

# Connecting to Our Students



**WISCONSIN**  
UNIVERSITY OF WISCONSIN-MADISON

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**7:30 A.M. REGISTRATION OPENS**

Varsity Hall Lobby

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

Varsity Hall

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

**KEYNOTE**



**Connecting at Scale: Leveraging Data and Analytics to Transform Student Outcomes**

**Timothy Renick,**  
Senior Vice President for Student Success and Professor,  
Religious Studies at Georgia State University

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

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

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**Room: 410 Wendt Commons WisCEL Center**

**Active Learning and Community: WisCEL Student Experiences**

Sarah Mason  
Christine Lien  
Tyler Gregory

**Room: Northwoods**

**Are My Students Learning What I Think They're Learning?**

Mo Bischof  
Steven Cramer  
Mike Pitterle  
Beth Martin

**Room: Industry**

**Student Liaison Teams: Collecting and Responding to Student Feedback More Effectively**

Christian Castro  
Barbara King  
Nick Balster

**Room: Fifth Quarter**

**Health Occupations and Professions Exploration (HOPE) Program**

Bridgett Wiley  
Beverly Hutherson

**Room: Agriculture**

**Developing the Whole Student: Leveraging Campus Partners for Learner Development**

Alex Stark  
I-Pang Fu

**Room: Landmark**

**Using Analytics to Inform and Improve Engaged Learning**

Paul Oliphant  
Xizhou Canoe Xie

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**11:00-11:15 A.M.**

**BREAK**

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**11:15 A.M.-12:15 P.M.**

**BREAKOUT SESSIONS**

**Room: Industry**

**Intersectionality and Inclusivity:  
Knowing Your Students &  
Approaching Challenging  
Teaching Moments**

Sarah E. Frank

**Room: Landmark**

**Really Connecting with Our  
Students: Innovative Writing  
Assignments That Promote  
Student Engagement and Build  
Community**

Bradley Hughes

Ahna Skop

Alexis Dennis

Revel Sims

**Room: Marquee**

**Of Legacy & Learning: Positioning  
Our Alumni for Sustaining Schol-  
arly Excellence & Inclusion**

Michael Maguire

**Room: Fifth Quarter**

**Application of the UW Leadership  
Framework to Develop the  
Pharmacy Leadership Certificate  
and Mentor (LCM) Program**

Ed Portillo

David Mott

Erik Burns

Donna Freitag

**Room: Agriculture**

**Using Pressbooks to Make Open  
Textbooks**

Steel Wagstaff

Naomi Salmon

**Room: Northwoods**

**EI Online Learning Initiative:  
UW Online Course Instructional  
Design Inventory**

Steven Cramer

John Zumbrunnen

Greg Konop

Steven Boldt

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**12:15-1:15 P.M.**

**LUNCH AND NETWORKING**

**Varsity Hall**

The Teaching Academy is pleased to sponsor lunch and will take a few moments of networking time to announce the TA award winner and recently inducted fellows, future faculty partners, and affiliates.

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

**1:15-2:15 P.M. BREAKOUT SESSIONS**

**Room: 410 Wendt Commons WisCEL Center**  
**Connecting with Students in the Active Learning Classroom: Stories from WisCEL Instructors**

Sarah Mason  
 Pamela Potter  
 Jeri Barak  
 Janet Branchaw  
 Allyson Bennett

**Room: Industry**  
**Opportunities to Utilize Peer Mentoring to Address Student Psychosocial Wellbeing**

Jerry Whitmore  
 Kassi Crocker  
 Alessandra York

**Room: Agriculture**  
**Partnering for Civic Engagement: Big 10 Voting Challenge**

Chris Dakes  
 Sunny Chan  
 Megan Miller

**Room: Northwoods**  
**Positive Psychology Pedagogical Practices: Fostering Community & Resilience in the College Classroom**

