

Instructional Development Institute

University Union, UW-Green Bay, January 18, 2018

Opening the Day

7:45-8:15	Registration and Breakfast	Phoenix B & C
8:15-8:30	Opening Remarks Mathew Dornbush, Assistant Vice Chancellor for Academic Affairs and Director of Graduate Studies and Caroline Boswell , Director of the Center for the Advancement of Teaching and Learning and Associate Professor of History and Humanities	
8:30-9:30	Small Actions, Big Impact Keynote by Dr. Christine Harrington , Executive Director of the New Jersey Center for Student Success, New Jersey Council of County Colleges	

Morning Sessions

Session One: 9:45am-10:45am

1965 Room

Jenell Holstead (UW-Green Bay)



Dos and Don'ts for the First Day of Class

The first day of class is one of the most crucial classes faculty have during the semester. Some instructors may use an icebreaker, briefly go over the syllabus, and dismiss students early. Others may feel the need to cover everything and overwhelm students with information. Both of these approaches have been found to be counterproductive in the literature.

Therefore, this session will provide participants with ideas for how to introduce the course, gain student interest, and start the semester positively. Participants will hear research-based strategies, and will also have the opportunity to share their own experiences and ideas with one another.

Phoenix A

Katia Levintova (UW-Green Bay)

Kimberly Reilly (UW-Green Bay)

Linda Toonen (UW-Green Bay)

Building Draft-Writing Skills for Students

To become more successful, most students need to approach their writing differently. If we want our students to change their approach and have more agency in their own learning, we need to create transparency regarding the process more experienced, successful writers and scholars use. We cannot expect change unless the process for success is transparent, we provide explicit instructions, time for practice, and formative feedback. Classes do not need to turn into composition classes; when assigning papers early in the semester, we can model and have students practice effective strategies, allow students time to practice these skills, and streamline our process for providing feedback. The goal is for students to transfer these skills to other classes.

Takeaways include:

- 1) approaches for teaching students to plan their assignments
- 2) time-effective approaches for meeting with students to discuss their outlines/early drafts
- 3) approaches for teaching students how to proofread more effectively
- 4) approaches for helping students incorporate use of the Writing Center as part of their writing process.

The phoenix icon  denotes suggested sessions for new UWGB instructors.



UNIVERSITY of WISCONSIN-GREEN BAY
Center for the Advancement of Teaching and Learning

University Union 125

Heidi Fencel (UW-Green Bay)

Flipped Courses: Teaching Process to Fact-Focused Students

Participants to this session are encouraged to bring a syllabus or schedule for one of their own courses.

We will use a flipped physics course as a case study, yet the focus of the session will be for each participant to consider reasons to, and feasibility of, flipping one of her or his own courses. Participants will leave with an initial plan of approach to start their process.

University Union 103

Rebecca Abler (UW-Manitowoc)

Rick Hein (UW-Manitowoc)

Preparing Early-Career Students for Success in Science

In this workshop, UW Colleges faculty will draw upon their experience working with early undergraduate students to facilitate development of projects that integrate research, mentoring, and curriculum to promote success in early-career students. Participants will work in small groups to identify appropriate projects, identify potential community and academic collaborators, identify strategies to ensure projects focus on building transferrable skills in students, and develop techniques to embed research in courses. In addition, participants will discuss ways to create a framework for strengthening networks between baccalaureate granting institutions and the 2-year UW Colleges/regional campuses, which are specialists in preparing early career students for transfer success.

Session Two: 11:00am-12:00pm

1965 Room

Jodi Pierre (UW-Green Bay)

Anna Merry (UW-Green Bay)

Bekky Vrabel (UW-Green Bay)

Renee Ettinger (UW-Green Bay)



Building Students' Information Literacy Skills

It's tempting to think that your students come to class with the information literacy skills they need to succeed in college and beyond, but that's not always true. To be a student-ready university, we need to recognize where our students need help. Supporting the development of information literacy skills is part of the general education program, and employers value it too. According to a 2012 Project Information Literacy report, "most employers needed and expected more from their new hires, including research done more rigorously and more flexibly." In other words, they needed information literacy skills.

During this session, we will discuss major components of information literacy, as outlined in ACRL's *Framework for Information Literacy in Higher Education*. There's more to it than just telling your students they shouldn't use Wikipedia. We'll explore skills and attitudes that students should develop as they become information literate citizens.

