

2017 - Session Descriptions

Grant Writing in Higher Education: Problems and Solutions to Get You the Money

with Michelle Goetsch & Lidia Nonn of the Office of Grants and Research

You want to write a grant to support a project or research idea, but the question marks between the idea and the actual development and submission of the proposal are infinite. The Office of Grants and Research will demystify some of the more common stumbling blocks standing between you and your grant money. You will learn about information, resources and services right here on campus that will simplify, support and expedite your grant writing endeavors.

Advise Smarter Not Harder

with Darrel Renier (Director of Academic Advising) & Denise Bartell (Director of Student Success & Engagement)



In this session the Directors of Academic Advising and Student Success and Engagement will guide you on an advising journey. You'll learn how to streamline your advising sessions and organize your department advising practices. You will walk away from the workshop with a "toolkit" to support advising best practices. Along the way, you'll learn about the basics of developmental advising, bust some common myths about what advising is and is not, and examine the power of seeing advising as a teaching experience.

Collaborative Learning in a Cultural Context

with J P Leary (First Nations Studies)

Professional environments value those who can collaborate effectively in multiple cultural contexts. This session will address how to draw upon cultural and disciplinary traditions to foster an effective classroom environment where students actively learn with and from one another. The presenter will draw upon his own experiences teaching Introduction to First Nations Studies: The Tribal World to illustrate a method for collaborative, constructivist teaching and learning. This model is based on Rosemary Ackley Christensen's concept of the Shared Core Values of the Tribal World, also known as the 4 Rs, respect, reciprocity, relationship, and responsibility. By operationalizing the 4 Rs in the classroom, which express cultural values common among Native peoples, students practice cultural norms while constructing meaning related to course content. Attendees will learn how this general education course, which meets requirements for ethnic studies and sustainability, provides students with meaningful opportunities to gain foundational skills related to meaningful individual preparation, effective group work, and culturally appropriate behaviors. Attendees will consider how their own cultural and disciplinary contexts might serve as the basis for transforming classroom instruction.

Inclusive Classroom: Challenges and Opportunities for Promoting Success for All Students

with Kate Burns (Human Development), Stacie Christian (Director of Inclusive Excellence and Pride Center), Todd Dresser (Center for the Advancement of Teaching and Learning), Lynn Niemi (Coordinator of Disability Services), & Courtney Sherman (Music)



UW-Green Bay is trying to grow in number of students, specifically branding itself as a diverse university that reflects the community and seeking to attract a large number of international students. How can we maximize the success of this diverse group of students? How can we create an inclusive environment within the classroom so that all students reach their full potential? This session will focus on inclusive excellence in the classroom and is intended for those who have little to moderate background in this area. We will show how inclusivity is applicable to all classes, not just courses designated as global culture and ethnic studies. We will give an overview of implicit bias and various inclusive excellence initiatives across campus. We will describe best practices for inclusive teaching and how to use D2L effectively (e.g., how intelligent agents can be utilized as an automated early alert system). There will be time dedicated to discussing and brainstorming ways to handle common challenges and scenarios instructors might encounter in the classroom related to inclusivity. Attendees will leave this session with inclusive strategies to implement in their classrooms, including D2L approaches, techniques, and references. Instructors will also be better equipped for how to more effectively handle controversial issues and topics in the classroom.

Workshop on Data Visualization

with Gaurav Bansal, Mussie Teclezion, Soo Il Shin, & Pooja Agarwal of the Austin E. Cofrin School of Business

With the increase in computers and information technology, the world today is witnessing two distinct phenomena - one is increasing amounts of data which constantly test our relatively constant perceptual and cognitive abilities, and the other is - improved processes for handling this vast amount of data that is constantly being generated. Even though we have seen advancements in data processing and information handling, the computers do not explicitly inform us what the information means or how to communicate its meaning to the decision makers and other stakeholders. Data visualization is an interdisciplinary approach that enables us to combat information overload, and improve comprehension and decision making. Moreover, it also helps engage more diverse audiences in the process of analytic thinking.

This workshop is targeted towards participants interested in using data visualization for teaching and research, and for decision making in general. The workshop will cover techniques and methodologies for developing effective visualizations based on principles from graphic design, perceptual psychology, computer science, and management decision sciences. The workshop will offer a mix of theory, critique of well-known data visualizations, ethical considerations as well as a hands-on introduction to Tableau which is an advanced data visualization software. Participants are encouraged to bring their laptops with the trial version of Tableau available at <https://www.tableau.com/products/trial-link-old> installed.