Claire Barrett  
 Tess Smith

**Room: Fifth Quarter**  
**Assessment Strategies for Measuring Student Resilience**

Argyle Wade  
 Ning Sun

**Room: Landmark**  
**Reduced Cost, Richer Experience: Engage eText Pilot (30 minute session)**

Steven Cramer  
 Scott Owczarek

**2:15-2:30 P.M. BREAK**

**2:30-3:30 P.M. BREAKOUT SESSIONS**

**Room: Fifth Quarter**  
**Beyond Binary: Cultivating a Gender-Inclusive Classroom**

Sarah Gavac

**Room: Agriculture**  
**Leveraging Alignment to Overcome Active Learning Challenges**

Megan Schmid  
 Janet Batzli

**Room: Northwoods**  
**Health Communication Strategies: How Instructional Staff Can Utilize and Support Student Health**

Valerie Donovan  
 Jenny Rabas

**Room: Wendt Commons Entrance**  
**Creating a Student-run Maker-space at UW**

Lennon Rodgers  
 Karl Williamson  
 Charles Allhands

**Room: Landmark**  
**Relationship Immersion: One Team's Model of Undergraduate Research Assistant Education (30 minute session)**

Bradley Kerr  
 Aubrey Gower  
 Megan Moreno

**Room: Industry**  
**Getting Started with Canvas**

Cliff Cunningham

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

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**Varsity Hall**

See appendix for poster titles

*Sponsored by the International Division*

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**5:00 P.M. SYMPOSIUM CONCLUDES**

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**7:30 A.M.**

**REGISTRATION OPENS**

**Varsity Hall Lobby**  
**Union South**  
**1308 West Dayton Street**

**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**

**Connecting at Scale: Leveraging Data and Analytics to Transform Student Outcomes**

**Tim Renick**, Senior Vice President for Student Success and Professor, Religious Studies at Georgia State University

Through a series of student-centered and analytics-informed initiatives, Georgia State University has raised graduation rates by 22 percentage points and closed all achievement gaps based on race, ethnicity, income-level, and first-generation status. It now awards more bachelor's degrees to African Americans than any other college or university in the nation. Through a discussion of innovations ranging from chat bots and data-based outreach to meta-majors and adaptive learning, Tim Renick has spearheaded the transformation at Georgia State. He will show how new approaches and technologies are delivering daily, individualized attention to students at scale. He will share results and lessons learned from Georgia State's work and outline several practical steps that campuses can take to improve outcomes, especially for underserved students. Dr. Renick will highlight ways in which common academic practices at large public universities unwittingly contribute to achievement gaps, arguing that fundamental change is both needed and possible.

**9:45–10:00 A.M.**

**BREAK**

**10:00–11:00 A.M.**

**BREAKOUT SESSIONS**

**Room: 410 Wendt Commons**  
**WisCel Center**

**Active Learning and Community: WisCEL Student Experiences**

**Sarah Mason**, WisCEL

**Christine Lien**, WisCEL

**Tyler Gregory**, WisCEL

Participants in the session will explore how active learning in WisCEL goes beyond an instructional method and influences the student learning community. WisCEL staff will highlight ways in which WisCEL active learning environments and local culture fosters student community and facilitates the Wisconsin Experience—in and out of class. The presentation will include student perspectives from video interviews and instructor feedback from annual surveys.

**Room: Northwoods, 3<sup>rd</sup> Floor**

**Are My Students Learning What I Think They're Learning?**

**Mo Bischof**, Office of the Provost

**Steven Cramer**, Vice Provost for Teaching & Learning

**Beth Martin**, Pharmacy

**Mike Pitterle**, Pharmacy

Improving how faculty and instructors access and use information to assess what students are learning is becoming increasingly more important, and an exciting new direct-assessment pilot is helping campus do just that. The pilot allows faculty and instructors to digitally connect course assignments and student performance (grades) with learning outcomes to better assess and understand what student are learning. Furthermore, as UW–Madison continues to integrate campus-wide digital systems, including the learning management system (Canvas) and the learning assessment system (AEFIS), faculty and instructors will be able to more easily and effectively gather real-time data about students and their learning while also streamlining course and program assessment practices.

**Room: Industry, 3<sup>rd</sup> Floor**

**Student Liaison Teams: Collecting and Responding to Student Feedback More Effectively**

**Christian Castro**, Madison Teaching and Learning Excellence

**Barbara King**, Nursing

**Nick Balster**, Soil Science

Student feedback can help instructors reflect on and respond to ideas for improving learning and teaching in a course. It is especially useful when collected throughout the semester as a mechanism to “check the pulse” of the class, understand that it’s working, and make just-in-time adjustments to deepen learning. In this interactive session, participants will adapt the Student Liaison Teams (SLTs) model to their courses to collect and respond to student feedback more effectively.

