



UW-Superior Faculty and Staff Posters and Presentations at UW System's OPID Spring 2015 Conference

Conference Theme - *Contemplative Pedagogy: A Confluence of Teaching and Learning*

April 16 – 17, 2015

at the Heidel House, Green Lake, Wisconsin
Hosted by the University of Wisconsin System



THURSDAY, April 16, 2015

Workshop Session 6B: Helping Students Learn Ethical Leadership and Empathy: Contemplative Pedagogy in Action

(2:45 – 4:15 p.m. in Sandstone B)



Ms. Lisa M. Mattsson

*Outreach Specialist
Center for Continuing Education;
Senior Lecturer of
Legal Studies and Mediation*

Dr. Maria Stalzer Wyant Cuzzo

*Professor of Legal Studies
Department of Human Behavior, Justice and Diversity;
Director of the Center for
Excellence in Teaching and Learning;
Paralegal Studies and Mediation Conflict Resolution Advisor
Continuing Education and Extension*



As an interdisciplinary teaching team, the presenters will explore multiple action pedagogies to help students learn about ethical leadership and empathy. The courses covered include a certificate in ethical leadership, a certificate in mediation and conflict resolution, and a first year seminar on emotional intelligence.

The session will start with a question to attendees on how we develop ethical leaders, followed by a summary of UW-Superior's ethical leadership program, including several specific engagement pedagogies used with students. Then, we'll explore the mediation and conflict resolution curriculum and the first year seminar.

The presenters will pose the question of how to actively engage the students in experiential learning, and the attendees will learn about the recent "Transforming the Human Spirit" exhibit -- a hands-on learning experience with supportive programming, including a kick-off event, a panel, guided interpretive tours of the exhibit, and a workshop.

Taken as a whole, attendees will walk away with specific pedagogy ideas and "how-to's" on co-curricular options for student learning.



Poster 15 C: Does Loss Aversion Grading Scheme initiate Student Motivation to Plan Better to Perform Well in General Education Introductory Economics Courses?

Dr. Sakib Mahmud, 2014-2015 Wisconsin Teaching Fellow
*Assistant Professor of the Sustainable Management Economics
Department of Business and Economics*

Student motivation to develop strategies to perform creditably in general education introductory economics courses might be influenced by past experiences, negative perceptions, and the stress associated with receiving a better grade. To explore whether the expectations and pressures of getting a higher grade are influencing student motivation to develop performance-enhancing strategies, the study explores whether a grading system based on loss aversion measurement can change student behavior. The research design is based on the convergent parallel mixed methods using the quantitative pre-and-post anonymous online questionnaire surveys and the qualitative short reflection notes. Since contemporary research reveals that people dislike losses more than they enjoy gains, the learning goal of the research is to find how framing grades as a point of reduction as opposed to earning points throughout the semester, transforms the students to be better planners considering students response to pre-and-post online questionnaire surveys and self-reported short reflection notes.



Poster 19C: Students' Engagement and Perceptions of Guest Lectures in an Intercultural Communication Course

Dr. Ephraim K. Nikoi, 2014-2015 Wisconsin Teaching Fellow
*Assistant Professor of Communication and Distance Learning
Department of Communicating Arts*

The use of guest lectures is a pedagogical method that exposes students to diverse ideas and topics. This research was designed to examine the engagement and perceptions of guest lectures by students in an Intercultural Communication course. Five guest lecturers from four different countries were invited to Skype into the class at different times throughout the semester to give lectures on various topics. At the end of each lecture, students were asked to respond to questionnaires about their preparations and perceptions of the lecture. The students also took pre- and post-surveys to measure their attitudes towards guest lecture preparations. This project contributes to the literature on the use of guest lectures in a course as a pedagogical tool by focusing on students' preparations and views on the use of guest lectures to expose them to different scholars and topics.

FRIDAY, April 17 PANEL Session 5D: Improvisation as Learning and Assessment (8:00 – 9:15 a.m. in Lucas Bluff Rm)



Dr. Marshall J. Johnson
*Professor of Sociology
Department of Social Inquiry*

“Improv” often summons images of the casual and random, informality implying the absence of form. Studies of cognition and learning in a number of fields suggest that these surface impressions hide key facts about learning and performance. When properly structured, improvisation can afford both opportunities for further practice strengthening disciplinary and broad cognitive scaffolding as well as assessment of emerging mastery in student learning.

