

Instructional Development Institute Sessions

University Union

UW-Green Bay

January 24, 2019

(8:45-10:00) **KEYNOTE**

Renewing Civic Life in America

Keynote with Peter Levine (Tufts University)

One diagnosis of our current political crisis is long-term and nonpartisan. It begins with a recognition that our everyday, grassroots civic life has eroded. In this talk, Peter Levine argues that civic life is valuable, describes its decline, and offers a strategy for renewing it. Public higher education has a role in that work. Peter Levine is the Lincoln Filene Professor and Academic Dean at Tufts University's Tisch College of Civic Life.

(10:15-11:30) **SESSION 1**

Embedding Enhanced Research Projects in Undergraduate Courses across the Curriculum

*Jessica Van Slooten (UW-Green Bay, Manitowoc Campus),
Rebecca Abler (UW-Green Bay, Manitowoc Campus),
Richard Hein (UW-Green Bay, Manitowoc Campus)*

Workshop

A substantial body of scholarly work demonstrates that undergraduate research is a critical component of developing student readiness for specialized coursework and retention to degree completion, especially for at-risk students. It can be difficult, however, to embed authentic research experiences into courses to provide access to a wide range of students that might not otherwise have the opportunity to participate in this high-impact practice. During this workshop, participants will be guided through a series of interactive activities focused on embedding enhanced research projects in their courses. We will share examples of the diverse undergraduate research projects we have incorporated in STEM and Humanities courses that reflect other HIPs, including community-based learning and writing emphasis. Participants will then work in small groups to discuss potential projects, obstacles that need to be overcome to embed them in courses, and develop a plan for implementation. We will situate these innovative course projects within the broader framework of student professional development and campus culture. We will show, as an illustrative example, how these projects are extended and reinforced by our annual undergraduate research and creativity symposium, which provides an opportunity for all UWGB students.

"You Never Know" Equity and Empathy in the Classroom

Bryan Carr (UW-Green Bay), Caroline Boswell (UW-Green Bay)

Workshop

How can we ensure that our courses are inclusive and speak to the wide variety of experiences our students have today? How can we make sure our classes fit into the complex and challenging lives of students as they juggle professional and personal responsibilities? And how can we take concrete steps to make sure that everyone has the chance to succeed and internalize the full value of higher education? These are just some of the issues at the core of scholarship on equity-minded and inclusive pedagogy. This session will present some options for equity-minded practices in the classroom and steps faculty can take to ensure an inclusive and empathic course design and experience. As faculty, we do not always consider the small choices we make that can have a massive impact on student success; here, you will engage in several mini-activities aimed at analyzing key areas where minor changes and practices can help decrease the "equity gap" that can potentially limit student success. By the end of the workshop, you will have access to a self-developed action plan and resources that can help enhance your teaching and make your classroom as inclusive and equitable as it can be.

"I'm Not a Writer": The Importance of Agency in College-Level Student Writing

Jenny Ronsman (UW-Green Bay)

Student Empowerment
through HIPs

In this presentation, I would like to share the results of the UWGB Teaching Scholars project I designed and executed during the 2017-2108 academic year. In this project, I explored how the students had a different experience with understanding rhetorical strategy depending on their choice of mode. Some students chose to create a multimodal argument and others chose to create a traditional textual argument. The study examined both their gained knowledge as well as their perceptions of the experience. For me, the most important takeaway from this exploration was that while both traditional essays and multimodal arguments present effective models for understanding rhetorical strategy, allowing students to choose their method of discussion (and being allowed to opt for a "nontraditional mode") was significant in both improving final grades and maintaining student motivation. In this presentation I would like to share what I found through this process with my colleagues at UWGB and share ideas on how promoting agency can also promote student learning and confidence.

How to be HIP: Pedagogical Best Practices with E-Portfolios

Kris Vespia (UW-Green Bay), Kate Farley (UW-Green Bay)

Student Empowerment
through HIPs

The e-portfolio is a high-impact pedagogical practice that may also serve as an effective tool for students in their career or graduate school application process.** They can promote student growth from the first through senior years by helping students to integrate and reflect upon their own learning process. Not only can students benefit from, for example, becoming more aware of their strengths, weaknesses, and growth over time, but faculty can also use them as a curricular assessment tool.* This presentation by an instructional technologist and a faculty member will explore the many potential uses of e-portfolios, pedagogical best practices related to them, student reactions, and the technological assets, complications, and problem-solving key to their success. Presenters can also share research completed on the use of e-portfolios in a capstone seminar, as well as the potential for collaboration among faculty, staff, and different offices (e.g., CATL, Career Services).

