Join CETL Staff on August 31st to celebrate passing the torch of Excellence for teaching and learning ...

Come to a CETL OPEN HOUSE from 4:00—5:30 p.m. on Monday, August 31st to celebrate Maria Cuzzo’s and Emily Levings’ service in promoting EXCELLENCE in teaching & learning. After 8 years as Director of CETL, Maria Cuzzo is resuming her full-time position as professor in the Legal Studies program in Fall 2015. Meanwhile, Emily Levings is literally “counting the days” until August 31st when she will retire from UW-Superior. Step back nine years to the fall of 2006, when a CETL Action Task Force was formed to research, design and make recommendations for a Center for Excellence in Teaching and Learning. In July 2007, Maria Cuzzo was appointed as the first Director (half-time position), with the center initially set up in the McCaskill Hall building next to the Technology Services unit. Other members of the first CETL team included a full-time Coordinator of Instructional Development, and Denise Denu, as half-time LTE Program Associate.

In Summer of 2009, Emily Levings joined the CETL team as a full-time University Services Program Associate, following 9 years of service as an academic program associate for the Teacher Education Program.

Perhaps you’ll recognize yourself or other current university staff who were involved in CETL “firsts” during the 2007-2008 year, such as:

- Formation of the first CETL Advisory Committee (including current university staff: Pamela Bustos, Maria Cuzzo, Suzanne Griffith, Wendy Kropid, Shaun Lynch, and Ray Reinertson);

- Keynote presentation for Faculty & Staff Enhancement Day - August 29, 2007, on Assessment and Accountability, presented by Barbara Walvoord;

- Semester-long series in Fall 2007 for New Faculty Orientation (NFO) lead by Maria Cuzzo (for new faculty Gloria Eslinger, Jim Geidner, Brett Jones, Kurt Schmude, and Shevaun Stocker) with presenters Ella Cross, Donna Dahlvang, Martha Einerson, Suzanne Griffith, Laura Jacobs, Joel Sipress;

- Travel to regional conferences, as in November 2007 to St. Norbert’s College to confer

**SAVE the DATES**

- **August 11-13 (Tu-Th): Annual Conference on Distance Teaching and Learning**: Where Education, Technology and Learning Converge (Madison, WI)
- **August 19-20 (W-Th): Learn @UW-Superior Hands On! (D2L Training in Swenson 2020)** see page 8
- **August 25 (T): CETL Adjunct Orientation (5:30-8:30 pm in Swenson Hall 3002)** pg. 9
- **August 26 (W): CETL Promoting Excellence in Teaching & Learning Orientation (PETL) (12-4 pm in Yellowjacket Union 203)** pg. 9
- **August 31 (M): CETL Open House (4:00-5:30 pm in Swenson Hall 2076)**

- **Late September (Th-F): Tentative OPID Council Fall Meetings (Location TBD)**
- **Early October (F): Tentative Call for Proposals for OPID Spring 2016 Conference (scheduled for April 14-15, 2016)**
- **Oct. 27-30 (T-F): EDUCAUSE 2015 Annual Conference (Online thru UW-S Tech Services)** See page 12
- **November 2 (M): Applications due to CETL for 2016-17 WTFS Program**
- **Late November (M): Tentative due date of proposals for OPID Spring 2016 Conference**
- **December 10 (Th): Celebration Breakfast for PETL Orientation (8:00-9:45 a.m. YU 202)**

Continued on page 4
Hello! It’s hard to believe that August is here, and that we’re getting ready for fall just as summer classes are wrapping up. The CETL staff are pleased to share this newsletter with you, as a look back at the many exciting opportunities our faculty and staff engaged in last spring.

We believe students and staff are the heart of our campus. Professional and personal development provides the context, and we are all teachers AND learners in the process. Each of us has an important role in supporting our students – most of us many roles! You may be the first person a student sees when they walk into a building each day. You may be an instructor engaging the student in the classroom or a coach teaching them on the field or court. You may be the person who the student comes to for help dealing with a difficult home or financial issue. The teaching and learning environment encompasses all of these roles.

With this understanding, a design team (Monica Roth Day, facilitator; and members Tom Tu, Del Wright, Emily Levings and Stacy Leno) has worked hard this summer to develop the Promoting Excellence in Teaching and Learning Orientation, with a focus on understanding our students and promoting effective strategies in and outside of the classroom. Many folks have provided ideas and insight into our campus to inform this work, including a wonderful group focus on student-centeredness. This collaborative group, facilitated by Harry Anderson, Dean of Students and Monica, met for the first time in late July. We look forward to future discussions and activities.

The Center for Excellence in Teaching and Learning Team has had a busy and productive summer collaborating and preparing for numerous events and activities coming this year. Please keep an eye out for our new website design along with a list of opportunities planned for this fall. We look forward to seeing you during Opening Week and hope you can attend the Open House, Monday, August 31 from 4 – 5:30 p.m. in the CETL Suite to honor Maria Cuzzo and Emily Levings, and their many years of dedication to CETL. Emily will be retiring that day.

The CETL Team – Monica, Tom, Del and Emily

Special thanks to Ms. Nicole Stodola, Student Assistant, for all her exceptional help to the CETL staff.

The Contents for this issue are on page 3
June 24 Final Message from the former CETL Director

by Dr. Maria Cuzzo
Professor of Legal Studies, Department of Human Behavior, Justice, and Diversity
New Office: Swenson 3142
Same Phone: 715-394-8482

It’s been an honor to serve all of our campus educators as CETL Director for the past eight years. Next Wednesday (July 1), Dr. Monica Roth Day will assume formal duties as CETL Director. I wish her all the best in this new role. I’m confident she will bring her own unique vision and direction to this important unit on campus. I learn new things from Monica almost every day. She will be a great leader in CETL’s quality professional & faculty development. We’ve collaborated on the transition and I look forward to completing my duties next week.

I’ve learned many valuable lessons through this 50-50 administrative role. Here’s my final recap.

First, I’ve had a terrific opportunity to work with many educators on this campus in many different capacities. UW-Superior is a remarkable place filled with academics and professionals who care deeply about quality teaching and student learning. Whether in the classroom or outside the classroom, our students have many engaging learning opportunities that YOU provide. You’ve inspired me almost every day. It takes an entire university community to teach our students about knowledge, skills and life—you do this every single day and the world is better for it.

Second, I’ve learned much more about how a university functions as an administrative organism. I appreciate the mentoring and learning that I’ve experienced from our campus administrators. They have challenging positions and work very hard to ensure a good future for our campus. We are dependent on each other to survive and thrive in an increasingly complex context of higher education. They watch our backs as educators all the time (even if we don’t always understand how and why). I was really privileged to be able to see how that part of our university works. Thank you for your ongoing service and leadership. I’m truly grateful for all that our administrative leaders do to enhance our lives, protect our institution and aid our students.

Third, I’ve appreciated the chance to connect with the broader UW-System community of OPID and various other state-wide organizations connected to quality teaching and learning. Having a robust network of colleagues enhances one’s understanding and multiple perspectives on our work and life. I’ve learned new things through the broader connections outside of UW-Superior and encourage all of you to take advantage of opportunities like OPID to build your own network.

Fourth, I’ve learned how much we depend on each other for our daily renewal as educators. We are an interconnected network. We are not solo agents. We can both help and hurt each other in that connectedness. I experienced many moments of being nurtured, helped and supported by others—

Continued on page 4
Final CETL Message from Cuzzo
Continued from page 3

too many to name specifically. Each and every one of you is deeply respected and appreciated. Together, we can be strong and become the best that we can be. When we go it alone, it just doesn’t have the same texture, richness and community.

Fifth, nothing would have been possible without the dedicated staff of CETL: Emily Levings, Tom Tu, Del Wright, student workers and numerous others that have come and gone over the past eight years. These folks are the keepers of quality and detail management. In a bureaucracy like a university, literally nothing would happen without these staff who know how to make things work. It takes a thousand forms, a hundred logistics details, hours of expertise and consult, dozens of unique skill sets that never quit working. You know these folks in your universe as well. Take a moment today and think of the people who do the same in your world. Then, take a moment and say THANK YOU to them—they are often unseen and unsung heroes behind the scenes. This includes not only CETL staff but our fine custodians, facilities management folks, Campus Life, Classified Staff and Academic Staff of all types and kinds. These people solve problems and get it done, even under pressure and stress. I’m so grateful for them. I know CETL would not be what it is without their hundreds of helping hands over the years.

