



22ND ANNUAL UWSP TEACHING CONFERENCE

Teaching for 21st Century Citizenship January 18, 2018 - Albertson Hall

Time	Session Information	Location
9:30 - 10:00 a.m.	Check-in and Refreshments	6th floor
10:00 - 11:00 a.m.	<p>Keynote: <i>The Marketplace of Ideas In and Out of the Classroom</i> Dôna Warren and John Blakeman share in conversation about how the marketplace of ideas in the classroom can be used to prepare students for the marketplace of ideas out of the classroom.</p>	Room 650
SESSION 1 11:10 a.m. - Noon	<i>Integrating Online Resources into Your Course</i> - Terri Muraski	Room 316
	<i>Microhistories, Knowledge Acquisition, and Experience Upon the Ice: Lessons from Polar Expeditions for Outdoor Education</i> - Nik Butz and J. Hunter	Room 310
	<i>Deliberating for the Common Good</i> - Paula DeHart and Dôna Warren	Room 650
	<i>Community Knowledge: Learning About Diversity, Inclusion, and Equity Through Service-learning</i> - Gavin Luter	Room 403A
Noon - 1:00 p.m.	Buffet Lunch	6th floor
SESSION 2 1:00 - 1:50 p.m.	<i>Quality Matters</i> - Eric Simkins	Room 316
	<i>Modern Knowledge Know-How: Panacea for Sustaining Pre-Service Teachers Education in 21st Century</i> - Kele Anyanwu	Room 310
	<i>Why Aren't They Reading?</i> - Lynda Fernholz	Room 650
	<i>LEAP – A UWSP Pilot Underrepresented Minority Mentoring Program</i> - Jake Wozniak and Trisha Lamers	Room 403A
SESSION 3 2:00 - 2:50 p.m.	<i>Video Production in Humanities Courses</i> - Sarah Scripps	Room 316
	<i>Transitioning to Culture of Evidence: Sustainable Assessment Practices</i> - Vera Klekovkina	Room 310
	<i>Retention-focused Teaching Round-table Discussion</i> - Gretel Stock-Kupperman	Room 650
	<i>Safe Zone Training</i> - Kym Buchanan	Room 403A
SESSION 4 3:00 - 3:50 p.m.	<i>Technology for Career Services</i> - Libby Heidmann	Room 316
	<i>International Journal of Nuts and Related Sciences: Avoiding the Pitfalls of Predatory Publishers</i> - Nerissa Nelson and Jennifer Huffman	Room 310
	<i>Nice Work If You Can Get It: Jazz Dance and Music Provide an Opportunity to Spark 21st Century Learning. How Swing Inspires Leadership, Resilience, Collaboration, Perseverance, and Entrepreneurial Spirit.</i> - Jeannie Hill (with Dance and Music students)	Room 650

SESSION 1

Integrating Online Resources into your Course

Terri Muraski

Whether you're teaching a face-to-face, hybrid or online course, you're probably interested in using online resources to supplement the required texts. Learn how the library can assist you in finding, digitizing and incorporating online articles, films, book chapters, music and images into your D2L course. We'll talk about ebooks, streaming video, article databases, open access resources and a few basic principles of copyright.

Learning outcomes include:

1. Improved awareness of library resources
2. Understanding of the new e-reserve services incorporated into D2L
3. Increased awareness of open access resources
4. Basic understanding of the copyright rules that apply to e-reserves

Microhistories, Knowledge Acquisition, and Experience Upon the Ice: Lessons from Polar Expeditions for Outdoor Education

Nik Butz and J. Hunter

Critical to the expeditions of polar explorers was the curation of highly-specialized knowledge systems. The objective of this study was to examine the role of knowledge systems in polar exploration and to apply the emergent lessons to contemporary education. This was accomplished by way of microhistorical examination of Roald Amundsen's and Robert Falcon Scott's race for the South Pole. The findings revealed considerable differences between these leaders and the knowledge systems they employed. Ultimately, the experiences, choices, and eventual fate of Amundsen and Scott provide a unique view of human endeavor that evokes a particular epistemological outlook and specific strategies for leadership important to experiential learning.