* Miller, R., & Morgaine, W. (2009). *The benefits of e-portfolios for students and faculty in their own words*. *Peer Review*, 11(1), 8-12.

** Willis, L., & Wilkie, L. (2009). *Digital career portfolios: Expanding institutional opportunities*. *Journal of Employment Counseling*, 46, 73-81.

Group Projects: The Magic Formula for Engaging Students and Supercharging Their Development

Phillip Clampitt (UW-Green Bay)

Student Empowerment
through HIPs

The purpose of this seminar is to share lessons learned over the past few decades about how to create group projects that engage students, optimize their performance and supercharge their professional development. The seminar addresses these key instructional questions:

- ▶ Why should instructors consider group projects?
- ▶ What are the potential instructional challenges of requiring group projects?
- ▶ How can instructors develop projects that engage students while establishing learning parameters?
- ▶ How can instructors quickly cultivate productive group norms and expectations?
- ▶ How can instructors anticipate and manage potential group problems?
- ▶ How can instructors craft grading rubrics that measure group performance as well as individual performance?
- ▶ How can instructors foster a continuous improvement mindset through group projects?

Civic Studies: A New Discipline Emerges

Lunch Workshop with Peter Levine (Tufts University)

Civic Studies is an emerging discipline or interdisciplinary field that begins with the citizen's question, "What Should We Do?" Civic Studies can inform and enlist most other disciplines, but it implies a change of perspective and a new set of questions for research and teaching.

(1:30-2:45) **SESSION 2**

Scaffolded Audio/Video Projects

Mike Schmitt (UW-Green Bay), Nathan Kraftcheck (UW-Green Bay), Kate Farley (UW-Green Bay)

Workshop

Nathan Kraftcheck and Kate Farley, from the Center for the Advancement of Teaching and Learning and Media Specialist, Mike Schmitt from Information Technology will host a workshop to help instructors create assignment and project prompts to better support students who will be making audio and/or video productions as a part of a course. Just as the writing process can be broken down into steps (thesis/prospectus, outline, annotated bibliography, and drafts) to make a finished product, so too, can audio and video projects. In this workshop we will talk about transparent assignment design: purpose (what objectives is this assignment/project helping to fulfill or reinforce?), tasks (what are the things a student will need to do to complete the assignment?), and criteria for success. Workshop participants will leave with a draft assignment and resources for how to implement the finished version in multiple modalities.

Participants are encouraged to bring an idea, draft, or an assignment they are hoping to revise.

Internships as HIP Experiences: Creating Intentional Outcomes for All Students

Katia Levintova (UW-Green Bay), Jennifer Ham (UW-Green Bay), Ashley Heath (UW-Green Bay)

Workshop

As one of the AAC&U's high-impact practices, internships are frequently cited as one of the most valuable experiences in a student's academic career; but what does this mean for students who are unable to complete an internship?* We propose to host a workshop that can promote intentional internship experiences across disciplines. We'll first introduce some success strategies for making an internship high-impact, then workshop participants will move on to rotating breakout groups (see table topics in outline). Finally, we'll wrap up the workshop with next steps for creating a community of practice to help share information that can better serve our students.

*Kuh, George, Ken O'Donnell, and Carol Geary Schneider. 2017. "HIPs at Ten." *Change: The Magazine of Higher Learning* 49 (5): 8-16. <https://doi.org/10.1080/00091383.2017.1366805>.

How to Be a More Inclusive Teacher

Kate Burns (UW-Green Bay)

Inclusive Approaches
to Teaching & SoTL

Are you struggling to figure out how to create an inclusive classroom environment where all students can succeed? Do you feel like there's nothing you can do about diversity since you don't teach an Ethnic Studies or Global Culture course? Have you been meaning to attend Inclusive Excellence programming, but it conflicts with your schedule? Do you find it overwhelming to keep up with the growing literature on inclusivity and equity within the classroom? This presentation will address these possible barriers by focusing on best practices that all faculty and instructors can implement to make their courses more inclusive, regardless of what discipline they teach.