Sixth, I always have to thank the students who are really the reason that I’m here. Being a part of professional and faculty development enhanced my view of why we do what we do--it is to strengthen and develop student learning. Thanks to all the students who are part of the fabric of my life. I don’t think I’d do this work without them.

I’m very excited to reassume full-time duties as Professor of Legal Studies in HBJD. My office move is now complete. My new abode is in Swenson 3142 and email/phone remains the same.

I wish you all the best as we move into mid-summer and then a new academic year. Thank you for all that you’ve given to me in my role of CETL Director and I’ll see you around!

Best always, Maria

August 31st CETL Open House
Continued from page 1 ...

on Liberal Education and Wisconsin’s Promise: The Teaching, Learning and Assessment of Liberal Education Outcomes (attendees Wendy Kropid, and Stewart Platner);

□ Learning Technologies project on the theme of globalization to enhance the First Year Experience (participants Tammy Fanning, Heather Kahler, and John McCormick)

□ Undergraduate Teaching & Learning Grant award in November 2007 for OPID’s Lesson Study Project (recipients Monica Roth Day, and Shevaun Stocker);

□ First Year Seminar EXPO in December 2007 (instructors Erin Aldridge, Mary Balcer, Kay Biga, Khalil Dokhanchi, Gary Johnson, Susan Larson Kidd, and Joel Sipress);

□ CETL Book Club in April 2008 to discuss “The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life” by Parker Palmer (participants Maria Cuzzo, Cynthia Graham, Heather Kahler, Monica Roth Day, and Shevaun Stocker);

□ CETL Teaching and Learning Panel discussion on Effective Grading in March 2008 (presenters Maria Cuzzo, Wendy Kropid, Joel Sipress, and Shin-Ping Tucker);

□ CETL Connections Newsletter (Issue 1, March 2008), produced and edited by Denise Denu.

Please come and share refreshments with Maria, Emily, and the new CETL Team on Monday, August 31 from 4:00 -5:30 p.m. in the CETL offices on the 2nd floor of Swenson.

Continued on page 5
Fond Farewell
from Emily Levings
University Services Associate 2
Center for Excellence in Teaching & Learning
(July 2009 - August 2015)

My seventeen years at the University of Wisconsin have provided me with experiences that I will revisit with fond memories during my retirement years. I’m grateful to have worked at an institution that clearly promotes education - a pursuit that I hold in high regard and that does not yet have the prominence in our culture that I hope for. Most of the people who make up the community of UW-Superior have similar ideals, so it’s been great to have shared your company, knowledge, and friendship.

Prior to my transfer to CETL, I worked as an Academic Department Associate (1998-2009) and was fortunate to be introduced to the discipline, art and passion of teaching through my involvement with faculty and staff, as well as students, that made up the Teacher Education Program, and the Counseling and Educational Administration programs. During that time, my two sons attended UW-Superior (one majoring in elementary education and the other in biology and chemistry), met their future wives, and graduated. I learned as a parent and an employee how truly “superior” the learning environment is at this institution due to the concern for and individual attention given to its students.

When I transferred to CETL, I was introduced to a better understanding of the best practices, skills and environments needed to provide quality learning experiences for students. It has been a gift to be part of that and to have been led and supervised by the most intentionally appreciative, thoughtful and collaborative person I know — Maria Cuzzo. I hope she delegates some time to relax and regroup, though I expect she’ll soon be moving forward with enthusiasm to another challenging situation.

In my short time working with CETL’s new director Monica Roth Day, I’m convinced she has the expertise and excitement to continue CETL’s mission in promoting UW-Superior’s resources for teaching and learning. In truth, I’m disappointed that I won’t be able to stay longer to work with her.

Though I regret my separation from the campus community, I look forward to the time it will allow for me to pursue other interests and relationships that are hampered by a full time job. I’ll walk my lovable puppy Ruby every morning as I plan out my day. I’ll spend more time with my husband Erv, my sons Jake and Daniel and their wives Janna and Katie, and last but not least, play with my four young grandsons. I’ll be able to travel to Maryland more frequently to visit my mother, four sisters and their extended families. Erv and I are

Continued on page 6
Emily Levings Retiring ... continued from page 5

planning to finally finish the home we designed and built upon our arrival to northern Wisconsin in 1997. And we’re looking forward to finding new fishing spots in Canada, on the Outer Banks of North Carolina, at Padre Island in Texas, and on the Baha Peninsula of California. He’ll probably also persuade me to get involved in tending our vegetable garden, if I’m not already too busy creating paintings and learning new art techniques, building sculptures for the garden, or maybe even attending art classes here at the university. Next year, be on the lookout for a vegetable stand on Highway 13 beyond the crossing of the Amnicon River. You might recognize the white-haired woman in a floppy hat, tending the vegetable stand or hunched over an easel painting her impressions of the flower-filled fields or the horses in the pasture beyond.

One final note is that I’m grateful to have had the opportunity to work with the other “university staff” (formerly classified) and administrative staff at the university. They provide much of the elbow grease and humanity that keeps the university functioning so that instruction can happen inside and outside the classrooms. Before coming to UW-Superior I had no connection or understanding of higher education’s conflicting foundations of hierarchy and democracy, nor of union activities. My involvement has been a learning experience and I have a greater appreciation for the complexities of governing ourselves and nurturing our communities. My wish is for the all of us to be inclusive, work together, and speak up for education to prosper in this state and in this time.

See you “by the road,”

Emily

Special Thanks to the CETL Advisory Committee

Fall 2014 — Spring 2015 Members

Dr. Sarah LaChance Adams
Assistant Professor of Philosophy
Social Inquiry Department

Ms. Beth Austin
Senior Lecturer of Media and Distance Learning
Communicating Arts Department

Dr. Jeanette Pucheu
Assistant Professor of Spanish
World Languages, Literatures, and Cultures Department

Ms. Ivy Vainio
Multicultural Senior Student Services Specialist
Office of Multicultural Affairs

Dr. Lorena Rios Mendoza
Assistant Professor of Chemistry
Natural Sciences Department

In addition to the CETL Staff (see pages 2, and 3), the Ad Hoc members below attended and contributed at meetings.

Dr. Hilary Fezzey
Campus faculty representative to System’s Office of Professional Instructional Development (OPID); Associate Professor of English and British Literature
World Languages, Literatures, and Cultures Department

Ms. Heather Kahler
Campus academic staff representative to System’s Office of Professional Instructional Development (OPID); Senior Lecturer of Mathematics
Mathematics and Computer Science Department

Mr. Joe Kmiecik III
Director of Technology Support Services

Ms. Karen Plass
Instructional Program Manager and Advisor
attended Spring 2015, as representative from the Distance Learning Center
CETL completes Phase I of EXPERIENTIAL LEARNING Strategic Plan Initiative

The CETL Advisory Committee met every other week during the late fall 2014 and early spring 2015 semesters, working through March to complete the first phase of a Strategic Plan charge to develop a definition and propose quality standards for experiential learning according to Strategic Initiative I, Goal 1, Action Step 1. This was completed with input from stakeholders and submitted for approval to the Faculty Senate, the Undergraduate Academic Affairs Council (UAAC), and Academic Departments. The strategic initiative commits the university to having students involved in two experiential learning activities through their major work.

Experiential Learning Proposal below was submitted by the CETL Advisory Committee on March 30, 2015.

SUMMARY:
The CETL Advisory Committee was charged by the Strategic Planning Core Team to develop Strategic Planning Initiative One related to experiential learning. The Committee received this charge in August 2014. September-November were spent on extensive literature review work about experiential learning including finding field recognized definitions, best practices and approaches to experiential learning. The CETL Advisory Committee began drafting definitions and best practice listings in November-December 2014. At the same time, the Committee designed and coordinated an all educator survey on experiential learning as a way to solicit stakeholder input and information. That survey summary is included with this report. The CETL Advisory Committee then reviewed all survey findings and revised all definitions, examples of experiential learning and suggested best pedagogy practices for quality teaching and learning using experiential learning. The Committee considered whether or not to create quality standards (which would require submission and external review) or work toward best pedagogy practices. After much discussion with stakeholders and members, the Committee chose best pedagogy practices. The Committee reviewed and revised these core ideas three times prior to final approval for governance review and completed their work in March 2015 on schedule.