The workshop requires no prior programming, statistics or database experience.

Career Infusion in the Academic Curriculum: High-Impact and Evidence-Based Practices, Not Vocational Training

with Kristin Vespia (Human Development)

In our complex and evolving workplace, an interdisciplinary education in a core liberal arts or sciences field is valuable. Students graduate with transferable skills and knowledge broadly applicable to a range of careers. In fact, there is considerable overlap between the AAC&U's Essential Learning Outcomes (<https://www.aacu.org/leap/essential-learning-outcomes>) and desirable employee attributes (e.g., <https://goo.gl/CRd9jj>). Students, families, employers, and elected officials, however, have questioned the value of majors outside of professional studies (e.g., business, engineering). As a psychologist with a career development background and a liberal arts advocate, countering these negative perceptions and facilitating student learning/success are professional passions.

I hope to present a model I worked on over sabbatical for infusing career-relevant skills/knowledge into existing courses and curricula across UWGB. The approach emphasizes pedagogical transparency, including more communication with students about learning outcomes/skills associated with specific assignments and about disciplines' "habits of mind" (e.g., How do historians and psychologists differ in framing/investigating problems and in what they consider evidence?). It also involves strategic use of high impact practices (e.g., service learning) and evidence-based teaching techniques (e.g., reflective writing, case studies, collaborative learning, rubrics).

Participants will leave with materials about the model and supplemental resources. More importantly, they would collaborate in the session to develop and share infusion strategies for their courses/programs or general use. Career infusion has the potential to: a) enhance learning via evidence-based pedagogy, b) improve students' ability to articulate the value of their education, and c) help programs to discuss their value and marketability to community partners and employers.

Academic Freedom

with Jon Shelton & Andrew Austin of Democracy and Justice Studies

In the past few years, the stakes of academic freedom on the campus have become increasingly apparent. Faculty tenure rights—the preeminent guarantor of academic freedom—have been eroded as a result of UW system legislation. The legitimate demands of students of color for a more inclusive environment have challenged speech deemed offensive, and contentious debates have emerged around civility in both intra- and extra-mural discourse (as in the Steven Salaita case at the University of Illinois). In this session, Andrew Austin and Jon Shelton will lead a discussion about how to best ensure academic freedom in the classroom. Contrary to some popular misconceptions, academic freedom does not ensure that faculty and students have the right to say anything they want. In fact, the rigorous standards of the AAUP stress that such freedom includes a responsibility to adhere to the basic pedagogical expectations of one's academic field. Austin and Shelton will summarize some of the standards various intellectual authorities—such as the AAUP and Poets, Essayists, and Novelists (PEN)—have articulated for balancing academic freedom, civility, and inclusion. Then they will engage participants in a discussion of the challenges they may have experienced in their own classrooms around this problem. Austin and Shelton have each become immersed in these discussions through their capacity as both scholars and higher education activists. Last year, for example, they led a series of teach-ins on academic freedom, both for general consumption and as invited guests at several unit faculty meetings.

Humanizing Online Learning through Media Integration

with Jenny Ronsman, Tara DaPra, & Nichole Rued of English Composition & Kate Farley (Center for the Advancement of Teaching and Learning)

This workshop aims to present various media integration tools that can be used in the online teaching environment to create stronger classroom community, increase learner engagement, and establish productive relationships between instructors and students. As instructors of online courses that center on communication, the three of us know that collaboration and personal expression can be difficult for students in the virtual classroom. Working closely with Kate Farley in the past several semesters, we have experimented with using media technology to combat this challenge, and would like to share our experiences with our colleagues.

Specifically, we hope to discuss how we use video/audio feedback and lecturing, Twitter feeds, engaging graphics, and Blackboard Ultra in the virtual classroom. We plan to demonstrate how these tools are used in our classrooms, discuss potential challenges, and possibly share scholarly research that investigates the impact of these practices in an online learning environment. We plan to build time into the workshop for attendees to break into smaller groups to explore one of the tools they find to be most relevant to their virtual classroom. Each participant will leave with handouts providing explicit details on how to use each of the tools presented. Attendees will be encouraged to bring a personal laptop to the session for hands-on experimentation.