Our student population has become increasingly diverse. There has been great interest in culturally responsive pedagogy in recent years, encompassing concepts such as Gay's (2018) "culturally responsive teaching" and Ladson-Billings' (2014) "culturally relevant pedagogy". This session will explain culturally responsive pedagogy and describe empirically supported strategies in inclusive teaching. The session will provide tangible and straightforward takeaways that instructors could adopt within their own classrooms. It will assume no background knowledge in inclusivity and equity, but more experienced instructors should also benefit from focusing on these best practices.

Understanding Autism Spectrum Disorders: Celebrating Neurodiversity on Campus

Courtney Sherman (UW-Green Bay), Stacie Christian (UW-Green Bay)

Inclusive Approaches
to Teaching & SoTL

This session will offer instructors and staff an introduction to Autism and related diagnoses and terms, so that we may create an environment on campus that celebrates and supports our neurodiversity.

After engaging the audience with definitions, we will ask participants to think about how we could increase our awareness of the environment we create in the workplace and/or classroom, and to consider how it may affect members of our neurodiverse community. Our presentation will provide research-based approaches that create a more inclusive workplace and classroom. Audience members will also leave the session with a series of resources they may consult, and they will have the opportunity to learn how they can become advocates for a more inclusive environment on our campus.

How to Tell a Teaching and Learning Story

Alison Staudinger (UW-Green Bay)

Inclusive Approaches
to Teaching & SoTL

What sort of story does SoTL tell? I explore multiple routes to telling a story about teaching and learning through sharing a project that is either "in-process" or failed, depending on your perspective. Considering the genre and conventions of SoTL, I look for alternatives or exceptions to the story we are used to telling, and along the way spend some time with questions about what our SoTL metaphors, and our syllabi and other artifacts tell us about how we imagine learning -- and what metaphors our students use. I argue that using and playing with student and instructor narratives about the story of learning offers particular insight into metacognition, and possibly will contribute to increased scholar-citizen identity and belonging historically marginalized groups--and also that narrative inquiry helps us reflect on our teaching and improve our practice- and we should learn how to do it together with students.

This presentation will guide participants in considering how narrative and storytelling advances the goals of Scholarship of Teaching and Learning, particularly in a social justice framework. First, I will briefly share how storytelling, including personal narrative, ethnography, podcasting and oral histories, has been an important methodology in various disciplines and, increasingly, SoTL, as indicated by the 2016 ISSOTL Conference theme. I will guide participants in crafting their own story around an important experience of learning, which we'll share with each other in pairs. We'll then discuss how connecting these learning moments to questions of identity can create belonging and community, asking how these stories change in light of our stiltedness and embodiment, which I connect to feminist approaches to scholarship and the work of my own students in creating a set of learning images/metaphors. We'll look at the idea of examining artifacts, like the syllabus, for story. We'll also ask about the limitations of narrative method. Finally, I'll share ideas for doing this work with student co-collaborators as a way to understand student learning and participants will work together to design tentative narrative-based SoTL projects. Thus, this presentation considers how a culture can be developed, for instructors and students, where narrative inquiry is valued.

Scalable Inquiry-Based Learning at the Freshmen/Sophomore Level

David Olson (UW-Platteville, Baraboo Sauk County)

Inquiry-based Learning and Undergraduate Research

Course-based Undergraduate Research Experiences (CUREs) are widely considered the gold standard of scientific high impact practices. On the two-year campuses, these research projects are typically limited to honors projects. This presentation will describe an effort to expand CUREs to a 48 student Introductory Biology course at the Freshman and Sophomore level. The students work in groups of four to identify a realistic research question. They state two hypotheses and design an experiment to support or refute the hypotheses which they implement throughout the semester. The project culminates with an end of semester poster session. The questions investigated by the students would typically not have wider audience so this project would be considered inquiry-based learning rather than a CURE. The emphasis of this project is on the process of science rather than the product. It is organized and constrained by the poster template which has sections for the Introduction, Material and Methods, Hypotheses, Results and Discussion. Students gain knowledge in experimental design, information and data analysis, teamwork, primary literature integration and scientific communication. The assignment is manageable for one instructor supervising two 24 student lab sections and should be scalable to larger courses.