The session will involve three parts. In the first part, I will engage the session participants in a simulation of polar expedition planning. Second, I compare the participants' thinking to the knowledge systems used by Roald Amundsen and Robert Falcon Scott. Lastly, I will share implication for teaching using experiential learning activities.

Deliberating for the Common Good

Paula DeHart and Dôna Warren

This session will model and engage participants in a Structured Academic Controversy, a carefully constructed and deliberative discussion process that promotes civil discourse and critical thinking. The steps involved include selecting a powerful/perennial issue within a chosen discipline for examination; conducting background reading and research; presenting, listening to, and analyzing (mapping) reasoning from multiple perspectives; and finally, drawing conclusions, forming a consensus or developing a plan of action based on their deliberation. This session will be of particular interest to instructors involved in the critical thinking initiative or piloting the critical thinking designation.

The methodology for the Structured Academic Controversy was originally developed by Johnson and Johnson (1988), and further advanced as a deliberative discussion technique for promoting critical thinking and developing democratic decision-making skills by Parker (2003) and Hess (2009). By participating in this session, instructors will learn a clear, easy-to-follow discussion framework for helping students to apply their knowledge and skills, working in interdisciplinary ways to solve problems, one of the four main goals of UWSP's General Education Program. All attendees will receive an electronic copy of a PowerPoint presentation that explains the steps in a Structured Academic Controversy and can be revised and utilized to meet their own disciplinary and instructional needs.

As a result of attending this session participants will be able to:

- explain the step-by-step process for conducting a Structured Academic Controversy
- identify a powerful/perennial controversial issue within their discipline suitable for deliberation
- delineate an argument from a particular perspective and map the reasoning used
- draw conclusions, form a consensus or develop a plan of action based on their deliberation

Community Knowledge: Learning About Diversity, Inclusion, and Equity Through Service-learning

Gavin Luter

In this session, Dr. Gavin Luter, Executive Director of Wisconsin Campus Compact, will explore how service-learning is a vehicle for learning about diversity, inclusion, and equity. Gavin explains how students build their levels of intercultural awareness when applying their classroom knowledge to the real-world.

In this session, be prepared to do your own personal reflection about diversity, inclusion, and equity and how this shapes who you are and your teaching strategies.

SESSION 2

Quality Matters

Eric Simkins

During this session I will provide an overview of the Quality Matters organization, discuss the QM mission, explain the QM course review rubric and review processes, describe the professional development resources provided by QM, and discuss how CITL/UWSP currently utilizes QM to promote quality online course design. During this session I will discuss:

1. the Quality Matters organization
2. the QM mission
3. the QM course review rubric and review processes
4. how CITL/UWSP currently utilizes QM to promote quality online course design
5. QM training and development resources available to all UWSP faculty and staff

After this session attendees will be able to:

- explain the general mission/purpose of QM
- describe how CITL/UWSP uses QM resources during the online and hybrid course design process

Modern Knowledge Know-How: Panacea for Sustaining Pre-Service Teachers Education in 21st Century

Kele Anyanwu

Modern economy of today fueled by technological innovations coupled with accelerated rate of adoption in our school systems demands a reassessment of teacher preparation curriculum, practices and responsiveness to K-12 instructional challenges. Modern knowledge know-how such as coding, robotics and hardware interfacing, considered as STEM disciplines, have assumed prominence in education. Pre-service teachers need scaffolding during training to practice and recognize these modern knowledge skillsets as foundational just like literacy in a child's education. However, they are rarely part of pre-service teacher's curriculum resulting in inadequate preparation to meet the challenges of modern knowledge know-how pedagogy in 21st Century classrooms.

Modern knowledge know-how not only drive, but continually transform the economy in unprecedented, innovative ways. However, references about them are mostly associated with high school

science. At lower levels of K-12 they are relegated to after school activities, makerspace events or few hours of PD. Teachers, both new and old, suffer from deficient knowledge regarding modern knowledge know-how especially in early K-12 education. This proposal argues for inclusion of modern knowledge know-how as core elements in pre-service teacher preparation programs to sustain pre-service teacher's responsibilities as change agents in 21st Century classrooms.