University Union 103

Sylvia Tiala (UW-Stout)

Kim Zagorski (UW-Stout)

RSD Framework:

Action to Engage Students in Research Experiences

The Research Skill Development Framework (RSD) can be used to help faculty members develop instruction that actively engages students, incorporates information literacy, includes critical thinking skills, and helps make student thinking visible. Taken together, these attributes help create a student-ready culture within a university setting.

This interactive workshop introduces faculty to the RSD framework and how it can be used to scaffold research, critical thinking, and problem solving across disciplines. The RSD's effectiveness as a teaching tool, its ability to help make research expectations explicit, and its ability to help create a common understanding of research skills across disciplines as it relates to UW – Green Bay's core mission items #2 and #5 (<http://www.uwgb.edu/chancellor/mission/>) will all be discussed. Participants will leave with practice using elements of the RSD framework, and examples of how the RSD can be applied in their classroom.



Phoenix A

Franklin Chen (UW-Green Bay)

Lisa Poupart (UW-Green Bay)

Sawa Senzaki (UW-Green Bay)

Alison Staudinger (UW-Green Bay)

David Voelker (UW-Green Bay)

Contemplative Approaches to Teaching and Learning

Contemplative pedagogies offer the potential to reach students on both cognitive and affective levels, helping them to cultivate a deeper awareness of what their learning means. Deeper awareness often enhances creativity and intuition, which can generate new insights (such as Ludwig Boltzmann's understanding of entropy and Neil Bohr's theory of atomic structure). In other words, contemplative approaches to teaching and learning can help instructors address students as whole people, foster students' creativity and intuition, and assist them in the process of connecting learning to their own experiences and lives. In August 2017, six UWGB faculty members attended the week-long Summer Session of the Center for Contemplative Mind in Society, with support from one-time funds from the Provost. This Contemplative Pedagogy Cohort explored how a variety of contemplative practices, including silent mindfulness meditations, guided meditations, art making, reflective writing, deep listening, mindful movement, and other experiences can be used to enhance learning and promote social justice through the cultivation of empathy. This workshop offers a chance to learn about contemplative pedagogy on our campus, as the workshop facilitators guide participants through multiple contemplative exercises and share how they have implemented contemplative practices—both personally, to support their teaching, and in classes, to expand student learning.

University Union 125

Rhonda Petree (UW-River Falls)

Fostering English Learners' Success in Higher Education

For many international and domestic students who are English learners, studying at an American university is a dream come true, but often a very overwhelming experience. Students often report feeling confused, isolated, and under prepared. While most administrators, faculty, and staff value having a diverse student body, meeting the needs of English learners "both international and domestic" can be challenging. During this workshop, participants will identify small and big strategies for fostering English learners' success through case studies, scenarios, role-plays, and small group discussions. Handouts of resources will be provided.

Lunch

12:15pm-2pm

Giving Productive Feedback

Lunch and Workshop with Dr. Christine Harrington

Phoenix
B & C

Afternoon Sessions

Session Three: 2:15pm-3:15pm

Phoenix A

Denise Bartell (UW-Green Bay)

Darrel Renier (UW-Green Bay)



Early Alert

In this session, the Directors of Academic Advising and Student Success will share tips and tools to enhance the effectiveness of the new early alert system and manage the work associated for instructors and advisors. We will discuss evidence-based strategies for providing early, meaningful graded feedback to students in courses of diverse sizes and course-levels. We will then share a variety of strategies and tools that faculty and professional advisors can use to communicate with students about their early grade report and feedback results, and effectively refer them to campus resources. Along the way, participants will share strategies that work for them, and pick up concrete resources that they can use to maximize the impact of early alert in their work with students.

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1965 Room

Nichole Rued (UW-Green Bay)

Emily Kincaid (UW-Green Bay)

Jenny Ronsman (UW-Green Bay)

“You Know What I Mean?”:

Engaging Students by Speaking Their Language

In this workshop, we hope to present various strategies that faculty can use to help foster student engagement with and understanding of course content, thus creating a more equitable experience in the classroom. We aim to focus on multimodality, language choices, and composition (of assignment sheets, PowerPoints, and other modes of content delivery) as means by which instructors can more effectively communicate to students. As instructors of introductory courses that focus on communication, we've found that students of any skill level tend to learn faster and more effectively by experiencing course content in ways that speak to them; that is, if instructors communicate in clearer, more accessible language and in multimodal ways, instructors have the potential to create a more equitable environment in the classroom. In our classrooms, we have experimented with modes of content delivery that students are most familiar with: infographics, gifs and memes, social media references, and conversational language. In an environment in which enrollment is opening to students who may have less experience with college-level communication, we hope to help to address the challenge of fostering information literacy in students of widely varying skill levels.