DEFINITION:
Experiential learning involves students learning by doing an activity designed by the instructor and followed by quality student reflection about their learning.

EXAMPLES: Examples of Experiential Learning that reflect both definition and best pedagogy practices in any course design or delivery system:
- Academic Service Learning
- Action or Applied Research
- Apprenticeship/internship/clinical experiences/practicums
- Case Studies/Hypothetical Studies
- Case Method
- Cooperative Learning (e.g. group projects within class or outside class)
- Cultural Exchanges/Study Abroad
- Demonstration or performance of original or interpretive works
- Discussions (e.g. purpose, design, structure/specific outcomes, application from theory to practice)
- Exhibition in public setting
- Field Trips (e.g. site visits, nature expedition, social/cultural site visits that have a reflective component)
- Field Work (e.g. placement in community, doing science research or collecting samples in the field)
- Labs
- Physical/Kinesthetic Learning
- Problem-based Learning
- Role Plays
- Simulations/Games/Mock Learning Environment
- Student-led Sessions with Specific Outcomes/Learning cooperatively where students take the responsibility for teaching themselves

Continued on next page
Experiential Learning Initiative continued from page 7

• URSCA (Undergraduate Research, Scholarship and Creative Activity as defined by URSCA best practices and embedded in a course or guided by an instructor mentor)
• Workshops (e.g. peer review writing workshops, applied learning classes that are skill relevant)

Best Pedagogy Practices for Effective Experiential Learning: here are recommended steps for developing experiential learning activities.
(1) Instructor designs a concrete learning experience that facilitates students learning by doing (not passively receiving the information); see list above for some ideas of types of experiences that commonly are experiential.
(2) Instructor prepares students for the learning experience (explanation of background information, abstract concepts that will be applied, process of learning for that experience).
(3) Students complete the learning experience, which can be either campus-based and/or community-based (on and/or off campus).
(4) Students reflect on their experience with guidance and expectations from instructor.
(5) Instructor assesses the student reflection and experience seeking to improve the pedagogy practices for next time.

Updates to the Strategic Plan Metrics for Fiscal Year 2016 and 2017 are available for review by the campus, with input requested by August 5, 2016. Links to the updated Metrics and feedback forms are available on the UW-Superior Staff Digest.

Learn@UW-Superior Hands On!

CETL invites all UW-Superior instructors (faculty, academic instructional staff, and adjunct instructors) to sign up for two training sessions for:

Desire2Learn at UW-Superior:

Session 1: Wednesday afternoon, August 19:
12:30 — 4:30 p.m.

Session 2: Thursday morning, August 20:
8:00 a.m. — 12:00 noon

Location: Swenson 2020 for both sessions

To reserve a seat, email cetl@uwsuper.edu with your name and the number of classes you’ll be teaching in the Fall 2015 semester. The D2L training is limited to 25 seats, so please register now to reserve your place and handouts (and no later than August 17). It is highly recommended that you commit to BOTH training sessions to get the maximum value out of the D2L training.

While priority for these sessions will be given to permanent staff, seats will be open to adjunct instructors as available. New as well as returning instructors will find these sessions valuable – including a demonstration on Kaltura (our new campus-wide multi-media program)!

Tom Tu and Stacy Leno will create a basic course shell. They will use sample training courses, so you won’t need to bring any actual course materials with you. If you have questions or ideas for one of your courses, there will be some time to work on them during this session.

Check out the CETL Minutes recorded at meetings of the CETL Advisory Committee at https://www.uwsuper.edu/cetl/minutes/advisory/index.cfm
Welcoming Orientations for New Faculty and Academic Instructional Staff

On **Wednesday, August 26, 2015**, CETL will kick-off its redesigned orientation program for new faculty and long-term instructional academic staff: CETL’s **Promoting Excellence in Teaching & Learning (PETL) Orientation** program. The following new staff will attend a luncheon and orientation session from 12:00 noon to 4:00 p.m. in the Yellowjacket Union:

- **Kathleen Buday**, Assistant Professor of Art Therapy, Visual Arts Department
- **Amy Carpenter**, Senior Lecturer of Elementary/Language Arts Education, Department of Educational Leadership
- **Danielle Karvonen**, Senior Lecturer of Health, Department of Health and Human Performance
- **Cade Mansfield**, Assistant Professor of Psychology, Department of Human Behavior, Justice, and Diversity
- **Tanzeeb Ali**, Assistant Professor of Science Education, Department of Educational Leadership
- **Amanda Zbacnik**, Assistant Professor of Teacher Education, Department of Educational Leadership
- **Brian Welsh**, Assistant Professor of Guidance and Counseling, Department of Educational Leadership
- **Jenean O’Brien**, Assistant Professor of Biology, Department of Natural Sciences
- **Alison Wielgus**, Assistant Professor of Media, Department of Communicating Arts

The **PETL Orientation** program provides a cohort experience for new hires that will involve face to face as well as on-line interactions with the new CETL Director **Monica Roth Day** and many other educators at UW-Superior. Together they will explore aspects of the UW-Superior mission, current student demographics, teaching, learning, scholarship, and successful retention as faculty and long-term academic staff educators.

The PETL Orientation is a redesign of the New Faculty Orientation (NFO) program, developed over the past eight years by former CETL Director **Maria Cuzzo** with the assistance of a design team made up of former NFO cohort members and seasoned campus educators. The NFO program has served over 83 educators since its inception in 2007. The current CETL team is grateful for the work and learning brought about by Maria Cuzzo and all the UW-Superior educators who have participated in the past New Faculty Orientation (NFO) programs.

We congratulate all members of the upcoming 2015 PETL cohort and look forward to assisting with their transition into the UW-Superior community of educators!

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**Sign up for August 25th Adjunct Orientation**

The fourth annual **Adjunct Orientation** session is scheduled for Tuesday, August 25th, during the Opening Week of the Fall 2015 Semester. It will include light refreshments and will be held from 5:30 until 8:30 p.m. in Swenson Hall classroom 3002.

Both new and seasoned adjuncts (instructional academic staff) are welcome and invited to attend, but need to contact Emily Levings at 715-394-8548 or **cetl@uwsuper.edu** by August 15 to reserve their place.

More than 46 adjunct instructors have attended at least one **Adjunct Orientation session** in the past 3 years. We encourage them to return and those who have not yet attended to take advantage of this opportunity. Those who have attended in past years appreciated the practical information provided and the discussions and research related to teaching and learning styles. They also enjoyed the opportunity to meet with other adjunct instructors.
The new CETL Director, Dr. Monica Roth Day, will serve as UW-Superior’s Administrative Representative to OPID throughout her term. (See page 2 of this issue for thoughts from Monica.) After extensive preparations during Spring 2015 with former Director Maria Cuzzo, Monica attended the OPID Center Directors and Coordinators meeting and training session held in Madison, Wisconsin, on June 16, 2015. LaVonne J. Cornell-Swanson, UW System’s OPID Director, opened the meeting and introduced the session’s facilitator Mary Deane Sorcinelli, Inaugural Distinguished Scholar in Residence at Mount Holyoke College, Senior Scholar for Bay View Alliance to Reform Undergraduate STEM Education, and Research Professor with the Center for Teaching & Faculty Development at the University of Massachusetts at Amherst. The session focus was “Supporting Faculty and Advocating for Student Success during Budgetary Crisis: How Can We Demonstrate Our Contributions?”

Monica is joined by Dr. Hilary Fezzey, who has completed her 3rd year as OPID’s Faculty Representative from UW-Superior, and Heather Kahler who will continue to serve as the System’s OPID Academic Staff Representative through the 2015-16 academic year. Together they will represent UW-Superior by attending and participating in two OPID Council meetings annually (fall and spring), and at the UW System level represent our campus faculty, CETL, administration and instructor communities. In addition, they serve on System committees for key events such as Faculty College and the OPID Spring Conference, and provide input on programs such as the Wisconsin Teaching Fellows and Scholars (WTFS), and many other service opportunities. On campus they also attend the bi-weekly CETL Advisory Committee meetings during the academic year.

Our university is well represented at the System-level Council to influence quality teaching and learning initiatives in Wisconsin higher education.