During this session, participants will learn, using data analytics, why inclusion of modern knowledge know-how in pre-service teacher's curriculum is fundamental and sustaining in 21st Century education. Participants will learn best practices grounded in relevant learning theories why pre-service teachers need scaffolding during training to practice and recognize modern knowledge know-how as foundational just like literacy in a child's education. Today, the most relevant literacy a child needs is human - machine interfacing to understand the workings and control of devices that has become part of his or her life (I don't mean social media here). No better time to start than with pre-service teachers responsible for teaching students in formative stages of their lives in K-12.

I will demonstrate with examples how I have successfully adapted my Educational Technology course to include modern knowledge know-how using culturally responsive pedagogy in classes where over 90% of students are female. Wisconsin, like so many other states in the country, suffers from dearth of teachers with modern knowledge know-how expertise in K-12 school system. Opportunity therefore exists for the UWSP School of Education to position her teacher candidates to fill these gaps in the state.

Why Aren't They Reading?

Lynda Fernholz

On any given day, nearly 70 percent of our students come to class having not done the assigned reading. This phenomenon is immensely annoying to most faculty members. Who among us has not faced a classroom full of blank stares, with seemingly no one prepared to answer the well-thought-out question we've asked about the reading? Enter the note-taking strategy Facts, Questions and Response (FQR). This simply strategy puts an emphasis on "what do our students want to remember and why". Additionally, it becomes an excellent tool for assessing our teaching effectiveness.

This session will model and demonstrate the effectiveness of the FQR strategy for textbook and journal reading assignments. If we assigned it, we must discuss it! When professors and students are discussing the questions and the material most important to our students, learning becomes deeper. If you are simply going to give the answers anyway, why should students spend the extra time reading? Class discussion builds on the readings, rather than recap them. The learning outcome of this session is to provide a teaching strategy that will promote deeper conversation and purposeful learning when assigning textbook and/or professional journal reading assignments.

LEAP – A UWSP Pilot Underrepresented Minority Mentoring Program

Jake Wozniak and Trisha Lamers

The Learning Enrichment and Achievement Program (LEAP) is a UWSP pilot mentoring program that began in summer 2017. The aim of the program was to ease the transition to college, to UWSP, and to Central Wisconsin for 25 underrepresented minorities through the use of peer mentors. Five mentors were hired in spring of 2017 and took a three credit 'Introduction to Mentoring Course' in the fall of 2017 that helped the mentors understand mentoring theory and practices. Each mentor worked with five mentees and the program has just completed its first semester and some of the results are in. We will share a discussion of the program, the goals of the program, and some of the take-aways. We will also reserve time for discussion and questions.

SESSION 3

Video Production in Humanities Courses

Sarah Scripps

Focusing on student projects created for the course "Historical Documentaries," this presentation discusses the opportunities and challenges of integrating video production into humanities courses.

After attending this presentation, participants will be able to:

- learn why video production is a useful exercise in humanities courses.
- distinguish between basic video editing software programs and learn about the equipment needed to get started.
- Recognize potential challenges and pitfalls to managing video projects.
- Learn about additional resources (both externally and within UWSP) for more information and financial support.

Transitioning to Culture of Evidence: Sustainable Assessment Practices

Vera Klekovkina

This roundtable discussion panel will bring speakers from the Assessment Subcommittee and representatives of UWSP community describing what sustainable assessment practices have been developed on our campus and how such practices provide tangible assessment results while reducing time and effort commitment on behalf of faculty.

As a campus, we have nurtured the culture of assessment since 2011 when our assessment policies for program assessment and the assessment of our General Education Program were revised and implemented with an updated reporting cycle, 2011-2021. Our assessment process is rich, requiring a substantial time and effort commitment on behalf of our faculty, instructors, and administration. Emphasizing evidence, i.e. assessment results, in our assessment efforts can allow us to envision ways for streamlined assessment practices that can only strengthen our general culture of assessment. The Assessment Subcommittee members would like, therefore, to invite everybody to participate in a roundtable discussion by sharing and commenting on sustainable assessment practices on our campus.

Some examples of sustainable assessment practices include: clicker questions that measure students' knowledge as well as attendance; exit surveys that gauge students' perception of their learning based on all the program learning outcomes; in-class survey questions that target several program learning outcomes, etc.

During this session, we will also give a quick preview of Campus Labs, an electronic assessment management system.

Retention-focused Teaching Round-table Discussion

Gretel Stock-Kupperman

Participants will join the Academic Interventions Retention Committee, part of the campus Retention Committee, to discuss teaching strategies that support student retention. The goal of this session is to share a few best practices from the literature and to gather practices currently utilized at UWSP. Anyone interested in teaching to support retention is encouraged to attend, regardless of prior experience.

The Academic Interventions Retention Committee is interested in knowing the depth to which retention-focused teaching is engaged in on campus, and would like to gather ideas about issues, concerns, and best practices to engage students. Given that the teaching conference is focused on the kinds of teaching that encourage engagement and retention, we are likely to find a fertile ground for this kind of feedback among participants.

The session will include a brief discussion (5-10 minutes) of known retention-focused teaching practices, and will then be an open round-table discussion among participants. Participants will gain a deeper understanding of teaching practices on campus, the agency of faculty in promoting retention, and be able to provide feedback on the direction of academic retention efforts.

Safe Zone Training Kym Buchanan

A "Safe Zone" is a space where everyone can feel safe and included. It's also a mindset of awareness, self-honesty, and courage. Safe Zone applies to LGBTQ+ issues and more. In this interactive workshop, we'll prepare you to create a Safe Zone in your classroom.

Learning Outcomes:

If you bring sufficient ability and apply reasonable effort to this course, you will improve your demonstrable knowledge, skills, and dispositions in how you:

- Explain the Safe Zone philosophy and mindset, including specific strategies that promote a Safe Zone (e.g., ground rules for class discussion)
- Actively reflect on your knowledge, comfort, and confidence around differences such as homosexuality and gender-non-conforming, including specific strategies for personal growth and engagement (e.g., respectfully talking with a willing student about their difference to better understand it)

SESSION 4

Technology for Career Services Libby Heidmann

Overview of online resources to guide students in their career preparation and development. This session will provide a hands on opportunity for faculty and staff to learn more about the online resources available to assist students in their career goals.

This overview will include Handshake (job/internship postings, Final Destination Survey, and other student information features), BigInterview (interviewing tips and practice), and GoinGlobal (international and domestic job searching and city research).

International Journal of Nuts and Related Sciences: Avoiding the Pitfalls of Predatory Publishers Nerissa Nelson and Jennifer Huffman

Predatory publishers/journals have existed for a while now. Recently, however, there has been an uptick in these publishers approaching and targeting faculty with more personalized messages. Increasingly, more of these pseudo-articles are making their way into the body of scholarly literature. In addition to this being an issue for faculty, another layer to the predatory problem is the presence of predatory journals in subscription library databases, which may put students at risk of using questionable content in their academic output. This session aims to be an active discussion of predatory publishing practices and tips to avoid them.

Learning Outcomes:

- 1) Familiarize faculty with predatory publishing practices.
- 2) Learn how to recognize and avoid predatory publishers.

Nice Work If You Can Get It: Jazz Dance and Music Provide an Opportunity to Spark 21st Century Learning Jeannie Hill (with Dance and Music students)

How swing inspires leadership, resilience, collaboration, perseverance, and entrepreneurial spirit. Being pushed out of our comfort zone leads to deeper intellectual and physical understanding. This experiential learning session explores ideas of:

mobility - discovering and living in a state of relaxed readiness promotes physical and mental resilience

stability - getting down builds self-confidence

alignment - sidedness links ideas with actions

expressivity - choreography and improvisation illuminate our understanding of rules and freedom

connectivity - holding hands awakens the senses in our tech-bound lives and guides us to connect to gravity and to each other

play - loving what you do makes all the difference

Come discover how easily these ideas transfer to all disciplines. Active participation required! Participants will:

- repeat a movement sequence (concrete experience)
- discover connections between dance obstacles and life obstacles (reflective observation)
- experiment with others through swing dancing (abstract conceptualization)
- assess the value of play in learning by trusting personal movement choices (active experimentation)



Center for Inclusive Teaching and Learning University College University of Wisconsin - Stevens Point

uwsp.edu/citl • citl@uwsp.edu

403 Albertson Hall, 900 Reserve Street, Stevens Point, WI 54481