**Room: Fifth Quarter, 2<sup>nd</sup> Floor**

**Health Occupations and Professions Exploration (HOPE) Program**

**Bridgett Wiley**, Allied Health Education and Career Pathways, UW Health

**Beverly Hutherson**, Medicine and Public Health

The Health Occupations and Professions Exploration Program was founded five years ago at UW Health and pairs underrepresented high school students with college mentors to learn about health care careers in a hands-on, active, student-centered learning seminar. Students and mentors who participate in HOPE are then eligible to apply for summer internships in areas throughout UW Health. To date, the HOPE / Summer Internship program has included over 1,500 high school and college students, more than 250 of which have also completed an internship. This session will include an overview of the curricular components of the HOPE program and internships, as well as participation in a student-centered learning activity.

**Room: Agriculture, 3<sup>rd</sup> Floor**

**Developing the Whole Student: Leveraging Campus Partners for Learner Development**

**Alex Stark**, UW–Madison Libraries

**I-Pang Fu**, Division of Continuing Studies

Competency-based supplemental micro-courses are a new way to increase learner success and prepare students to enter a competitive workforce. This trend in higher education focuses on developing concise, sustainable, and scalable self-directed online courses focused on a specific topic. During this session, participants will review the skills required to be successful in their discipline, critically reflect what skills can be obtained through supplemental learning or professional development, and examine campus partners' expertise.

**Room: Landmark, 3<sup>rd</sup> Floor**

**Using Analytics to Inform and Improve Engaged Learning**

**Paul Oliphant**, Business

**Xizhou Canoe Xie**, Business

During this session, we will share how we use Google Analytics on Canvas to give faculty insights on students' use of the technology. We will show examples of analytics reports we have created, as well as Canvas course website enhancements instructors have made after reading the reports. Attendees are encouraged to share what is most interesting to them about learning analytics.

**11:00–11:15 A.M.**

**BREAK**

**11:15 A.M.–12:15 P.M.**

**BREAKOUT SESSIONS**

**Room: Industry, 3<sup>rd</sup> Floor**

**Intersectionality and Inclusivity: Knowing Your Students & Approaching Challenging Teaching Moments**

**Sarah E. Frank**, Sociology

Contemporary education in the modern world requires an intersectional approach. Teachers must reflect on their own intersectional identities and those of their students to best present material and address tough topics. This presentation will encourage educators to understand their students, teach inclusively, and prepare for challenging discussions in their courses.

**Room: Landmark, 3<sup>rd</sup> Floor**

**Really Connecting with Our Students: Innovative Writing Assignments That Promote Student Engagement and Build Community**

**Bradley Hughes**, Writing Center/Writing Across the Curriculum

**Ahna Skop**, Genetics

**Alexis Dennis**, Sociology

**Revel Sims**, Planning and Landscape Architecture, Chican@ and Latin@ Studies

In this panel, experienced faculty and TAs from genetics, sociology, and planning and landscape architecture share how they design writing assignments that value students' experiences and positionality, promote student engagement, deepen learning, and build an inclusive classroom community. Through informal writing activities like journaling and in-class section comments as well as collaborative group presentations and multimodal websites, these instructors go far beyond the traditional research paper to create exciting new forms of active learning and critical thinking.

**Room: Northwoods, 3<sup>rd</sup> Floor**

**EI Online Learning Initiative: UW Online Course Instructional Design Inventory**

**Steven Cramer**, Vice Provost for Teaching & Learning

**John Zumbunnen**, Political Science

**Greg Konop**, DoIT Academic Technology

**Steven Boldt**, Division of Continuing Studies

The Educational Innovation (EI) Online Learning Initiative: UW Online Course Instructional Design Inventory aims to review online courses offered between fall 2016 and summer 2017. The instructional designs will be assessed using rubric criteria adapted from Quality Matters with criteria developed from the core values of the Wisconsin Experience. Each review will be a collaborative effort involving the instructor and a faculty colleague who has taught online, completed TeachOnline@ UW, and undergone special preparation for using this rubric.