Please watch the Staff Digest for ongoing updates from OPID Council meetings and opportunities to participate with UW-System colleagues in important faculty and professional development events in 2015 and 2016!
**Learning Technology Development Council Spring 2015 Update**

*by Yunhong “Tom” Tu*

**CETL Instructional Designer**

**Assistant Professor**

**Writing and Library Science Dept.**

**LTDC Campus Representative**

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**Panel Presentations: Instructional Technology in the UW System**

On March 5, 2015, three panels comprised of faculty members and administrators from multiple UW campuses and System Administration presented to the Board of Regents on how faculty and staff across the UW system are using instructional technology to enhance student learning:

- How instructional technology has changed teaching and learning
- How instructional technology has impacted their teaching in both face-to-face and online classes
- How instructional technology was implemented; what the challenges are; and what opportunities instructional technology may bring to teaching and learning.

The video archive (2.5 hours in length) of the panel presentations is available to view online at: [http://ics.webcast.uwex.edu/ Mediasite7/ Play/d43d767b179d4c12bb3fc113200772da1d](http://ics.webcast.uwex.edu/ Mediasite7/ Play/d43d767b179d4c12bb3fc113200772da1d)

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**UW-Superior Faculty Presented at 2015 LTDC Virtual Showcase**

UW System Learning Technology Development Council held its 2015 Virtual Showcase online on April 9th and 10th. UW-Superior faculty Mary Churchill and Yunhong “Tom” Tu presented their research and effective practices on using technology in enhancing teaching and learning.

**Mary Churchill** presented “Using Web Tools and Desire2Learn Components as Formative Assessments in Blended and Virtual Environments.”

**Yunhong “Tom” Tu** presented “Engaged For 5 Years: An Online Orientation for Distance Learners.”

Archives of these sessions and about thirty more by presenters from around the UW System are available for viewing online at the [LTDC 2015 Virtual Showcase website:](https://www.wisconsin.edu/learning-tech/events-conf/ vc2015)

Prior to viewing the presentations, set up Blackboard Collaborate on your computer. Then checkout the session options and share the innovative uses, best practices, how-to-do’s and much more on a variety of learning technologies that span blended classrooms and online topics.

Additional presentations are viewable on the [LTDC 2014 Virtual Showcase website.](http://ics.webcast.uwex.edu/ Mediasite7/ Play/d43d767b179d4c12bb3fc113200772da1d)

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**UW-Superior Faculty Present at LTDC Learning Forum**

On March 12, Yunhong “Tom” Tu presented an online session about “Using Quality Matters for Course Development” at LTDC Monthly Learning Forum. He shared with colleagues across the UW System about UW-Superior’s experience, strategies and development process for implementing Quality Matters into the instructional design process.

Visit the [CETL Library](http://www.uwsuper.edu/ cetl/library.cfm) collection of books and white papers online at [http://www.uwsuper.edu/ cetl/library.cfm](http://www.uwsuper.edu/ cetl/library.cfm)

We’ve also built up a collection of webinar CDs, and DVDs on the web at [http://www.uwsuper.edu/cetl/bookclub/webinars-dvds.cfm](http://www.uwsuper.edu/cetl/bookclub/webinars-dvds.cfm)

All are available for checkout through the CETL Office:

2076 Swenson Hall
Superior, WI 54880

Phone: (715) 394-8548
Email: cetl@uwsuper.edu
EDUCAUSE: The best thinking in higher education IT

EDUCAUSE is a nonprofit association whose mission is to advance higher education through the use of information technology.

Mr. Joe Kmiec
Director of Technology Support Services

Joe Kmiec is our campus representative with the association. Each spring, he administers the ECAR survey to students and faculty to assess their use of technology in education and their personal interests. UW-Superior participates in this survey annually to understand the technology needs of the campus community.

2015 VIRTUAL CONFERENCE

From Tuesday, October 27 through Friday October 30, EDUCAUSE will hold its 2015 Annual Conference in Indianapolis, Indiana. This year, CETL is again planning to work collaboratively with UW-Superior’s Technology Services to provide on line virtual offerings of the conference to the UW-Superior campus. Link to the Virtual Agenda for a listing of scheduled sessions, which will be updated with more options and details over the next few months.

Last fall CETL worked with UW-Superior’s Technology Services to provide VIRTUAL offerings of the EDUCAUSE 2014 Annual-Conference.

Through Technology Services, Joe Kmiec arranged the purchase of an on-line registration to feed on-line webcasts to the CETL Seminar Room at 2074 Swenson Hall throughout the conference.

An agenda was provided online and in the August 2014 CETL Connections Newsletter (Issue 12, Pg. 53-59) with descriptions of the sessions. Archived sessions from the 2014 conference may be accessed online at: http://www.educause.edu/annual-conference/agenda-and-program/virtual-conference-agenda#schedule-tab-2

To view a session: link to the Tuesday, Wednesday or Thursday tab. Then click on the session title. Finally, click on the “PLAY” media icon.

The association serves over 2,400 member colleges, universities, and corporations globally. For articles and resources about information technology, visit the EDUCAUSE website at http://www.educause.edu/

Congratulations to
Dr. Daniela Mansbach - Recipient of the 2014-2015 UW-Superior Teaching/Online Teaching Excellence Award

Dr. Daniela Mansbach balances serving students within multiple disciplines, uses a variety of course delivery formats, teaches courses on a wide array of topics, and is often developing entirely new course material. A group of colleagues explain that "she sets high expectations of students, inspiring them to meet these expectations. She pursues highly innovative approaches to teaching and learning. For example, Daniela has been experimenting with and studying a simulation gaming program called Reacting to the Past, to promote student engagement in the courses she teaches. This approach offers students opportunities to delve into, teach about and then de-brief on specific topics over the semester. In addition, Daniela has been involved in at least 3 of the 6 High Impact Practices to date. She has taught a First Year Seminar (FYS) and she has mentored students successfully through research activities (URSCA). She has also worked with seniors on capstone/thesis projects (SYE). Daniela is an asset to students, her program, and the University. She truly demonstrates teaching excellence, both in the classroom and online, on a daily basis, which is why she has been awarded the Teaching/Online Teaching Excellence Award.

Above excerpt from University News article 1695035 posted May 12, 2015
Congratulations to CETL 2015-2016 SoTL Program Participants

The pilot program began in spring of 2013, engaging six UW-Superior educators during the following summer and fall in SoTL pedagogy, research and presentation methodology under the direction of their colleague Hilary Fezzey. For details of the 2013 cohort projects, check out page 35 of Issue 12 (August 2014) CETL Connections Newsletter or the CETL SoTL webpage (https://www.uwsuper.edu/cetl/sotl/other-projects.cfm).

In Spring of 2014, ten campus instructors were selected to research nine SoTL projects in the second program, again coordinated by Dr. Hilary Fezzey. That program cohort concluded their nine projects with poster presentations at OPID ’s Spring 2015 Conference in April 2015. Comments by the ten participants are included in the article starting on page 22 of this issue, as well as pages 32 through 36 of Issue 13 (February 2013) of the CETL Connections Newsletter. PDFs of their project posters are provided on the following 9 pages.

Prior to the conference, the presenters showcased their posters for the UW-Superior campus from 11:30 a.m. until 1:00 p.m. on Tuesday, April 14 in the Yellowjacket Union 2nd floor landing as part of the Campus Day of Celebration which highlighted student Undergraduate Research, Scholarship and Creative Activities (URSCA) and also Swenson Scholars.

Meet the 2015 Homegrown CETL SoTL Program Cohorts

With our third annual program participants engaged in full-day summer workshops on June 12 and August 7, we look forward to completed IRB proposals by end of August and another productive program.

Dr. Sergei Bezroukov, Professor of Computer Science in the Department of Mathematics and Computer Science.

Dr. Maria Cuzzo, Professor of Legal Studies in the Department of Human Behavior, Justice and Diversity.
Project: The Role of Forgiveness Interventions for Learning Empathy in LSTU 268 – Alternative Dispute Resolution.

Dr. Bhesh Mainali, Assistant Professor of Math Education in the Department of Educational Leadership.

Ms. Maureen “Mimi” Rappley-Larson, Assistant Professor of Social Work in the Department of Human Behavior, Justice and Diversity.

Dr. Shevaun Stocker, Associate Professor of Psychology in the Department of Human Behavior, Justice and Diversity.
Project: Efficacy of a Mindfulness Meditation Intervention to Reduce Math Anxiety in PSYC 301 – Statistics for Psychological Research.

