

2019 ANNUAL TEACHING & LEARNING SYMPOSIUM SCHEDULE
THURSDAY, MAY 16, 2019

Understanding Our Students' Learning



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

7:30 A.M. REGISTRATION OPENS

Varsity Hall Lobby

8:30-9:45 A.M. WELCOME AND PLENARY

Varsity Hall

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

KEYNOTE



Leveraging Technology to Better Understand Your Students
in a Digital Age

Jill Buban,

Chief Academic Officer for Unizin

9:45-10:00 A.M. BREAK

10:00-10:30 A.M. BREAKOUT SESSIONS

Room: Landmark

The Wisconsin Idea Integrated
into Coursework for Undergrads

Gail Ibele
Andrea Poulos
Mary Wang

Room: Agriculture

Lessons Learned Using the
Flipped-Classroom Model in
Undergraduate Engineering
Courses

Christian Castro
Dimitris Papailiopoulos
Eric Severson

Room: Northwoods

Enhancing Student Cultural
Humility Practice through
Participation in Access to Care
Veterinary Clinic

Elizabeth Alvarez
William Gilles

Room: Marquee

Top Hat: Tips and Tricks for
Large Lectures

Laurie Brachman
Dan Olszewski

Room: Industry

Course Jetpack: A New Way
to Boost Student Success In
Online Courses

I-Pang Fu
Birgit Muehlenhaus
Alex Stark

Room: Fifth Quarter

The Integrated Company Analysis:
A Multidisciplinary Capstone in
the Wisconsin Experience

Steve Boeder
Ron Cramer
Don Hausch

10:30–10:45 A.M. BREAK

10:45–11:45 A.M. BREAKOUT SESSIONS

Room: Fifth Quarter

Incorporating Digital Assignments into Courses with DesignLab

Rob Howard
Mandy Morrow

Room: Northwoods

How Do We Ensure that Our Writing Assignments Promote Student Learning? Four Brief Case Studies from Across the University

Mike Haen
Yoshiko Herrera
Bradley Hughes
Megan McClean
Sara McKinnon
Eric Wilcots

Room: Industry

Before Day 1: Increasing Learner Engagement with Introductory Modules

Margene Anderson
Kathy O'Connell
Dan Pell
Theresa Pesavento
Lindy Stoll

Room: Marquee

Beyond Disability Accommodation Letters: Inclusive Instructional Design to Enhance Learning for All

Jennifer Gipson
Kate Lewandowski
Leslie Stilson
Adrian Treves

Room: Landmark

Feedback Session on Proposed Guidelines for Appropriate Use of Data for Learning Analytics

Kimberly Arnold
Steven Cramer
Beth A. Martin

Room: Agriculture

Where the Stars Align: Student Preferences and Instructor Effectiveness

Mallory Conlon
Alyson Herreid
Kari Jordahl
Greg Konop
John Martin
Chad Shorter

11:45–12:45 P.M. LUNCH AND NETWORKING

Varsity Hall

The Teaching Academy is pleased to sponsor lunch. Grab lunch and join a table.

Please note: if you didn't preregister for the luncheon and would like to attend, inquire at the symposium registration desk about availability.

12:45-1:45 P.M. BREAKOUT SESSIONS

Room: Agriculture

You Can Podcast Too: Teaching and Learning Through Sound

Anjali Bhasin
 AJ Daughtry Krill
 Jeremy Morris
 Maria Widmer

Room: Fifth Quarter

Dementia Friends in Wisconsin: Changing the Way People Think, Act, and Talk About Dementia

Kate Kowalski
 Sue Wenker

Room: Industry

Utilizing Peer Review for Oral Skills and Presentations

Angela Alexander
 Karen Best
 Heidi Evans

Room: Marquee

Preparing Teaching Assistants for an Active Learning Classroom

Sarah Jedd
 Louis Morris
 Lindy Stoll
 Taylore Woodhouse

Room: Landmark

The Gathering and Timely Application of Learner-Produced Data to Create More Engaging and Inclusive Learning Environments