**Room: Fifth Quarter, 2<sup>nd</sup> Floor**

**Application of the UW Leadership Framework to Develop the Pharmacy Leadership Certificate and Mentor (LCM) Program**

**Ed Portillo**, Pharmacy

**David Mott**, Pharmacy

**Erik Burns**, Pharmacy

**Donna Freitag**, Center for Leadership and Involvement

This presentation will describe development of a longitudinal, cocurricular leadership program through leveraging campus partnerships. The program involves a unique collaboration between the Center for Leadership and Involvement (CFLI) and the School of Pharmacy, who partnered to incorporate the UW Leadership Framework directly to pharmacy practice. The program incorporates intentional mentorship opportunities to better connect to our students, while providing unique student opportunities to apply leadership competencies and values to personal and professional goals.

**Room: Agriculture, 3<sup>rd</sup> Floor**

**Using Pressbooks to Make Open Textbooks**

**Steel Wagstaff**, L&S Learning Support Service

**Naomi Salmon**, L&S Learning Support Services

Pressbooks, a free authoring tool that hundreds of UW faculty, staff, and students are currently using to create interactive textbooks and other learning material. We will share examples of how Pressbooks texts are currently being used in UW–Madison timetable courses and will offer hands-on training to show how Pressbooks can easily incorporate multimedia, interactivity, and annotation, and how finished texts can be quickly and easily integrated with Canvas. We will also provide a short overview of “open educational resources,” explaining what they are and why they are so good for teaching and learning.

**Room: Marquee, 2<sup>nd</sup> Floor**

**Of Legacy & Learning: Positioning our Alumni for Sustaining Scholarly Excellence & Inclusion**

**Michael C. Maguire**, Civil Society & Community Studies, Human Ecology

Our alumni can be engaged in new ways to bolster our curricula and improve our educational enterprise. Alumni-relations stereotypes include “the ask.” In this session, we redefine the ask, with an expectation of our alumni to “pay it forward” (vs. only giving back) with their expertise, their wisdom, their mentoring, and their scholastic loyalty.

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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 will take a few moments of networking time to announce the TA award winner and recently inducted Fellows, Future Faculty Partners, and Affiliates

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

1:15–2:15 P.M.

BREAKOUT SESSIONS

Room: 410 Wendt Commons  
WisCEL Center

Connecting with Students in the Active Learning Classroom: Stories from WisCEL Instructors

Sarah Mason, WisCEL

Pamela Potter, German, Nordic, and Slavic

Jeri Barak, Agricultural and Life Sciences

Janet Branchaw, WISCIENCE, Kinesiology

Allyson Bennett, Psychology

Four faculty instructors will share their stories about how teaching in WisCEL classrooms, using active learning models, has changed the way they connect with students and supports student learning. They will share how teaching in WisCEL influences and promotes classroom culture, student engagement, the Wisconsin Idea, interactions between instructors and students, and student relationships in and outside the classroom.

Room: Industry, 3<sup>rd</sup> Floor

Opportunities to Utilize Peer Mentoring to Address Student Psychosocial Wellbeing

Jerry Whitmore, Jr., Wisconsin Institute for Science Education and Community

Kassi Crocker, Genetics

Alessandra York, Genetics

Student leadership and mentoring is one of the most salient factors in facilitating academic and social success, fostering higher levels of persistence, retention, and individual satisfaction. Peer leadership designed for the classroom can also influence students' psychosocial wellbeing. In this session, we will examine our Exploring Discipline Based Leadership and Mentoring course embedded in our Integrated Mentoring Program and Core Training (IMPACT) and how it can expand to other disciplines. Attendees will gain knowledge about Peer Leaders (PLs) and how to implement a program in curricular and cocurricular settings for inclusivity

Room: Agriculture, 3<sup>rd</sup> Floor

Partnering for Civic Engagement: Big 10 Voting Challenge

Chris Dakes, Business

Sunny Chan, English

Megan Miller, Morgridge Center for Public Service

The Business and English Students Together (BEST) Challenge brings together cross-disciplinary student teams to address societal challenges. This year, the School of Business and English Department partnered with the Morgridge Center for Public Service's Vote Everywhere Ambassadors to engage students in developing proposals to increase civic engagement and help UW–Madison win the Big 10 Voting Challenge (see [go.wisc.edu/7n37ij](http://go.wisc.edu/7n37ij)). This session provides practical guidance for establishing campus partnerships that may not seem immediately obvious.