Dr. Hilary Fezzey, CETL’s SoTL Program Coordinator, joined the UW-Superior campus in 2008, with Doctorial and Masters degrees from Purdue University and a Bachelor of Arts degree from Northern Michigan University. She represented UW-Superior in the Wisconsin Teaching Fellows and Scholars (WTFS) program as a Fellow for the 2010-2011 year, when she accomplished the basics of Scholarship of Teaching and Learning and completed a project entitled “Aiding Student Literacy Analysis through Poem Mapping”.

UW-Superior’s 2015-2016 Wisconsin Teaching Fellows

Our current Wisconsin Teaching Fellows have begun their year-long exploration of Scholarship of Teaching and Learning through the UW System’s Wisconsin Teaching Fellows and Scholars Program. As WTFS program participants, they were required to attend the four-day Faculty College at the UW-Richland campus from May 26-29, 2015. (See page 43 of this issue for more details on the 2015 Faculty College program.) The next WTF&S assignment was to attend a five-day session at This week-long training provided As part of the WTFS program, the participants are provided funding to cover their travel for these extended workshops, as well as two day-long winter seminars and a presentation at OPID’s 2016 Spring Conference.

OPID’s WTF&S Program was awarded the prestigious TIAA-CREF Theodore M. Hesburgh Certificate of Excellence in 2005, receiving recognition for the system-wide approach and impact, the diversity of disciplines and institutions represented, and the development of communities of teacher-scholars within and across University of Wisconsin institutions. The WTF&S Program is currently directed by Cyndi Kernahan, (UW River Falls) and David Voelker (UW-Green Bay).

Be watching in October for the OPID Call for 2016-17 WTF&S Participants

In late September, the UW System Office of Academic and Student Affairs and the Office of Professional and Instructional Development (OPID plans to announce a call for participants for the 2016-2017 Wisconsin Teaching Fellows and Scholars Program (dependent upon budget restraints). Since 1986, twenty-seven UW-Superior Fellows and ten UW-Superior Scholars have completed the program. Check out their names and project titles at CETL’s WTFS webpage https://www.uwsuper.edu/cetl/teachingfellows/index.cfm, and scroll through past CETL Connection Newsletters for details on the more recent “graduates” of this program. Posters of the most recent grads, Dr. Ephraim Nikoi and Dr. Sakib Mahmud follow.

2015-2016 Wisconsin Teaching Fellow
Dr. Brent Opall
Assistant Professor of Management in the Business and Economics Department

Brent started his employment at the University of Wisconsin-Superior in Fall 2013. As a Fellow in the WTFS program, he will continue his current research on The Intersection of Technology, Management Instruction, and Active Learning. Through his project, Brent plans to determine how management instructors utilize technology to engage students in active learning; his findings will be used to inform course design, assessment, and use of technology in teaching.

2015-2016 Wisconsin Teaching Fellow
Dr. Sarah LaChance Adams
Assistant Professor of Philosophy in the Social Inquiry Department

Sarah started with UW-Superior in Fall 2011. As a Fellow with the Wisconsin Teaching Fellows & Scholars Program, she plans to focus on the research question: What is creative and critical thinking? What do these abilities look like across a variety of perspectives (crossing both cultural and disciplinary lines)? Through literature review, interviews with faculty and employers, and classroom observation, she will develop more explicit, expansive, and integrated notions of creative and critical thinking for campus faculty and students.
Congratulations to UW-Superior’s 2014-2015 Wisconsin Teaching Fellows

Dr. Ephraim Nikoi and Dr. Sakib Mahmud completed their WTFS programs with a final meeting on April 15th followed by poster presentations of their projects on April 16th at the 2015 OPID Spring Conference, held at the Heidle House Resort and Conference Center in Green Lake, Wisconsin. See more about the conference on page 18 of this issue.

Dr. Nikoi joined UW-Superior in the fall of 2010, and participated in CETL’s pilot “Homegrown” SoTL Program from Summer 2013 through Spring 2014 with a project entitled “The Inter-subjectivity of Culture.” In fall of 2012, Dr. Mahmud joined UW-Superior in the fall of 2012, and also participated in CETL’s 2013 pilot SoTL Program with his project “What Works Best to Motivate Students in an Introductory Economics Course.”

Above, Dr. Ephraim Nikoi, Assistant Professor of Communication and Distance Learning in the Communicating Arts Department, provides details about his project to a fellow UW System colleague at the OPID 2015 Spring Conference. His project is entitled “Student Engagement and Perception of Guest Lectures in an Intercultural Communication Course.” See page 16 for complete poster display.

At left, Dr. Sakib Mahmud, Assistant Professor of Economics of Sustainable Management in the Department of Business and Economics, discusses his project with a colleague at the OPID conference. Does Loss Aversion Grading Scheme enhance Student Motivation for Self-directed Learning?” See page 17 for complete poster display.

PDFs of their posters are provided on the following pages. To enlarge them for review, use the floating web browser tool bar at the bottom of the page.
Guest lectures is the method of inviting scholars or experts in particular disciplines to share their knowledge and experiences with an audience. This project examines how students can take advantage of guest lectures to expand their knowledge and understanding of intercultural communication concepts. The project was based on the premise that institutions with limited resources can benefit greatly from employing technology to expose their students to scholars and professionals.

Guest lectures are a means to supplement the lessons from instructors. They are sometimes used as a means to fill in gaps in the lectures and to provide students with examples of practical experiences. (Butler & Wielligh, 2012; Kamoun & Selim 2007; Nourse, 1995)

The preparation of guest lecturers have also been a great source of interest to many researchers. This is usually examined through the lens of students’ perceptions of guest lectures (Wolfe, 2006)

This research focuses on how students prepare for guest lectures.

**Literature Review**

Guest lectures are significant in exposing students to different scholars and practitioners. The combination of professors and people working in the field helped students to examine both the theoretical as well as the practical implications of intercultural communication.

One of the guest lecturers is an international development specialist based in Tanzania. She provided the students with some of the challenges and benefits of living in another culture. Also, through her presentation several students have approached me to explore the possibility of working with international organizations.

Preparation is ultimately key to having an effective guest lecture. Recruiting, timing and embedding guest lectures into a course requires thoughtful preparation before the beginning of the semester. Making it an integral part of the course can enhance students’ interest and learning.

**Methodology**

RQ1: In what ways do students prepare for guest lectures?

RQ2: What are students’ perceptions about the use of guest lectures in an intercultural communication course?

Five guest lectures were embedded in an intercultural communication course.

Students were asked to respond to reflection questions at the end of each guest lecture.

Students also took a pre- and post-survey about their attitudes towards preparations for guest lectures.

**Results**

- It is important to prepare for guest lectures.
- Instructors should not actively help students to prepare for guest lectures.
- Guest lectures help students to learn about intercultural communication.
- Reminding students about guest lectures is important.
- Lack of preparation can also be helpful.

**Discussion**

- Students are more likely to review materials sent to them by guest lecturers in preparation for a lecture if they are reminded to do so.
- Some students were of the view that an element of surprise in guest lectures is important. They wanted to have discussions based on the materials presented rather than asking prepared questions.

**Acknowledgements**

Thanks to UW-Superior CETL and OPID for this project.
Does Loss Aversion Grading Scheme enhances Student Motivation for Self-directed Learning?
Evidence based on General Education Introductory Economics Courses

Dr. Sakib Mahmud
University of Wisconsin-Superior

Background
Recent developments in psychology and behavioral economics reveal that individuals occasionally make irrational choices when they make decisions based on psychological heuristics, or cognitive shortcuts (Kahneman, 2011; Thaler & Sunstein, 2009). The resulting behavioral biases emerge when humans use the Automatic system, where human thinking operates rapidly and intuitively, as opposed to reflective system, which requires critical thinking and analysis (Kahneman, 2003, 2011; Thaler & Sunstein, 2009). This study explores loss aversion, one of those biases, on individual student behavior and student self-directed learning.

Loss aversion represents a pattern in human decision making process when people respond to reference-dependent preferences which implies that they respond losses more strongly than gains (Kahneman & Tversky, 1979; Tversky and Kahneman, 1991).

Rather than evaluating the effects of loss aversion on student outcomes (Fryer Jr. et al, 2012; Levitt et al., 2012), this study examines if there is any influence of loss aversion based grading process on student self-directed learning.