Emily Dickmann
 Frieda Zuckerberg

Room: Northwoods

Promoting Success for Transfer Students through Inclusive Teaching Approaches

Pam Larson
 Megan Schmid
 Cara Theisen

1:45-2:00 P.M. BREAK

2:00-3:00 P.M. BREAKOUT SESSIONS

Room: Agriculture

Designing and Evaluating Inclusive Writing Assignments with Multilingual Writers in Mind

Karen Best
 Mike Haen

Room: Landmark

Creating Inclusive Community in the Classroom

Harry Brighthouse
 Linn Posey-Maddox
 Nathan Phelps
 Tracy Jane Puccinelli

Room: Northwoods

Partnering with Academic Support

Claire Barrett
 Aygul Hoffman
 Kathy Prem

Room: Marquee

The Evolution of Learning Analytics at UW-Madison

Kimberly Arnold
 Steven Cramer
 Linda Jorn

Room: Industry

Collaborative Teaching: Invigorating Outcomes

Margene Anderson
 Clark Landis
 Kathy O'Connell
 Dan Pell
 Theresa Pesavento
 Julie Stamm

Room: Fifth Quarter

Fostering Collaborative Learning Using Canvas (30 minute session)

Tim Dalby
 Thatcher Spero

3:00–4:30 P.M. POSTER SESSION AND NETWORKING RECEPTION

Varsity Hall

See appendix for poster title

Sponsored by The International Division

4:30 P.M. SYMPOSIUM CONCLUDES



8:30–9:45 A.M.

WELCOME AND KEYNOTE

Varsity Hall

Welcome Remarks

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

KEYNOTE

Varsity Hall

Leveraging Technology to Better Understand Your Students in a Digital Age

Jill Buban, Chief Academic Officer for Unizin

Today's teaching and learning environments are greatly enhanced by the use of technology that can amplify our pedagogical practices and increase student learning. Specifically, learning analytics at the course, program, and institution level can have immediate impact on student learning and teaching effectiveness. In addition, other digital learning initiatives have promise to increase access, affordability, and student success rates on campuses across the country, including UW–Madison and other Unizin member institutions. Learn about these initiatives and why you will want to consider your place in this rapidly changing world.

9:45–10:00 A.M.

BREAK

10:00–10:30 A.M.

BREAKOUT SESSIONS

Room: Landmark, 3rd floor

The Wisconsin Idea Integrated into Coursework for Undergrads

Gail Ibele, Andrea Poulos, & Mary Wang, English/English as a Second Language

The program in English as a Second Language offers an intensive four-week summer program emphasizing academic reading and writing skills for incoming international freshman. One of the themes used successfully in the past two summers is the Wisconsin Idea. This session will suggest multiple ways, big and small, that you too can incorporate the Wisconsin Idea into your course.

Room: Agriculture, 3rd floor

Lessons-Learned Using the Flipped-Classroom Model in Undergraduate Engineering Courses

Christian Castro, Madison Teaching and Learning Excellence

Dimitris Papailiopoulos & Eric Severson, Electrical and Computer Engineering

In the pedagogical method known as flipped classroom, course components are inverted: outside of class, students receive individual lecture instruction, usually via online videos: class time, on the other hand, is dedicated to interactive group learning activities, discussion of difficult concepts, and problem-solving. In this session, we will share lessons we have learned over four semesters using the flipped classroom model in electrical and computer undergraduate engineering courses at UW–Madison.

Room: Northwoods, 3rd floor

Enhancing Student Cultural Humility Practice through Participation in Access to Care Veterinary Clinic

Elizabeth Alvarez & William Gilles, Veterinary Teaching Hospital

This session focuses on a novel approach for students to explore and enhance cultural humility and communication skills while bolstering confidence as practitioners in their field through participation in our WisCARES (Wisconsin Companion Animal Resources, Education, and Social Services) clinic. WisCARES is a collaboration between the University of Wisconsin schools of Veterinary Medicine, Pharmacy, and Social Work. This program provides social support services, animal boarding and fostering, and veterinary medical care to pet owners experiencing homelessness in Dane County.

Room: Marquee, 2nd floor

Top Hat: Tips and Tricks for Large Lectures

Laurie Brachman & Dan Olszewski, Wisconsin School of Business

Using Top Hat to improve student engagement and learning in a large lecture comes with various benefits and costs. In this session will share our perspectives as well as specific tips, tricks and best practices based on our classroom experiences. Those experienced Top Hat instructors in attendance will be asked to share their key learnings.