University Union 125

Tara DaPra (UW-Green Bay)

Designing Peer Review

Many faculty members, including those who regularly teach writing, are leery of student peer review workshops. They worry that workshops are an ineffective use of class time, that students will lead each other astray with their suggestions, or they simply don't know the best ways to organize them. This session will give background on how peer review workshops can reduce faculty workload, promote a growth mindset in students, improve student engagement, and ultimately, facilitate better student writing. I'll also discuss the logistics of how to organize workshops, how to design guided questions, and present feedback from students on their workshop experience.

University Union 103

Abbey Fischer (UW-Colleges)

Laura Lee (UW-Colleges)

Kathy Phillippi-Immel
(UW-Colleges)

Kristi Wilkum (UW-Colleges)

Undergraduate Research as a High Impact Practice - Developing a Rubric for Implementation and Assessment

High impact practices (HIPS), such as undergraduate research, have been linked to student retention and successful academic outcomes. Participation in HIPS has been shown to be particularly beneficial for the populations we serve in the UW-Colleges, which includes first generation and educationally under-served students. Our session focuses on the collaborative work of a multi-disciplinary team to develop an undergraduate research fidelity rubric that incorporates AAC&U high impact practices. We will share our progress and discuss some of the challenges we are encountering in creating a rubric that will align undergraduate research opportunities with best practices across disciplines and incorporate varied types of research opportunities. In addition, this rubric also needs to be responsive to a wide range of student achievement levels (at-risk to high achieving). Participants will learn the benefits and drawbacks of working in faculty-driven teams, along with strategies for gaining institutional buy-in through feedback cycles. Takeaways for attendees will include a sample rubric to use as a model for scaling undergraduate research across disciplines and strategies for assessing learning outcomes.



Session Four: 3:30pm-4:30PM

1965 Room

Jon Shelton (UW-Green Bay)



Understanding First-Year Student Perceptions of Learning at UWGB

This session takes the book *I Love Learning, I Hate School: An Anthropology of College* as a launch point into a discussion regarding research done by the facilitator into how first-year students at UW-Green Bay perceive the college experience. As UW-Green Bay strives to become a “student-ready university”, this workshop will explore what students have been saying about their student experience.

Phoenix A

Vince Lowery (UW-Green Bay)

Re-Developing Transparency

Part of becoming a “student-ready” campus looks to faculty to reevaluate their courses to build upon the strengths of students entering the university and guide them in the development of new perspectives that will enable them to succeed and empower them to be stakeholders in their own education. Faculty involved in the GPS and Equity Gap Fellows programs have begun working on promoting “transparency” in their courses following the model laid out in the work of Mary-Ann Winkelmes. This workshop highlights the value of framing assignments in ways that clearly communicate their purpose, the tasks necessary to complete the work, and the criteria for success.

University Union 125

Jennifer Flatt (UW-Marinette)

Crystal L. Hendrick (UW-Marinette)

Towards Integrative Teaching and Learning: After the Learning Community

What happens after the learning community? How does the process of developing and teaching a learning community change instructors and how does this expand student engagement in their stand-alone classes? In short, how can interdisciplinary conversations help us teach better? This workshop will help participants reflect on ways in which cross-disciplinary conversations and experiences in their past, present, and future could enrich the teaching of their own disciplines, regardless of whether or not they ever have the opportunity to teach in a learning community.

University Union 103

Scott Cooper (UW-La Crosse)

Mike Draney (UW-Green Bay)

Lidia Nonn (UW-Green Bay)

Embedding an Undergraduate Research Experience within a Flipped Classroom

Many research-focused faculty conduct the bulk of undergraduate experiences outside of the classroom, via individualized learning. While a great experience, it's not sustainable long-term as faculty must be able to provide additional time and effort without compensation. A model that works is the psychology research methods class where students participate in a group research project. Each student has the experience of completing a study from start to finish, and presenting results at a conference-like event.

Social Hour

4:30-?

Social Hour

Please stick around for conversation and conviviality. Also, if you complete your scavenger hunt, you may enter a drawing for some fabulous prizes.

Phoenix B

Please remember to evaluate the sessions you attend using our online form:

<https://tinyurl.com/uwgbidi2018>
(All lower-case)



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