Research Objective
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 influence student self-directed learning as evidence collected from student pre-and-post questionnaire surveys and self-reflection notes.

Research Questions
Primary research question: Does framing the grading scheme in terms of loss aversion enhances student self-directed learning towards an introductory economics course?

Secondary research question: Does loss aversion grading scheme increase student overall performance in courses compared to conventional grading scheme?

Research Design
My research design is based on the convergent parallel mixed methods (Creswell, 2014) using the quantitative pre-and-post anonymous online questionnaire surveys and the qualitative short reflection notes.

Selected courses for my study are ECON 235, Economics in society, for non-business and non-economic majors, and ECON 250, Principles of Microeconomics, for business and economic majors. Both courses are three-credit general education introductory economics courses offered through the Department of Business and Economics of the University of Wisconsin at Superior (UW-S). Upon Institutional Review Board (IRB) approval, I collected data during Fall 2014 with sample sizes of fifteen (15) for ECON 235 and twenty-nine (29) for ECON 250.

Convergent Parallel Mixed Method

Data Collection
In the quantitative pre-and-post anonymous online questionnaire surveys, the study gathered information on student level of loss version, their feelings, interest, and motivation related to the course. Information is also collected on their frequency of distress and anxious levels on various issues, their learning goals, and their reasoning behind taking the course.

For the qualitative part of the survey, there are three (3) anonymous short reflection notes taken after the 2nd, 8th, and 13th week of the semester. In the qualitative surveys, student reflections were gathered through open-ended questions format on self-reported type of learner, self-directed learning strategies to excel in the course, and overall expectations from the course. Prompts are introduced to gather student reflections on the influence of excel spreadsheet with the loss aversion grading scheme on student self-directed learning and student self-directed learning strategies that were helpful (and not helpful) related to the grading process.

Results

1. Quantitative Analysis of pre-and-post questionnaire survey:
Quantitative analysis of pre-and-post questionnaire surveys within fall 2014 semester reveal differences in loss aversion scale levels among business and economic major students of ECON 250 at the end-of-the-semester. The results are statistically significant based on the lower p-values. However, some conclusions could not be reached for non-business and non-economic majors students of ECON 235. Although the levels of loss aversion increases between pre-and-post surveys, none of them are statistically significant.

When comparing student overall percentage scores between spring 2014 and fall 2014 semesters, results reveal that there is not enough statistical evidence of differences in mean scores between conventional (spring 2014) and loss aversion (fall 2014) grading methods for both ECON 235 and ECON 250 courses. These findings might reveal that although student self-directed learning is influenced by loss aversion grading scheme as the semester progresses, the unconventional grading method does not impact student overall performance.

2. Qualitative Analysis following Short Reflection Notes
Under qualitative analysis, more than 80% of the students reported that they consider themselves to be motivated learners. When they are prompted to reflect on whether they felt motivated to pursue self-directed learning based on their exposure to excel spreadsheet that captures the essence of loss-aversion grading scheme, their response varied between week 3 and week 14. For non-business and non-economic majors of ECON 235, positive influence of loss-aversion grading scheme on student self-directed learning went down from 71% (week 3) to 62% (weeks 9 and 14). On the other hand, for business and economic majors of ECON 250, positive influence of loss aversion grading scheme on student directed learning started with 76% (week 3). It went up to 83% by mid-semester (week 9) but went down to 63% by end-of-the-semester (week 14).

For the students who reported positive influence, the most common factors are: (1) knowing that the students are in control of their overall performance; (2) feeling less stressful since the students know that they begin the semester with the maximum points; (3) feeling a sense of encouragement to learn and perform well in the class; and, (4) knowing that all students are starting at same level with 100 points irrespective of their background.

References

Acknowledgment
Thanks to the Wisconsin Teaching Fellows and Scholarship (WTFS) Program, the UW-Superior CETL office, and Dr. Tanzeem lalap Ali, Research Center for Astronomy and Physics Education Research (CAPER) USA, for their support of this project.
CETL arranged and/or funded travel and lodging for all of the presenters from UW-Superior as well as most other attendees.

Thursday’s schedule included a morning keynote presentation by Peter Felten, Assistant Provost for Teaching and Learning, Executive Director for the Center for Engaged Learning, and a Professor of History at Elon University in central North Carolina. His recent publications include the co-authored books Transforming Students: Fulfilling the Promise of Higher Education (Johns Hopkins University Press, 2014) and Engaging Students as Partners in Learning and Teaching (Jossey-Bass, 2014). He is a vice president of the International Society for the Scholarship of Teaching and Learning, and also a co-editor of the International Journal for Academic Development.

Continued on page 19.
Inscription on plaque at the The Heidle House: Green Lake is the deepest lake in Wisconsin at 237 feet. The lake is 7 miles long and 2 miles across. With a surface area of over 7,000 acres, this was the first resort area west of Niagara Falls. (Photo by Yunhong “Tom” Tu)

Dr. Hilary Fezzey, Associate Professor of British Literature in the Department of World Languages, Literatures, and Cultures, also serves as CETL’s Faculty Representative to OPID and CETL’s Coordinator of its “Homegrown” SoTL Program. After attending the conference, Hilary provided the following extensive summary of her experience there.

This year the OPID Spring Conference had some of the best presentations I have had the pleasure to attend and participate in at a conference. Peter Felten’s keynote “Mindful SoTL: Inquiry in and as Practice” provided an excellent overview of contemplative learning and how it can be connected to SoTL. He facilitated a free write followed up by a meaningful small group activity in which we considered what we most want to understand about our students’ learning and how this could correlate to a SoTL project that involves our students as co-researchers. He showed that SoTL itself can be contemplative, as it can be done as a practice to stay focused on what’s important. He referenced a book that I plan to read: Contemplative Practices in Higher Education by Mirabai Bush and Daniel Barbezat. He also introduced the Stanford Life Works project, which emphasizes integrated learning, educating the whole student, liberal education goals, including skills such as resilience and compassion (https://undergrad.stanford.edu/programs/special-focus-programs/lifeworks). This project is inspiring. He connected it to UW-System students by pointing out that our students bring resilience and asked us to consider how we can cultivate their resilience. He cited UT-Austin’s Subiendo: The Academy for Rising Leaders program (https://www.mcombs.utexas.edu/Centers/Hispanic-Leadership-Initiative/Subiendo), which seeks to foster the potential of at-risk students who have a lot to offer to its campus. This program reminded me of our GEARs program, although it’s for high school students. He also discussed the Elon University in Istanbul program (http://www.elon.edu/eweb/academics/honors/istanbul.xhtml?m=1), which works to cultivate curiosity in students who study abroad in Istanbul through guided reflection in journal entries and essays. He asked us to focus on one thing we can do to be more mindful in SoTL and teaching and learning. He ended with a great quotation from Wendell Berry: “The thing being made in a university is humanity.” This keynote reinforced the importance of the whole person, especially teaching students to value learning, and it reminded me that projects that ask students to reflect on their learning can be used as both interventions and assessments. Felten’s talk also made me think about incorporating more class time into designing projects and rubrics and using student focus groups to inform class structure, activities, assignments, etc.

Inscription on plaque at the The Heidle House: Green Lake is the deepest lake in Wisconsin at 237 feet. The lake is 7 miles long and 2 miles across. With a surface area of over 7,000 acres, this was the first resort area west of Niagara Falls. (Photo by Yunhong “Tom” Tu)
Reflections by Hilary Fezzey continued

Holly Hassel and Christie Launius presented on their new textbook entitled, Threshold Concepts in Women’s and Gender Studies. (Thursday, 1:15—2:30 p.m.) Since I teach threshold concepts related to gender studies in a lot of my courses, I plan to get this textbook to get ideas about teaching these threshold concepts. They referenced How Learning Works: Seven Research-Based Principles for Smart Teaching by Susan Ambrose, et al, which discusses “conscious unconscious” as it relates to student learning. I also want to look more closely at this book.

The workshop, “Listening to Hear: The Practice of Reflective Discussion,” by David Voelker and Kelli Covey was memorable. (Thursday, 2:45—4:15 p.m.) For the workshop, the facilitators modeled how to do a reflective discussion with us on Rumi’s poem “The Guest House.” The exercise emphasized having everyone focus on active listening and participate. They provided clear guidelines on how to facilitate this type of discussion (http://civicreflection.org/about/what-is-civic-reflection/). My students participate in discussion daily in my classes, but I was not aware of this specific type of discussion and now plan to try it in my classes.