Room: Industry, 3rd floor

Course Jetpack: A New Way to Boost Student Success in Online Courses

I-Pang Fu, Division of Continuing Studies

Birgit Muehlenhaus, Geography

Alex Stark, UW–Madison Libraries

The purpose of this session is to promote the importance of microlearning and instructional scaffolding in the online learning environment. By analyzing the student evaluation data, the GIS and web-map-programming program adopts the microlearning framework to ensure all students receive the instruction equitably. In this session, we will share the collaborative efforts of campus partnership and a brief demonstration of online microcourses, which prepare students in every stage of the learning journey.

Room: Fifth Quarter, 2nd floor

The Integrated Company Analysis: A Multidisciplinary Capstone in the Wisconsin Experience

Steve Boeder, Erdman Center

Ron Cramer, DoIT Academic Technology

Don Hausch, Wisconsin School of Business

Integrated Company Analysis is a one-credit course taken by all first-year MBA students that asks them to apply and integrate knowledge and skills from across the core curriculum on an authentic business challenge presented by a global company. In this session, the presenters will talk about how the course prepares business students beyond the program's foundational content and engages them in the areas of intellectual and personal growth that the university calls the Wisconsin Experience.

10:30–10:45 A.M.

BREAK

10:45–11:45 A.M.

BREAKOUT SESSIONS

Room: Fifth Quarter, 2nd floor

Incorporating Digital Assignments into Courses with DesignLab

Rob Howard, DesignLab & Communication Arts

Mandy Morrow, DesignLab

DesignLab helps instructors incorporate digital assignments into their courses. Those assignments include posters, presentations, videos, podcasts, and many others. Open to all UW–Madison instructors, DesignLab helps design these assignments, gives lectures, workshops, and offers one-on-one consulting. This panel brings together instructors from across campus that have worked with the DesignLab to discuss the kinds of assignments they have implemented, their experiences with the assignments, and the best practices for working with these sorts of assignments going forward.

Room: Northwoods, 3rd floor

How Do We Ensure that Our Writing Assignments Promote Student Learning? Four Brief Case Studies from Across the University

Mike Haen, Writing Across the Curriculum

Yoshiko Herrera, Political Science

Bradley Hughes, Writing Across the Curriculum & Writing Center

Megan McClean, Biomedical Engineering

Sara McKinnon, Communication Arts

Eric Wilcots, Astronomy

In this interactive session sponsored by the Writing Across the Curriculum program, four faculty—from astronomy, biomedical engineering, communication arts, and political science—will share successful examples of writing activities from their undergraduate courses, with enrollments ranging from 25 to 200 students. These faculty will also highlight their innovative uses of technology for writing assignments in larger courses and will address a crucial question about student learning: how do instructors assess what their students learn from those writing assignments?



Room: Industry, 3rd floor

Before Day 1: Increasing Learner Engagement with Introductory Modules

Margene Anderson, Kathy O'Connell, Dan Pell, & Theresa Pesavento, DoIT Academic Technology

Lindy Stoll, Chemistry

Help your students prepare to successfully engage with your course by including an introductory module. This session will cover the evidence-based underpinnings of introductory modules, or "Module 0," and discuss how building introductory modules can establish shared expectations across multiple course sections. Participants will see examples and hear from instructors who have built these modules, then begin to craft their own Module 0 with the assistance of Strategic Learning Technology consultants.

Room: Marquee, 2nd floor

Beyond Disability Accommodation Letters: Inclusive Instructional Design to Enhance Learning for All

Jennifer Gipson, French and Italian

Kate Lewandowski & Leslie Stilson, McBurney Disability Resource Center

Adrian Treves, Nelson Institute for Environmental Studies

All instructors receive disability accommodation requests and are tasked with how to retrofit their course or classroom to meet the needs of disabled students. The accommodations-only approach assumes that disability is an outlier in the classroom and establishes disability as an individualized problem. This panel will discuss how Universal Design can facilitate an inclusive environment for every student, thereby reducing the need for accommodations. The panel participants of McBurney Center accommodation specialists and UW faculty will discuss concrete ways to design for inclusivity and how Universal Design enhances learning outcomes for all students while also creating opportunities for pedagogical innovation.