The faculty panelists from music, sociology and visual arts will introduce key points regarding improvisation, cognition and emergent mastery through interactive exercises. With this introduction, the session will then focus on dialogue with the other attending participants regarding the benefits and difficulties entailed in using improvisation in and between their disciplines.

Dr. Lois Veenhoven Guderian
*Associate Professor of Music
and Music Education Coordinator
Music Department*



FRIDAY POSTER SESSION (12:30 – 2:00 p.m.)

Poster 7E: Flipping and Blending: Engaging Students in a Technology Rich Environment



Dr. Mary K. Churchill
*Assistant Professor of Teacher Education and
Interim Coordinator of Teacher Education
Department of Educational Leadership*

Dr. Maryjane C. Burdge

*Assistant Professor of Special Education
Department of Educational Leadership*



By extending our classrooms into the virtual world, we prepare future teachers with current technology tools and for the tools of tomorrow. From Twitter to blogging to wikis to webpage development, our students demonstrate mastery of concepts in differentiated assessments. Additionally, we use discussion boards embedded into the Learn@Superior system to inform our instruction and focus on having all voices participating. We will share strategies, assessments, and the ease of technology for your use in and beyond the classroom and demonstrate how you may extend the learning beyond your classroom boundaries. We will include an electronic bulletin board as part of our poster sharing.

Poster 9E: Contemplating Our Educator Journey: Practicing Our Own Commitments



[Dr. Maria Stalzer Wyant Cuzzo](#)

*Professor of Legal Studies, Department of Human Behavior, Justice and Diversity
Director of the Center for Excellence in Teaching and Learning (CETL)*

Contemplative pedagogy is not just for students! Quality learning with students requires the educators doing the teaching to be in spaces of commitment, engagement and wholeness themselves. This workshop explores the ideas and practices that invite educators to self-reflect and reclaim their heart for teaching. Based on the path-breaking writings of Parker Palmer in his books *The Courage to Teach*, *A Hidden Wholeness* and *The Heart of Higher Education: A Call for Renewal*, this interactive workshop will invite each attendee to pause and reclaim their own identities and core commitments to teaching, learning and growth. You will work through several exercises and share with your colleagues. The workshop host will use several practices recommended by Palmer's work to guide this educator-centered contemplative experience.

Poster 30E: Student and Faculty Collaborative Research: Stories from the Road of Real Mentors and Mentees



[Ms. Julie L. O'Leary](#)

*Program Director of Undergraduate Research,
Scholarship, and Creative Activity (URSCA)*

[Dr. Hilary N. Fezzey](#)

*Assistant Professor of British Literature
Department of World Languages,
Literatures, and Cultures*



with UW-Superior Students

[Dr. Maria Stalzer Wyant Cuzzo](#) (pictured above) **Randy J. Bender** and **Jordin A. Gegare**

*Professor of Legal Studies
Department of Human Behavior, Justice, and Diversity*

This poster explores the relationship between several student and faculty collaborative research partnerships through the eyes of effective mentoring. Facilitated by an experienced URSCA professional, these faculty-student research partnerships will share their best and worst moments of mentoring together as well as suggestions, tips and techniques for creating a great synergy and energy in a shared research project. The three pairs of mentor/mentees will be from different disciplines and the panel will be facilitated by the URSCA Program Manager. The recruitment process for two more sets of mentor/mentee teams is being completed now but the panel will provide three different sets of faculty-student partners for the panel. The interactive portion of the panel will invite questions, comments and stories from attendees about their own best practices and experiences with collaborative research and mentoring.

The **SoTL Program Posters** described below were developed through UW-Superior's **Center for Excellence in Teaching and Learning** 2014-2015 **SoTL Program**, coordinated by [Dr. Hilary N. Fezzey](#)
Assistant Professor of British Literature
Department of World Languages, Literatures, and Cultures
Campus Faculty Representative to UW Systems Office of Professional Instructional Development (OPID)



Poster 3E: The Train has Left the Station



[Ms. Beth C. Austin](#)

Senior Lecturer of Media and Distance Learning, Department of Communicating Arts

It is no longer a question of will the internet and mobile technology change education, but rather what does the future hold? ***The Train has Left the Station*** is a documentary exploring the changing landscape of mediated education and the teacher's evolving role online and in the classroom. MOOCs, flipped classrooms, YouTube videos, wiki's, social networking, and course management systems are a few of the tools that are rapidly pushing boundaries, affecting student-teacher interaction, teaching, and learning.