The panel talk given by Joanne Baird, Katie Kalish, Melissa Olson-Petrie, and Gillian Van Treese on “Teaching Strategies for Strengthening the Academic Success of Underprepared College Readers” (Friday, 8:00 -9:15 a.m.) was so informative and offered a lot of practical tips that I plan to use in my classes. Here are some of the key insights that I gained from the panelists. It’s important to distinguish between reading literature and scholarly articles. Students have to slowly be more autonomous as readers as the semester goes on. We need to make sure that our ideas in written feedback on student writing are unpacked so that students can use our comments to improve. Students with reading challenges can struggle with comprehending test and quiz questions. We need to realize that some underprepared students may not know how to skim readings effectively. It is valuable to give students feedback and then give them the opportunity to modify and re-approach the assignment.

Friday’s keynote, “Culturally Grounded Interventions to Enhance Academic Performance,” given by Stephanie Fryberg was amazing. (From 9:30—11:00 a.m.) she discussed different cultural models of self that students may have, such as independent or interdependent. She demonstrated that appealing to both cultural models is a valuable retention tool. Higher education typically assumes the independent model of self and thus potentially alienates first-generation and minority students. She also emphasized the importance of imparting the growth mindset to students to dispel their potential notion of mindset as being fixed. Furthermore, she encourage educators to mentor students to value their old identity and scaffold a new identity as they navigate the college experience. I plan to revise my syllabi educating and course materials to appeal to both models of self and to promote the growth mindset. The heart of her talk was about her invaluable work with a school-based intervention with the Tulalip Indian Reservation and the Quil Ceda school district. By using research-based interdependent models of self, promoting the growth mindset, and developing trust between the teachers and students, this school district has enacted cultural change by increasing the district standardized test scores dramatically in a very short period of time. The school is now leading in literacy in the state and is no longer a turnaround school. This project is awe-inspiring. Fryberg has a new book she co-edited, The Truly Diverse Faculty, which I plan to read.

Reflections by Hilary Fezzey continued

Beth Austin, Maria Cuzzo, and Kristin Riker-Coleman relax during lunch break.
A Thursday afternoon workshop Helping Students Learn Ethical Leadership and Empathy: Contemplative Pedagogy in Action (2:45 – 4:15 p.m.) was presented by Dr. Maria Cuzzo and Lisa Mattsson.

An early evening WTFS Poster Session (4:30 – 6:30 p.m.) with presentations by 28 Wisconsin Fellows and Scholars included Dr. Sakib Mahmud and Dr. Ephraim Nikoi of UW-Superior (see pages 15–17 of this issue).

FRIDAY, April 17

A Friday morning keynote was presented by Stephanie Fryberg, Associate Professor of Psychology with a faculty affiliation in American Indian studies at the University of Arizona. She specializes in how social representations of race, culture, and social class influence psychological well-being, physical health, and educational attainment. Fryberg has written and co-authored several articles on identity, individual differences, and cultural psychology. She was a visiting professor at the University of Washington in Seattle 2014-15.

Presenter Lisa Mattsson, UW-Superior’s Credit Outreach Program Manager in the Center for Continuing Education, reflected on Friday’s keynote as follows: “One of my key learning opportunities came from the keynote address by Dr. Stephanie Fryberg, who spoke about the importance of changing context as a way to close the achievement gap. She offered powerful examples of simple, subtle ways we can change our messages from ‘majority-centric’ tone that focuses on individualism to a more inclusive tone that provides cues that help all students feel they belong and that they can be successful. She said we should all eliminate the word ‘smart’ from our vocabularies, and instead, say, ‘You did really well – you must have worked hard.’ This provides a growth mindset that supports resilience and perseverance.” Lisa is shown in the photo below.

Continued on page 22
Dr. Monica Roth Day, the new CETL Director and continuing Associate Professor and Coordinator of the Social Work Program in the Department of Human Behavior, Justice and Diversity, added this comment: “While I enjoyed all the sessions at OPID, the keynote session with Stephanie Fryberg was particularly impactful. She discussed changes need in education (K-12 and college) to promote student retention and graduation through a community-based approach. For students who are from first-generation and/or ethnic minorities, it’s not just the student we need to reach out to but their families and community. Culturally-grounded interventions need to be used to promote student progress, but also to help us as educators (and all college staff) respond to community strengths and needs. As a result of her discussion, I am exploring the idea of providing a letter to students in my courses (beginning Fall 2015). The letter would provide information on the class to the students’ families and friends and invite them to participate in the students’ learning. Students can then give the letter to whom they wish. There are a number of other ideas I’m considering, but the ideas that Stephanie shared about changing language to encourage ‘we’ rather than ‘I’ and ‘you’ (singular) were clear and impactful.”

A poster session after lunch on Friday provided the opportunity for displays and conversation among system-wide attendees, including the following presenters from UW-Superior.

- **Beth Austin**, Senior Lecturer of Media and Distance Learning in the Communicating Arts Department presented her SoTL project poster entitled *The Train has Left the Building*, a documentary exploring the changing landscape of mediated education and the teacher’s evolving role online and in the classroom. Beth is shown in the photo at lower left. Reflecting on the conference, she wrote “Attending the Spring OPID Conference was exciting, enlightening, and inspiring. Dr. Stephanie Fryberg’s keynote “Culturally Grounded Interventions to Enhance Academic Performance” was riveting. For the rest of the day and during the drive home UW-S colleague conversations centered on applying Dr. Fryberg’s work in the Twin Ports. Once again I am so very thankful for the teaching and learning opportunities that UW-S and CETL provide. Also, a big shout-out THANK YOU! to Hillary Fezzey for her patience and guidance leading up to the conference.”

- **Andy Breckenridge**, Associate Professor of Geology in the Department of Natural Science, presented his SoTL project poster on *Experimenting with a Flipped Classroom* in GEOL 110 class on Dynamic Earth.
**OPID 2015 Spring Conference Schedule and Reflections** continued from page 22

- **Susie Isaksen**, former Senior Lecturer of Writing in the Writing and Libary Science Department, presented her SoTL poster on *Exploring Links between Learning and Motivation* in her College Writing 101 classes. Suzie wrote on her university webpage “From Brule, WI, I’m an outdoor girl who must have been born with a paddle in my hands. I’m crazy for white water, bouncing against boulders, hard and cold, laughing my way through. Along wide reaches of river, sunny and shallow, I am silly for letting go, for trusting to the current and wind. And where there are eddies, dark and deep, my paddle puts forth all the muscle I can possibly throw. Life, for me, is a good run, and that’s how I approach all my passions, including learning and teaching, which I do reciprocally and together with students. Writing has its fun and easy moments, and identifying and growing the positives are what carries writers past tough rocks and unfathomable swirls. The same goes for teaching and learning. Every semester in each of my classes, my students and I continuously identify and grow what works. Our goal, for one another, is a good run.”

- **Heather Kahler**, Senior Lecturer of Math in the Department of Mathematics and Computer Science, presented her SoTL project poster on *What works to motivate learners to be self-directed learners in a flipped classroom?* as researched in her online intermediate algebra classes (MATH 102). Following the conference, Heather reflected on her experience “I presented a poster at the 2015 OPID Spring Conference. This was my first experience doing so and I believe it helped me appreciate my colleagues’ research even more. I was intrigued by the potential impact of how I grade through two presentations: “Buildings Aren’t Supported by Partial Credit! Effectiveness of a Pass/ Fail Objective-Based Grading System in an Introduction to Structural Engineering Course (Thompson, UW-Platteville) and “Does Loss Aversion Grading Scheme initiate Student Motivation to Plan Better to Perform Well in General Education Introductory Economics Courses?” (Mahmud, UW-Superior.)

The poster next to mine showcased software options: “Facilitating Online Teaching and Learning” (Kabashi, UW-La Crosse). I was impressed by one of the highlighted tools that combined an online quiz feature with video. I plan to integrate this tool in the fall in my flipped classroom.
OPID 2015 Spring Conference Schedule and Reflections  continued from page 23

Heather Kahler poses next to her SoTL project poster.

Heather Kahler continued from previous page ...