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Room: Landmark, 3rd floor

Feedback Session on Proposed Guidelines for Appropriate Use of Data for Learning Analytics

Kimberly Arnold, DoIT Academic Technology

Steven Cramer, Office of the Provost

Beth A. Martin, Pharmacy

The Learning Analytics Data Use Subcommittee (LADUS) is a committee convened by the Data Stewardship Council which has been charged with establishing guidelines for the appropriate use of data for learning analytics on campus. This session seeks to engage the community by sharing the draft principles and gathering feedback and input about the guidelines.

Room: Agriculture, 3rd floor

Where the Stars Align: Student Preferences and Instructor Effectiveness

Mallory Conlon, Alyson Herreid, Kari Jordahl, Greg Konop, John Martin, & Chad Shorter, DoIT Academic Technology

Recent data shows alignment of instructional technology that students prefer and that faculty find effective. The intersection highlights free web-based content, learning analytics approaches to support teaching and learning, video used to deliver content, and the value of an Learning Management System. The format will provide collaboration opportunities as well as hearing from individuals advancing these technologies. Sources are the UW-Madison 2018 Computing Survey and the 2018 EDUCAUSE Faculty and Student Technology Survey.

11:45-12:45 P.M.

LUNCH AND NETWORKING

Varsity Hall

Sponsored by the UW-Madison Teaching Academy

The Teaching Academy is pleased to sponsor lunch. 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.

12:45-1:45 P.M.

BREAKOUT SESSIONS

Room: Agriculture, 3rd floor

You Can Podcast Too: Teaching and Learning Through Sound

Anjali Bhasin & Maria Widmer, MERIT/School of Education

AJ Daughtry Krill, Information Technology Academy

Jeremy Morris, Communication Arts

Come learn how faculty, instructional designers and instructors from three different departments have used podcasts to enhance student learning. The session will empower participants to be able to teach and use podcasting in their own classes. Additionally, the participants will leave with knowledge of the steps involved with creating podcasts including: pre-production, production, and post-production. Participants will break into groups in the last part of the session to work through challenges for using podcasts in class.

Room: Fifth Quarter, 2nd floor

Dementia Friends in Wisconsin: Changing the Way People Think, Act, and Talk About Dementia

Kate Kowalski, Wisconsin Alzheimer's Institute

Sue Wenker, Physical Therapy

Current estimates indicate approximately 110,000 individuals live with Alzheimer disease in Wisconsin. In response, many Wisconsin communities are working to become dementia-Friendly. Dementia Friends Wisconsin is an innovative program for engaging community members to make a difference. Attendees will learn about this growing public health issue, gain empathy and learn strategies to apply personally and with students. Participants will leave with an individual action plan to improve communication skills and empathy when interacting with people living with dementia as well as the ability to educate others about dementia. This will be an interactive session.

Room: Industry, 3rd floor

Utilizing Peer Review for Oral Skills and Presentations

Angela Alexander, Karen Best & Heidi Evans, English/English as a Second Language

While peer feedback is commonly used for writing assignments to complement instructor feedback, promote self-reflection, and enhance audience awareness, this approach can serve the same functions in oral (i.e., pronunciation and presentation) components in language and content courses. The presenters will share materials and tips for implementing oral skills focused peer review using Canvas's peer review function combined with instructor-led training and scaffolding, and summarize student experiences using the framework in three different courses.

Room: Marquee, 2nd floor

Preparing Teaching Assistants for an Active Learning Classroom

Sarah Jedd & Taylore Woodhouse, Communication Arts

Louis Morris & Lindy Stoll, Chemistry

This panel will explore Teaching Assistant (TA) training as it is practiced by two of the largest gateway courses on campus, Communication Arts 100 and Chemistry 104. Course coordinators Sarah Jedd (Comm Arts) and Lindy Stoll (Chemistry), along with a TA from each course, will discuss Welcome Week training as well as weekly staff meetings that focus on both pedagogy and classroom management techniques. Key takeaways from this panel will include strategies for training TAs to become effective teachers in active, inclusive classrooms. This panel is aimed at TAs and TA supervisors from across campus.

