Beth Altschaf**, and **Shobhi Chheda**, School of Medicine and Public Health

Layered Learning: An Approach to Enhance FIG Student Achievement

Ed Portillo, **Michael Pitterle**, **Denise Walbrandt Pigarelli**, and **Amy Zwaska**, Pharmacy

Learning Analytics at UW–Madison

Sandra Solum, **James McKay**, and **Kari Jordahl**, Dolt Academic Technology; **Clare Huhn**, Academic Planning and Institutional Research

Lessons from the WISCIENCE Book Club; Graduate Students Coming Together to Improve their Teaching

Mike Tylinski, Chemistry; **Anna Kowalkowski**, Physiology

Middle of the Dirt Road: Dual Perspectives on Transition Planning for Youth with Disabilities in Rural Areas

Emily Brinck, RPSE-Rehabilitation Psychology; **Katie McCabe**, RPSE-Special Education

Mini- Courses Online Workshops: Learning on Demand

Janet Staker Woerner and **Bridget Powell**, Continuing Studies

Podcasting and Captioning with Kaltura

Joshua M. Harder, Dolt Academic Technology

REACH

Caitlin O'Brien, Office of the Provost

Role Playing and Structured Classroom Debate to Facilitate Knowledge and Understanding of the Science, Regulation and Controversy of Genetically Modified Crops

Nathaniel Butler and **Jeffrey Endelman**, Horticulture

Scientific Teaching Fellows Program - 15 years of Preparing Future College Educators

Chris Trimby, WISCIENCE; **Janet Branchaw**, WISCIENCE, Kinesiology

Structuring Peer Review to Improve Writing and Feedback Quality

Alex McAlvay, Botany; **Claudia Calderon**, Horticulture

Training Residents to Provide High Quality Healthcare to the Women of Rural Wisconsin

Ellen Hartenbach, **Laurel Rice**, **John Street**, and **Jody Silva**, School of Medicine and Public Health

Training In Urban Medicine and Public Health (TRIUMPH): Integrating Medicine and Public Health to Promote Health Equity

Melissa Lemke, **DeMarco Bowen**, and **Kerriane Fullin**, School of Medicine and Public Health; **Michelle Buelow** and **Cindy Haq**, Family Medicine and Community Health

UW–Madison Transitions to Digital Course Evaluation Surveys

Regina Lowery, Office of the Provost; **Sandra Solum**, DoIT Academic Technology

Video Assignment as Policy Advocacy

Barbara Pinekenstein, Nursing

We Belong Here: Re-framing the STEM experience with Students of Color at a PWI

Mel Freitag, **Theresa Watts**, and **Natasha Crooks**, Nursing

The Wisconsin Experience Reframed

Caitlin O'Brien, Office of the Provost

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, 2018
Union South

WELCOME TO THE 2017 TEACHING & LEARNING SYMPOSIUM AT THE UNIVERSITY OF WISCONSIN–MADISON!

The 2017 Teaching and Learning Symposium theme is “Teaching the Wisconsin Idea.” 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 methods 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 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 2017 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; Division of Continuing Studies; Division of Information Technology–Academic Technology; First-Year Interest Groups; UW–Madison Libraries; Madison Teaching and Learning Excellence; Office of Professional Development and Engagement, Graduate School; Office of Talent Management; Teaching Academy; The International Division; University Health Services; University Marketing; Wisconsin Center for Educational Research; Wisconsin Institute for Discovery; and Wisconsin Institute for Science Education and Community Engagement (WISCIENCE)

This year’s planning committee includes:

Janet Batzli, Blaire Bundy, Steve Cramer (co-chair), Doug DeRosa, Kari Fernholz, Lynn Freeman, Torsheika Maddox, Margaret Nellis, Mo Bischof, John Puccinelli, Sue Wenker, Megan Schmid, Sheila Stoeckel (co-chair)

Thanks for joining us! On Wisconsin!

Steven M. Cramer, PhD, PE
Vice Provost for Teaching and Learning
Professor, 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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