Room: Northwoods, 3<sup>rd</sup> Floor

Positive Psychology Pedagogical Practices: Fostering Community & Resilience in the College Classroom

Claire Barrett, Center for the First-Year Experience

Tess Smith, Center for First-Year Experience

In 2017 the Center for the First-Year Experience incorporated positive psychology theories and asset-based pedagogical practices into its training

of CP125: The Wisconsin Experience Seminar instructors and undergraduate peer mentors. Participants in this session will learn specific theories and engage in pedagogical practices that have been shown to foster community among and resilience within students. While highlighting the context of the first-year seminar, these practices can be applied to large classrooms as well.

Room: Fifth Quarter, 2<sup>nd</sup> Floor

Assessment Strategies for Measuring Student Resilience

Argyle Wade, Division of Student Life

Ning Sun, Division of Student Life

Recognizing the broad range of positive impact resilience can have on college student success, the Division of Student Life adopted increasing student resilience as their divisional strategic priority. This session shares steps and lessons learned in developing and implementing the assessment of program impact on student resilience development. Included will be an institutionally created assessment tool as well as results from a variety of department assessment plans.

Room: Landmark, 3<sup>rd</sup> Floor

Reduced Cost, Richer Experience: Engage eText Pilot (30 minute session)

Steven Cramer, Vice Provost for Teaching & Learning

Scott Owczarek, Office of the Registrar

With textbook costs continuing to rise and college affordability at the forefront of national debate, campus partners are working together to not only lighten the load for students, but to further advance the student learning experience at UW–Madison. The Educational Innovation (EI) Initiative, in partnership with Associated Students of Madison, the Office of the Provost, the Office of the Registrar, and DoIT Academic Technology, has been leading an eText pilot in 16 courses across five schools and colleges, engaging over 3,000 students this spring. Learn more about the pilot, how eTexts are being used, the benefits and challenges of the opportunity, participant feedback, and lessons learned, as well as next steps.

2:15–2:30 P.M.

BREAK



**2:30–3:30 P.M.**

## BREAKOUT SESSIONS

**Room: Fifth Quarter, 2<sup>nd</sup> Floor**

### Beyond Binary: Cultivating a Gender-Inclusive Classroom

**Sarah Gavac**, Psychology

Despite gender getting increased attention in conversations about inclusive classrooms, our recent campus survey found that trans/non-binary students feel lower campus belongingness compared to students overall (33% vs. 69%). Many courses inadvertently pose barriers to learning for students, particularly trans/non-binary students, because of the way gender is handled. This session aims to help reduce these barriers through defining contemporary gender terms, outlining common barriers, and facilitating a discussion/workshop of techniques to intentionally cultivate gender-inclusive classrooms.

**Room: Agriculture, 3<sup>rd</sup> Floor**

### Leveraging Alignment to Overcome Active Learning Challenges

**Megan Schmid**, Madison Teaching and Learning Excellence

**Janet Batzli**, Biocore

There is widespread discussion about employing active learning practices, especially in the wake of educational research on active learning and neuroscientific research on how students learn. By ensuring our active learning strategies align with our student learning outcomes and assessments, we can avoid some of the common challenges instructors face when implementing active learning.

Bring a challenge you are facing with active learning, and join us for a discussion on alignment and strategies to overcome common challenges with active learning.

**Room: Northwoods, 3<sup>rd</sup> Floor**

### Health Communication Strategies: How Instructional Staff Can Utilize and Support Student Health

**Valerie Donovan**, University Health Services

**Jenny Rabas**, University Health Services

Students' most pressing health concerns, including high-risk drinking, stress, anxiety, and depression, influence their academic achievement and retention. This interactive session will explore what we know about students' mental health and wellbeing and its impact on academic success with a primary focus around on best-practices and indicated strategies that are relevant for instructors to consider as they engage with students. Particular emphasis will be given to addressing mental health and alcohol use.