Room: Landmark, 3rd floor

The Gathering & Timely Application of Learner-Produced Data to Create More Engaging and Inclusive Learning Environments

Emily Dickmann & Frieda Zuckerberg, Office of Undergraduate Advising

In this session participants will gain first-hand experience of classroom strategies and tools to gather and apply data about their students' experiences to be more inclusive, while building and fostering a community of co-learners. The session will include a short presentation, followed by activities and group discussion. Participants will leave with an understanding of how we currently gather, apply, and assess learner-produced data in advisor-based learning communities.

Room: Northwoods, 3rd floor

Promoting Success for Transfer Students through Inclusive Teaching Approaches

Pam Larson, Mathematics/Madison College

Megan Schmid, Collaborative for Advancing Learning and Teaching

Cara Theisen, WISCIENCE

This interactive workshop will explore how instructors can more effectively teach and support transfer students, with a focus on STEM transfer students. Participants will reflect on assumptions about this diverse population of students, be introduced to key characteristics of transfer students, and consider how these characteristics may impact teaching. Through individual reflection and group activities, participants will identify a short, practical list of teaching practices that can make their classroom more inclusive for all students.

1:45–2:00 P.M.

BREAK

2:00–3:00 P.M.

BREAKOUT SESSIONS

Room: Agriculture, 3rd floor

Designing and Evaluating Inclusive Writing Assignments with Multilingual Writers in Mind

Karen Best & Mike Haen, English

With an increase in multilingual international students at UW, it is important to think critically about writing assignments and the writing process, with attention to providing concise, fair, and helpful feedback to students of linguistically diverse backgrounds. Together we will unpack pedagogical philosophies and approaches to evaluating multilingual students' written work, with a focus on upholding academic standards while allowing some non-standard English. We will articulate feedback practices that foster growth in both content-knowledge and language mechanics.

Room: Landmark, 3rd floor

Creating Inclusive Community in the Classroom

Harry Brighouse, Philosophy & Humanities

Linn Posey-Maddox, Educational Policy Studies

Nathan Phelps, First-Year Interest Groups (FIGs) Program

Tracy Jane Puccinelli, Biomedical Engineering

In this session, faculty members from the First-Year Interest Groups (FIGs) Program will describe how they build inclusive learning communities in their classes. FIGs attract students with diverse interests and backgrounds and this provides both opportunities and challenges for instructors. We will present strategies for structuring syllabi, assignments and activities, feedback, and class policies in ways that are welcoming and inclusive. Audience participation will be encouraged as we explore both successes and missteps.

Room: Northwoods, 3rd floor

Partnering with Academic Support

Claire Barrett, Center for the First-Year Experience

Aygul Hoffman, L&S Center for Academic Excellence

Kathy Prem, College of Engineering

Are you aware of academic support/tutoring services on campus? Have you referred students to these services? Have you explored ways to best partner with those services?

In this session participants will:

- Discover ways instructors have partnered with academic support services
- Discuss ways to broach the topic of tutoring support with students
- Brainstorm ways you might be able to leverage academic support services in your own courses
- Develop a plan to reach out to academic support services for one of your courses

Room: Marquee, 2nd floor

The Evolution of Learning Analytics at UW–Madison

Kimberly Arnold & Linda Jorn, DoIT Academic Technology

Steven Cramer, Office of the Provost

Transformation in higher education takes time, dedication, and institutional commitment. Come hear about the 6-year evolution of learning analytics (LA) at UW–Madison. The presentation will highlight an organization change model which has allowed slow, but consistent, growth of LA as an educational practice on campus. Examples of a systematic approach to technology, culture, workflow, and policy/governance will be shared. The diversity of experiences can help participants devise action items to take back to their departments/units, schools, or colleges.

Room: Industry, 3rd floor

Collaborative Teaching: Invigorating Outcomes

Margene Anderson, Kathy O'Connell, Dan Pell, & Theresa Pesavento, DoIT Academic Technology

Clark Landis, Chemistry

Julie Stamm, Kinesiology

This session will explore a model of collaborative teaching in large enrollment courses, as well as perceived benefits and outcomes. An overview of the educational framework will be provided, followed by a panel of REACH instructors who will share their experiences in implementing such an approach. Participants will have an opportunity to address questions with panelists regarding their approach, experiences, and advice for implementing such a model.