Undergraduate Research in the First Two Years: Implementing and Assessing a High-Impact Practice

Laura Lee (UW-Stevens Point at Marshfield),
Kathy Immel (UW-Oshkosh, Fox Valley Campus)

Inquiry-based Learning and Undergraduate Research

High Impact Practices (HIPs) are experiences designed to increase student engagement in the college experience, leading to increased persistence and student learning. Undergraduate Research is a HIP that students often experience late in their undergraduate career, if at all. Students who participate in undergraduate research demonstrate benefits such as increased content knowledge, communication skills and independence, so it makes sense for them to begin their research experience as early as possible. The purpose of this presentation is to demonstrate how research is being used as a HIP in the first two years of undergraduate study, using examples from the former UW Colleges (now branch campuses). Even though students at the branch campuses may be limited in the assumed prerequisite knowledge and skills, and the campuses may lack resources present at 4-year campuses, effective undergraduate research can still be implemented. Research is conducted on our branch campuses both as independent study and embedded into course curriculum; examples of each will be described. We also ask the question: "Can these research experiences occurring early in a student's college career be considered 'High-Impact?'" Together we will look at a taxonomy created by our research group, designed to assess the engagement level of a "HIP," that shows that these experiences satisfy the conditions of Kuh's original definition of a "HIP". When students participate in research early in their college career, everyone benefits: the student, the supervising instructor, the student's future research collaborators at the 4-year campuses, and the institutions themselves.

Pseudoscience-Based Information Literacy Assignments and Projects Incorporated into General Chemistry

James Kabrhel (UW-Green Bay, Sheboygan Campus)

Inquiry-based Learning and Undergraduate Research

The foundation of many colleges, both 2-year and 4-year, is liberal arts, and critical thinking is vital to a liberal arts education. Science students are given a significant conceptual background, but in an increasingly technological and scientific society, do they have the critical thinking ability to use those concepts outside the classroom? Pseudoscience is rampant on the internet, and many citizens are taken advantage of, regardless of their scientific background. A video project to debunk pseudoscience from consumer products was assigned to General Chemistry students. Supporting assignments to develop information literacy skills were added. Students were tasked with creating a product to sell, then debunk the pseudoscience they used to sell it. Research into specific chemicals using primary literature and comparison to other Internet sources, including Wikipedia was required. The results of the project with survey data will be discussed.

Authentic Assessment - Perfect Fit for HIPs

Kinga Jacobson (UW-Green Bay)

Workshop

The *Authentic Assessment - Perfect Fit for HIPs* workshop provides participants with the tools and understanding necessary for turning classroom assessments into memorable student learning experiences. The session will define the authentic assessment and high impact practice terms, creating a baseline, and then actively engage participants in redesigning an example of their choice to fit these descriptions. Authentic assessment, a high impact technique, will be presented in context of the two high impact practices UW-Green Bay chose to focus on this year: Undergraduate Research and Scholarly and Creative Activity (URSCA) and Community-Based Learning (CBL).

Participants will leave the workshop with a redesigned assessment tool they can readily implement in their classrooms.

Text Mining of Written Student Responses and Feedback for Teaching Effectiveness

Gaurav Bansal (UW-Green Bay)

Workshop

We all are familiar with analyzing structured data—for example: student CCQs generated using Likert Scales. However, much of the information and insight contained in the written form such as student feedback, written reports are either lost or not adequately analyzed and correlated with structured feedback or other quantitative data. Published research suggests that there are more studies analyzing multiple choice and Likert-scale CCQ questions than there are on students' written comments. With advancement in computerized natural language processing technologies, it is now possible to analyze unstructured and text-based data.

In this workshop we will explore text-mining techniques to analyze student comments and other unstructured, and text-based data. The workshop will use *R* which is an open source program, and requires no prior programming or advanced statistical knowledge. You'll learn how to make student unstructured ("text") analysis, (or text analysis in general) easier and more effective. This workshop is focused on practical software examples and data explorations. The examples could be applied to other fields as well for example—literature, news, social media, presidential speeches, and of course annual corporate reports.

Participants are required to bring a laptop to the workshop.

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<https://bit.ly/IDI19eval>