**Room: Wendt Commons Entrance**

### Creating a Student-run Makerspace at UW

**Lennon Rodgers**, Engineering, Design Innovation Lab

**Karl Williamson**, Engineering, Design Innovation Lab

**Charles Allhands**, Engineering, TEAM-Lab

We'll provide an overview of our mission, programs, goals, and approach with creating a student-run facility. We are a community of designers and builders at UW-Madison run within the College of Engineering (CoE). Our facilities

include 12,000 square-foot shop and flex space with a wide range of rapid prototyping equipment. Largely student run, we strive to empower students and create a community immersed in emerging technologies and focused on creating innovative products. We are part of the CoE ecosystem of fabrication facilities, which includes the Makerspace, TEAM-Lab, and Visualization Suite. Students can build anything here—from micro to macro and from virtual to the physical. The session will also include a tour of the Makerspace facility.

**Room: Landmark, 3<sup>rd</sup> Floor**

### Relationships and Immersion: One Team's Model of Undergraduate Research Assistant Education (30 minute session)

**Bradley Kerr**, Pediatrics

**Aubrey Gower**, Pediatrics

**Megan Moreno**, Pediatrics

Our team will share our model of undergraduate research assistant education. Key concepts, grounded in Dewey's experiential learning theory, include research assistant contribution to team projects and leadership in independent projects, as well as facilitation of peer and near-peer mentorship. Results from evaluating this model will be discussed. Workshop participants will ask questions and share successful techniques, and develop action items tailored to enhance educational approaches in their unique research labs.

**Room: Industry, 3<sup>rd</sup> Floor**

### Getting Started with Canvas

**Cliff Cunningham**, DoIT Academic Technology

"Getting Started with Canvas" is our popular baseline training for all new Canvas users. During this 60-minute session, we will review the Canvas dashboard and explore the layout of your Canvas courses. We will examine how to build various Canvas elements (assignments, quizzes, discussions, and pages), how to upload files, and how to use modules to organize it all. We will visit the Canvas gradebook, modify the course navigation bar, and show you where to find help and training. For the remainder of the day, all are welcome to drop in for additional one-on-one help, provided by Canvas support staff.



# POSTER SESSION | NETWORKING RECEPTION

**3:30-5:00 P.M.**

## POSTER SESSION AND NETWORKING RECEPTION

Varsity Hall

Sponsored by the International Division

### Anatomy Integration in the ForWard Curriculum: Three Cheers for iRAH

Allison Grayev, Radiology; Gary Lyons, Cell and Regenerative Biology; Karen Krabbenhoft; Meghan Cotter, Elise Davis, and Sarah Traynor, Academic Affairs

### Connecting Small Worlds: Establishing a Course-Based Undergraduate Research Experience (CURE) through Cross-Departmental and Cross-Institutional Partnerships at UW-Madison

Josh Pultorak, Integrative Biology, Wisconsin Institute for Discovery; Jon Breschak, Integrative Biology; Jo Handelsman, Wisconsin Institute for Discovery; Doug Rouse, Plant Pathology

### A Contemporary Twist on a Classic Framework: Digital Games in Novice-Expert Education

Angela Samosorn, Curriculum & Instruction

### Creating a Course-Level Dashboard for Teaching & Learning

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

### Developing a Department-level Diversity and Inclusion Plan

Elgin Karls, Kendall Vega, Sangeetha Shreedaran, Chris Meyers, Donald Moynihan, and Hilary Shager, La Follette School of Public Affairs

### The Effects of Prompts to Draw Diagrams in a Flipped Engineering Classroom

Sally PW Wu, Educational Psychology; Barry Van Veen and Lynn H. Matthias, Electrical and Computer Engineering

### EI Online Course Initiative: Enhancing and Scaling Online Learning at UW-Madison

Caitlin O'Brien, Office of the Provost; Keri Johnson, Division of Continuing Studies

### EI Small Grant Program: Supporting Grass-roots Teaching and Learning Innovations

Caitlin O'Brien, Office of the Provost

### Engage eText Pilot: Reducing the Weight of Textbook Costs for Students

Caitlin O'Brien, Office of the Provost; Nicole Olthafer, DoIT Academic Technology