Room: Fifth Quarter, 2nd floor

Fostering Collaborative Learning Using Canvas (30 minute session)

Tim Dalby, English/English as a Second Language

Thatcher Spero, Educational Policy Studies & English/English as a Second Language

Collaborative assignments have proven pedagogical advantages, including increased inclusiveness, better engagement, and improved learning outcomes. However, instructors worry about issues such as fairness, workload distribution, lack of control, and grading. Five instructors piloted a collaborative writing assignment which leveraged Canvas to overcome the potential pitfalls of peer collaboration while preserving its core benefits. We will explain what we did, share our reflections, and then engage with attendees to generate ideas for application to their own courses.

POSTER SESSION | NETWORKING RECEPTION

3:00–4:30 P.M.

POSTER SESSION AND NETWORKING RECEPTION

Varsity Hall

Sponsored by The International Division

Beyond Access to Success: Creating Flexible Pathways to STEM Degrees for 2- to 4-Year Transfer Students

Janet Branchaw, WISCIENCE & Kinesiology; **Jessica Belcher, Amber Smith, & Cara Theisen**, WISCIENCE; **Kevin Mirus**, STEM Center/Madison College

Blended Learning Fellowship on Learning Analytics

Anya Nesterchouk, English as a Second Language & Pushkin Summer Institute; **Lynne Prost**, Biochemistry

Building Virtual Collaborative Skills and a Learning Community with Discussion Boards in an Inter-Institutional Online Classroom

Dominick Ciruzzi, Geological Engineering; **Steven Loheide**, Civil & Environmental Engineering

Collaborative for Advancing Learning and Teaching

Naomi Salmon, Exel Initiative and Madison Teaching and Learning Excellence; **Megan Schmid**, Excel Initiative

Constellations

Meridith Beck Mink, Constellations/L&S

Creating a Supportive Undergraduate Learning Community through Physics Peer Mentoring

Eric Hooper, Amihan Huesmann, Chris Moore, Susan Nossal, Bryan Schenker, & Akire Trestrail, Physics

Cross-Campus Teaching Professional Development Resource

Caitlin O'Brien, Office of the Provost

CUAHSI Virtual University: An Inter-Institutional Framework for Graduate Education Applied to the Hydrologic Sciences

Dom Ciruzzi, Geological Engineering; **Steven Loheide**, Civil and Environmental Engineering;

Data Doubles: What Students Think about Learning Analytics

Dorothea Salo, Information School

Does Genetics 133: Genetics in the News Equip Diverse Students for an Increasingly Genetic World?

Annette Dean & Katie Vermillion Kalmon, Genetics

Engaging Students in Summer Immersive Work in Communities of Poverty/the UW/SHECP Partnership

Marcy Carlson, Sociology; **Joel Clark**, Political Science & Sociology; **Hilary Shager**, Institute for Research on Poverty

Evaluation of an Active Learning Initiative in High Enrollment Undergraduate Courses

Nafsanathi Fathema & Christine Maidl Pribbenow, Wisconsin Center for Education Research

Evaluation of Impromptu Posters for Ethical Analysis of a Health Care Issue

Kevin Look, Katherine Rotzenberg, & Tanvee Thakur, Pharmacy

Evaluating Open Educational Resources: Learners Rate Online Textbook Higher than Print Textbook

Alan Ng, Division of Continuing Studies

Fostering an Extraordinary Opportunity to Share, Use, and Reuse Knowledge at UW-Madison: The OER Working Group

Carrie Nelson & Brooke Schenk, UW-Madison Libraries; **Laura Schmidli**, L&S Learning Support Services

Healthy People 2020 (HP2020): Project Embodiment of the Wisconsin Experience

Denise Walbrandt Pigarelli, Michael Pitterle, & Amy Zwaska, Pharmacy

How to Instill Confidence in Budding Science Programmers

Alyson Douglas, Atmospheric and Oceanic Sciences

Impact of an Innovative Simulation on Students' Self-Reported Interprofessional Competencies