We hope that this workshop helps instructors across UWGB energize their virtual classrooms. Building stronger connections with our students and creating more consistency between online courses and face-to-face delivery can bring about higher levels of satisfaction and confidence for both instructors and students, creating a positive and productive learning environment throughout our university.

Community Building in the Major

with Ryan C. Martin (Psychology)



Our students have particularly busy lives outside of their schoolwork. Many have part-time or fulltime jobs, children, or both. Even those without these sorts of demands on their time find themselves trying to balance the demands of schoolwork, internships, student organization involvement, and other sorts of extracurricular activities. Such business makes it difficult for them to engage with their classmates, professors and material outside of class time. This workshop will focus on strategies to integrate social media and various extracurricular activities (e.g., podcasting, student organization efforts, public events) to improve engagement in the major. For example, our #GetPsychedGB social media campaign, which was managed by myself but included efforts by various student groups, led to a demonstrable improvement in student engagement.

Rethinking Content Coverage

with David Voelker (History and Humanistic Studies)

As experts in our disciplines and professions, we sometimes forget that we developed our mastery of content knowledge in tandem with—not prior to—understanding, judgment-making abilities, and disciplinary skills. While it might be possible for students who are inundated with a large volume of content to retain some factual and conceptual information, a pedagogy driven primarily by the imperative to cover content leaves many students holding a bag of disconnected pieces—and the bag probably has a hole in it. Even “active learning” strategies focused on content mastery (isolated from application of content) can only go so far in helping students develop the deep understanding and disciplined modes of thinking that would allow them to apply what they know. Participants in this workshop will learn about and discuss several concrete strategies for moving beyond coverage in a way that will allow students to practice applying “content” as they learn it deeply. This workshop will challenge participants to consider what their students might be able to accomplish if content is conceived of as a raw material that students must transform into knowledge, rather than as a finished product that they receive. Participants will review the backward design strategy of course development, which draws attention to what students will be able to do as a result of completing a class. Additionally, participants will consider a strategy for bringing the highest learning goals for a class into alignment with the assignments, assessments, and pedagogical techniques used in the course.

Civic Action Plan Development

with Alison Staudinger (Democracy and Justice Studies)

UWGB has committed to develop a “Civic Action Plan” which advances the goals of empowered partnership, engaged citizenship, responsibility to community, challenges to inequality, and the public purposes of higher education, as discussed here: <http://compact.org/actionstatement/>. This session is for UWGB and Green Bay community members who want to develop the UWGB plan or generally expand the role of community-based-learning on and off campus- such as service-learning, participatory action research, and practicums. In the workshop, we’ll discuss the 5 goals mentioned above, illustrated by examples, explore UWGB’s strengths and weaknesses, including work we already do in partnership with the community, and then develop a working draft of the civic action plan. All participants will be invited to continue developing and enacting the plan after the workshop, and will take with them example projects that could be integrated into classes or research, as well as a draft of the plan.

Creating Better Writing Assignments Across the Curriculum

with Brian Sutton & Debbie Burden of English Composition



Workshop participants will be encouraged to bring a copy of a writing assignment that they’d like to improve, or else to bring plans for a writing assignment they’re interested in creating. Participants will learn about a joint project of the Council of Writing Program Administrators (WPA) and the National Survey of Student Engagement (NSSE), a project which found that effective writing assignments have three features:

- Interactive components during the students’ planning and writing processes;
- A meaning-constructing task, often requiring students to apply critical thinking to a disciplinary problem;
- Clear explanations of writing expectations, such as rubrics.

Drawing on work by John C. Bean, the workshop will also promote assignments that give students a RAFT:

- Role or purpose—Informative? Analytical? Persuasive? Exploratory?
- Audience beyond teacher-as-grader.
- Format or genre—Conference paper? Op-ed piece? Memo? Proposal? Experimental report? etc.
- Task as meaning-constructing (discussed above).

Workshop participants will also learn ways to use low-stakes, exploratory writing both to promote deeper learning of course content and as “scaffolding” toward success in later writing assignments. They will leave the workshop with both a revision of their writing assignment and handouts summarizing the WPA/NSSE findings, the RAFT concept, and types of exploratory writing. Besides drawing on research, the workshop facilitators will draw on years of experience as Writing Center tutors, working with UWGB students on writing assignments across the curriculum.