### Eva the Engineer: Education Outreach Enhances the Undergraduate Experience

Morgan Sanger, Renee Olley and Tyler Klink, Geological Engineering; Angela Pakes, Recycled Materials Resource Center and Grainger Institute for Engineering

### Exploring the Impacts of Peer Leader Mentoring on the Psychosocial Wellbeing of Freshmen STEM Students

Kassi Crocker and Alessandra York, Genetics

### Facilitating Psychology Students' Understanding and Appreciation of Primary Research Articles

Madeline Harms, Psychology

### Improving Central Dogma Understanding Using Web-Based Practice Tools

Michelle Keller-Pearson, Plant Pathology; Teresa Pelletier and Dianna A. Heisler, Madison Area Technical College; Brian J. O'Neill, University of Wisconsin-Whitewater

### Inquiry-Based Learning in an Introductory Agronomy Course

Virginia Moore, Plant Breeding & Plant Genetics; William Tracy, Agronomy

### Integrating Clinical Research Mentoring with Simulated Surgical Skills Activities for Undergraduate Premedicine Learners

Thomas Leffler, Urology

### The International Student Summer Institute: Early Start as a Model for Student Success

Maria Vishnevsky, Maiya Weber and Laurie Merrell, Division of Continuing Studies

### Lakeshore Nature Preserve: Leveraging the Outdoors to Achieve Learning Goals

Laura Wyatt and Bryn Scriver, Lakeshore Nature Preserve

### Language Teaching and Student Experiences: The (Mis)Adventures of a Foreign Language Instructor

Nhlanhla Mpfungu, African Cultural Studies

### Lessons Learned from Implementing ALEKS Learning Software as a Review Tool in Community College Introductory Calculus

Gianna Hernandez, Cellular and Molecular Pathology



## Physical and Digital Models Are Equally Beneficial to Plant Biotechnology Students Learning about the Genome Editing Technique CRISPR/Cas

Kevin R. Cope, Bacteriology/Cellular and Molecular Biology; Jean-Michel Ané, Bacteriology, Agronomy

## REACH: Redesigning Active Learning in High-Enrollment Courses

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

## Reflective Writing as a Tool to Assess Student Attitudes and Identity in a Freshman Seminar STEM Course

Davalyn Powell, Medical Microbiology and Immunology, WISCIENCE; Christopher Trimby and Cara Theisen, WISCIENCE; Brad Hughes, Writing Center/Writing Across the Curriculum

## Rethinking Infographics and Data Visualization Instruction at DesignLab

Amanda Marrow, DesignLab

## A Richer Wisconsin Experience to Form Tomorrow's International Leaders

Xiujuan Jane Zhang and Shanshan Ding, Business; Guanzhao Li, Engineering

## School of Pharmacy's Leadership Certificate and Mentor Program

Brett Kelly, Erik Burns, David Mott, and Edward Portillo, Pharmacy; Barb Kautz-Wittwer, Center for Leadership & Involvement

## Unexpected Confound between Active Learning and Diversity and Equity Interventions for an Introductory Biology Class

Jon Breschak, Julie Collins, Althea Miller, and Jean Heitz, Integrative Biology; David Abbott, Obstetrics and Gynecology

## Use of Peer Review and Formative Assessment in Introduction to Plant Pathology

Kymerly R. Draeger, Forest and Wildlife Ecology; Douglas Rouse and Armila R. Francis, Plant Pathology

## Using Improvisational Theater to Teach Empathy: Extending the Wisconsin Experience to the Medical Campus

Amy Zelenski, Linda S. Park, and Vonnie Schoenleber, Medicine

## 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 17, 2019 Union South!

# WELCOME TO THE 2018 TEACHING & LEARNING SYMPOSIUM AT THE UNIVERSITY OF WISCONSIN-MADISON!

**T**he 2018 Teaching and Learning Symposium theme is “Connecting to Our Students.” A recent Gallup-Purdue student survey revealed that students who had a faculty member who took a deep interest in their personal success and excited them about learning were more likely to be successful throughout their career. How do we build these linkages with our students?

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 cosponsors, whose support allowed the 2018 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; 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, Ken Pierce, Sarah Hagedon, Megan Schmid, Sheila Stoeckel (co-chair), Erin Strange, Sue Wenker

**Thanks for joining us! On Wisconsin!**

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