Elizabeth A. Collins & Kyoko Schatzke, Nursing; **Sarah Pultorak**, Kinesiology & Occupational Therapy; **Joseph A. Zorek**, Pharmacy

The Lakeshore Nature Preserve: More Than Just a Pretty Place, It's a Learning Space

Bryn Scriver, Facilities Planning & Management/Lakeshore Nature Preserve; **Laura Wyatt**, Lakeshore Nature Preserve

Sea of data? See the data! Visualizations in the Learner Engagement Analytics Dashboard

Kim Arnold, Shannon Harris, Kari Jordahl, James McKay, & Chad Shorter, DoIT Academic Technology

Multi-Modal Approach to Ultrasound Education in Emergency Medicine

Niki R. Hagen, Jason Lai, & David S. Tillman, Emergency Medicine

Personal Journeys Matter: The Impact of Instructors' Background and Prior Experiences on Teaching

Xin Cui-Dowling, SuccessWorks; **Tetyana Schneider**, International Student Services;



REACH—Redesigning Active Learning in High-Enrollment Courses

Ivy Corfis, Spanish and Portuguese; **Sarah Miller & Brian McNurlen**, DoIT Academic Technology; **Caitlin O'Brien**, Office of the Provost

Student-Driven Active Learning in the Anatomy Laboratory: Using a Jigsaw Classroom Format

Meghan M. Cotter, Elise Davis Karen Krabbenhoft, & Sarah Traynor, School of Medicine and Public Health

Student Participation in Outpatient Quality Improvement Work in the Preclinical Years

Shobhina Chheda, Jamie M. Hess, Kenneth MacMillan, & Christa Pittner-Smith, School of Medicine and Public Health

Surgery Continuity Clinic: An Approach to Soliciting More Descriptive Clinical Narrative Evaluations of Medical Students

Sarah Jung, Sarah Larson, & Ann O'Rourke, Surgery

Teaching “Culture” in a Higher Education Language Classroom

Pallavi Chhabra, Curriculum and Instruction

There’s No “One-Size-Fits-All” Approach: How Future Faculty Plan to Teach Autistic College Students

Brett Nachman, Educational Leadership and Policy Analysis

Visualizing the Invisible: Implementing Drawing as a Learning Tool in General Chemistry (A Delta Internship Project)

Nilhan Gunakasera, Chemistry/Madison Area Technical College; **Gordon Peterson**, Chemistry

Using Assessment Data to Enhance Teaching and Support Students

Mo Bischof, Regina Lowery, & Caitlin O'Brien, Office of the Provost

The Wisconsin Experience

Caitlin O'Brien, Office of the Provost; **Darcy Wittberger**, Division of Student Life



*Thanks for
attending the Symposium!*

Save the date for next year's
Teaching & Learning Symposium:
May 14, 2020, Union South!

WELCOME TO THE 2019 TEACHING & LEARNING SYMPOSIUM AT THE UNIVERSITY OF WISCONSIN-MADISON!

The 2019 Teaching and Learning Symposium theme is “Understanding Our Students’ Learning.” As educators and scholars, we strive to provide high-quality educational experiences for our students. But, do we always know what assignments, class discussions, or assessments are most effective? What concepts are students struggling to understand? How can we provide more useful feedback to individual students and yet have time for responses to many? These are just some of the questions that we will explore at this year’s symposium as we focus on how to use evidence to inform our teaching and our students’ learning.

The annual Teaching & Learning Symposium provides an opportunity for the UW–Madison teaching and learning community to share best practices, celebrate accomplishments, discuss new learning method, 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 2019 Teaching and Learning Symposium to take place:

Office of the Provost; Center for the First-Year Experience; 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; Morgridge Center for Public Service; Office of Professional Development and Engagement, Graduate School; Office of Talent Management; Teaching Academy; The International Division; 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, Mo Bischof, Blaire Bundy, Steven Cramer (co-chair), Doug DeRosa, Kari Fernholz, Lynn Freeman, Sarah Hagedon, Megan Schmid, Tori Seymour, 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 teaching and learning, visit teachlearn.provost.wisc.edu.



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON