Understanding Our Students’ Learning
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: Northwoods
Enhancing Student Cultural Humility Practice through Participation in Access to Care Veterinary Clinic
Elizabeth Alvarez
William Gilles

Room: Agriculture
Lessons Learned Using the Flipped-Classroom Model in Undergraduate Engineering Courses
Christian Castro
Dimitris Papaliopoulos
Eric Severson

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

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THURSDAY, MAY 16 | UNION SOUTH | SCHEDULE
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

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<thead>
<tr>
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### 1:45–2:00 P.M. BREAK

### 2:00–3:00 P.M. BREAKOUT SESSIONS

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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 Ilbele, 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 we 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, Erldman 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 Wilcutt, 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 far 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.
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
Dominic Cirruzi, 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 Trestail, 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 Cirruzi, 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
Nafsiatiath 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

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
Allyson 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 McNuren, 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!
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 methods, 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:

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Thanks for joining us! On, Wisconsin!
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For resources and continued conversations about teaching and learning, visit teachlearn.provost.wisc.edu.