Interviews include educators, administrators, experts, and innovators in distance learning education. Subjects discussed include instructional technology, best practices for teaching online, and student tips for success in mediated learning environments.

Poster 6E: Experimenting with a Flipped Classroom



[Dr. Andy Breckenridge](#)

Associate Professor of Geology, Department of Natural Sciences

In the fall of 2014 I experimented with a flipped classroom in my general education introductory geology course. I added online lecture videos as homework, along with online quizzes to encourage students to study the videos. In lieu of many lectures, class time was devoted to discussions, interactive quizzes, and activities similar to lab. My intention was to create a challenging and fun course, while still maintaining the coverage of content that I expect in a foundational class. To evaluate these changes, I compare four years of data from previous classes to the fall 2014 class. The data include former exams (which were similar between classes), geo-concept inventory survey results, Likert-style student evaluations, and student feedback on the course design and implementation.

Poster 17E: Exploring Links between Learning about Learning and Motivation to Learn



Ms. Susie W. Isaksen

Senior Lecturer of Writing

Department of Writing and Library Science

This SoTL research project explores whether or not learning-about-learning helps freshmen consciously assert responsibility and control over motivation to learn in two College Writing I classes.

The problem is that many young freshmen are unaccustomed to classes in which they must take responsibility for their own learning. This problem may be especially true in writing classes, which tend to be flipped and collaborative—features known as learningful by instructors but not by young freshmen.

The project intervention consists of a Learning-about-Learning Unit featuring readings, writings, surveys, and class discussions that focus on asserting self-responsibility for learning and for motivation to learn.

Data generation: Analyses of baseline and unit's end surveys, quick-writes, and focus groups will generate quantitative and qualitative data.

Poster 20E: What works to motivate students to be self-directed learners in a flipped classroom?



Ms. Heather Kahler

Senior Lecturer of Mathematics

Department of Mathematics and Computer Science

Students in a flipped classroom are asked to take on a role that is often unfamiliar to them: that of a proactive, rather than reactive, learner. In a flipped intermediate algebra course at the University of Wisconsin - Superior, students need to review material before class, prepare for an assessment of their initial understanding, and be ready to engage in problem solving. What motivates students to successfully take on this unfamiliar role? This poster will present research results of a SOTL project that explores this question.

Poster 29E: Do Scholarly Readings Help Basic Writers Build Confidence in Their Reading and Writing in College?



[Mr. John McCormick](#)

Senior Lecturer of Writing

Department of Writing and Library Science

How does a class of WRIT 099 students feel about their writing and reading in the college environment when the texts that they are reading are scholarly/academic in nature? How does this compare to a class of WRIT 099 students reading a more “standard” textbook detailing processes and patterns of writing? Research for the academic/scholarly readings is promising, but often packaged with concurrent changes in support/design. The two classes were taught as closely as possible by the same instructor, with the aid of Writing Center Mentors, but the textbooks were quite different. Surveys in two sections collect reported levels of comfort and awareness of what factors led to that comfort.

Poster 32E: An examination of business case studies in a principles of management course: an online to face-to-face comparison.



[Dr. Brent S. Opall](#)

Assistant Professor of

Department of Business and Economics

This study examined the effective use of business case studies to teach principles of management and if student perception of learning differs from face-to-face (classroom) to online case experiences. Specifically, how and in what format do management instructors in introductory level courses use business case studies to encourage active learning? And, can differences in student’s perceptions of effectiveness of using business case studies occur online in comparison to face-to-face environments? Within the literature there continues to be significant debate on the effectiveness of online vs. face-to-face learning environments. Within my own work developing course content I have been perplexed as to the best way to supplement student learning in an active way, especially considering the perception of online content being passive. This study provides a glimpse, focused on business cases, to the conversation on student’s perception of learning online vs. face to face.

Poster 35E: Tuning Into Fluency: The Impact of Radio Programs and Production on Oral Expression in the Advanced Spanish Classroom



[Dr. Jeanette M. Pucheu](#)

*Assistant Professor of Spanish,
Department of World Languages, Literatures and Cultures*

As a Spanish professor in northern Wisconsin, one of the most significant challenges I face in the classroom is developing my students' oral abilities. Due to low number of native speakers of Spanish in this particular region, my students' have had few opportunities to apply their oral Spanish skills and thus demonstrate greater difficulty with pronunciation and oral expression. In this study, I will examine the impact that engaging students in the creation of Spanish radio programs on Sound Cloud, KUWS radio station and other social media has upon the fluidity of their oral expression. What is more, I will also measure how this project affects the students' general motivation to study, and to continue with their language study in Spanish. At present I am applying this SoTL study to my Advanced Spanish class (SPAN 300) at UW-S. Eight of the nine students enrolled in the course have agreed to participate in this study, and at present the students are revising their first scripts that they will then upload to Sound Cloud, You Tube or the radio station KUWS. Thus far the topics of these projects range from a history of the Mexican taco, an interview with a taco obsessed gringo, a virtual visit along the Camino de Santiago, a review of a Tex-Mex restaurant in Duluth, to a lively overview of Costa Rican culture. At present the interest level is quite high and the students seem to be relishing applying both their creativity and language skills to this project. The language being integrated into these scripts is a mixture of colloquial Spanish (to better capture the oral expression of the situations they have created), and a more formal register, allowing the students to practice their written Spanish skills. Upon finishing the final draft of their media projects, I will carefully listen and comment upon their overall fluidity and pronunciation. Lastly I will use the final projects as a pilot radio show program on our campus. In the future, I foresee this project expanding beyond the confines of its current focus to allow for a greater number of students from the Spanish language program to participate and apply their Spanish oral beyond the textbook.

[OPID Spring Conference](#)

April 16 - 17, 2015

The 2015 OPID Spring Conference will bring together over 200 faculty and staff across many disciplines to demonstrate the UW System's commitment to excellence in teaching and student learning. The conference will provide a forum to recognize, acknowledge, and share the expertise of faculty and academic staff who excel at teaching, value learning, and are committed to sharing their experience, knowledge, practice, and scholarship with colleagues. The intentional relationships among teaching, learning, and making excellence inclusive will be a foundation of this event.



Poster 38E: Do Active Learning Activities Increase Students' Sense of Engagement and Perceptions of Success in General Education Geology Coursework?



[Dr. Kristin E. Riker-Coleman](#)

Assistant Professor of Geology, Department of Natural Sciences

Non-science students in general education geology courses at the University of Wisconsin Superior frequently complain of a lack of relevance to their lives. Faculty members tell them learning about environmental problems will make them better citizens (in addition to learning for the sake of learning). Traditional lab activities try to teach problem solving skills and content at the same time. Students perform on the labs, do well on the tests, and yet will report feeling disconnected from the material. This study examines the influence of alternative learning strategies on students' perception of success. I examine the impact of POGIL (Process Oriented Guided Inquiry Learning) activities and/or Academic Service-Learning (AS-L) have on students' self-concept.

Poster 43E: Increasing Student Participation in Class Discussions in a First-Year Writing Course



[Ms. Yvonne Rutford](#)

*Assistant Professor of Writing,
Department of Writing and Library Science*

[Mr. Yunhong "Tom" Tu](#)

*Instructional Designer
Center for Excellence in Teaching and Learning;
Assistant Professor of Library Science, Department of Writing and Library Science;
Campus Representative to UW System's Learning Technology Development Council*



Incorporating asynchronous online discussions has been considered by writing educators as a means to increase student participation and engagement. Previous studies only address asynchronous online discussions as an addition to the face-to-face format. Fewer research projects specifically target the issue of transferring the level of participation and engagement in online discussion boards to the face-to-face classroom as a means to foster increased participation and engagement in that setting. The purpose of the study is to find out the students' perception regarding their confidence and willingness to participate in subsequent face-to-face class discussions in a first-year college writing course. This poster presentation shares the findings of the study. It could contribute to the literature on teaching college writing in hybrid or blended environment. It could provide insight in accommodating diverse learning styles in the blended learning environment as well.