Previously, I had experimented with adding a personal touch to exams, in the hopes that students would feel more engaged. The presentation, “Personalizing Grammar Exams: Can Students Recall and Apply Syntactic Knowledge Better to Sentences on Topics They Are Familiar With Than to Neutral Sentences?” (Hostetler, UW-Oshkosh) addressed a similar topic. My poster focused on motivation in a flipped classroom. I was able to ask others about similar experiences, including one of our own “Experimenting with a Flipped Classroom” (Breckenridge, UW-Superior).

The impact of these presentations helps me appreciate the wealth of information available to me at poster sessions.

- Dr. Brent Opall, Assistant Professor of Management in the Department of Business and Economics, presented his SoTL poster project on An examination of business case studies as an active learning method in principles of management course (BUS 380): an online to face-to-face comparison. Read more about Brent’s background and commitment to teaching and learning at his campus webpage https://www.uwsuper.edu/acaddept/dbe/employees/brent-opall_employee1523249

Brent Opall and Monica Roth Day in front of Brent’s poster.

Continued on next page
John McCormick, Senior Lecturer of Writing in the Writing and Library Science Department, presented his SoTL project poster examining *Do Different Texts Affect Writing Students’ Basic Reading Confidence?* as researched in his Fundamentals of Writing class WRIT 099. Reflecting on the conference, John wrote “I really appreciated OPID for the energy it gave me. I certainly valued the SoTL methodology/focus to what I was attempting in my classroom, but it did feel isolating at times, even knowing the great support on campus. At the OPID conference, I was able to see and discuss all the work across all the campuses with so many diverse and dedicated educators. So many final products on display and in action really brought all the effort to life in a way I hadn’t anticipated. I recommend that everyone take on the task of SoTL, and do your very best to share those results, because that is where it truly gains its wings.”

Dr. Jeanette Pucheu, Assistant Professor of Spanish in the Department of World Languages, Literatures, and Cultures, presented her SoTL project poster on *Tuning into Fluency in the Advanced Spanish Classroom* (SPAN 300), answering the question: Does interaction with social media in Spanish have a significant impact upon the oral fluency of the advanced Spanish student? Commenting on the conference, she wrote “The OPID Spring Conference proved to be a most enlightening, stimulating and restorative experience. After having weathered quite a busy semester, I welcomed the serenity and beauty of Green Lake. I found the keynote speakers and presentations to be thought-provoking, and the time spent becoming more acquainted with my fellow UW-S colleagues to be enjoyable and invaluable. The conference provided me with the opportunity to share my SOTL Project and to exchange ideas of other faculty and SOTL scholars from across the UW system. I was most pleased with the interaction I had with other language faculty from UW Milwaukee and Waterwater who also have been experimenting with the use of social media in their courses. I look forward to creating another SOTL project in the near future to allow me to further reflect upon my teaching practices and to further engage with local scholars.”

*Continued on next page*
Dr. Kristin Riker-Coleman, Assistant Professor of Geology in the Natural Sciences Department, displayed her SoTL project poster that explored the question *Do active learning activities increase a sense of engagement and students’ perceptions of success in general education geology coursework?* (GEOL 112: Historical Geology). Commenting on one of the sessions she attended, she wrote “I went to a workshop on discussion in the online environment. It was useful to hear other practitioners talk about how they connect with online students – particularly in science classes.”

Yvonne Rutford, Assistant Professor of Writing in the Department of Writing and Library Science, collaborated with Yunhong “Tom” Tu, Assistant Professor of Library Science in the Department of Writing and Library Science, and Instructional Designer for Distance Learning and the Center for Excellence in Teaching & Learning, to develop and complete their SoTL project entitled *Increasing Student Participation in Class Discussions in a First Year Writing Course* (WRIT 102).

Tom Tu commented, “The OPID Spring Conference offered me a great opportunity to pause in the middle of another busy semester and reflect on my teaching and educational practices. Study shows contemplative pedagogy helps enhance liberal education by bringing a rich context of creativity, empathy, compassion, interpersonal skills and self-awareness to the higher education learning environments. The keynote speakers’ inspiring addresses improved my understanding on contemplative pedagogy and how to better apply it to my teaching and practices. It reminded me to find the intersections between contemplative pedagogy and mindful Scholarship of Teaching & Learning (SoTL) and creatively associating them together for more effective practices.

This conference experience strengthened my conviction and professional goal, as an educator on our student-centered campus, to either directly (through my teaching and interaction with the students) or indirectly (through my instructional design, technology integration and other collaborative work with faculty and teaching staff) engage the students (and maybe faculty and staff members) on better understandings of self, developing positive critical thinking skills and motivation for enhanced academic performance and personal growth.

Continued on next page

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Above, SoTL Poster presenter Kristin Riker-Coleman. Photo by Tom Tu.

At left, SoTL presenters Yunhong “Tom” Tu and Yvonne Rutford

Continued from page 25
Tom Tu continued from previous page ...

In addition, my attendance at the other conference sessions and my presentation of the collaborative SoTL project offered me the opportunity to learn various teaching and learning related issues from our colleagues from the other UW campuses. It was a great conference of learning and sharing among the UW System campuses and beyond, at a relatively low cost. I highly recommend this conference to educators who teach and work with students.”

Yvonne Rutford reflected, “OPID Conferences are always thought-provoking and inspiring, and this year’s conference was no exception. I particularly appreciated the focus on mindfulness in our SoTL inquiry and in pedagogy, as presented in Peter Felton’s keynote address (“Mindful SoTL: Inquiry In and As Practice”) and in related sessions I attended: “Contemplative Practices in Higher Education: A Community of Practice” and “Body Wisdom Practices: The Pedagogy of Play.” In addition, it was fascinating to see the wide variety of SoTL projects in the poster sessions and to chat with colleagues across the UW System about their Scholarship of Teaching and Learning.”

Though the nine posters identified on the previous pages were part of the Home-Grown SoTL Program, following are several other poster presentations by UW-Superior faculty at the OPID conference.

Dr. Maryjane Burdge, Assistant Professor of Special Education in the Department of Educational Leadership, presented a display on Flipping and Blending: Engaging Students in a Technology Rich Environment. The presentation had been developed collaboratively with her colleague Dr. Mary Churchill, and included hands-on technology as well as the poster. Commenting on the conference, Maryjane wrote “OPID was a new experience for me and I was intrigued to see what was offered for college instructors. I came away with a new appreciation for professional development in the UW system with a focus on research based techniques that provide instructors with tools for student success. Having spent a career in the K-12 ranks, I found a dramatic shift at the university level – demonstrations of actual techniques that have been tried and verified. What a refreshing change!

In planning for my classes that will focus on preparing the next group of special education teachers, I will focus on the research based methods that have a proven track record and model what I found to be great teaching! Thank you for this opportunity to expand my knowledge and experiences at the post secondary level.”

Continued on page 29
Engaging Students in a Technology Rich Environment
Maryjane Burdge, EdD and Mary Churchill, PhD
University of Wisconsin – Superior

- Flipping is asking students to come to class with background knowledge accessed prior to class.
- Flipping may mean watching a mini-lecture prior to the face to face class to allow for case study work.
- Flipping may mean advanced preparation for a debate on homework, year round school, or special education services.
- Flipping is immersing students in the subject matter prior to the classroom session.
- Flipping allows for subject matter to be pre-loaded so that application and synthesis take place in the classroom.

Blending

- Blending is the use of traditional teaching methods along with the technology tools available in the 21st century.
- Blending is the act of expanding the traditional classroom setting into the virtual world.
- Blending allows for experimentation by students in expressing mastery of concepts, demonstrating competency, and personal creativity.
- Blending is a “best practice” for future educators to learn and implement in their own classrooms.
- Blending is engaging for 21st century learners of all ages.

Software and Freeware Used

- Twitter
- Weebly
- Wix
- Tagxedo
- Wikispaces
- Timetoast
- GeoGreetings
- Glogster
- Polleverywhere
- Remind
- Screen-cast-o-matic
Dr. Maria Staler Wyant Cuzzo, Professor of Legal Studies in the Department of Human Behavior, Justice and Diversity (and former Director of CETL), displayed an interactive “touchable” poster inspired by ideas and quotes of Parker Palmer, entitled "Contemplating Our Journey as Educators: Re-Claiming and Living Our Commitments." It was created by Maria with assistance from CETL program associate Emily Levings and CETL student assistant Nicole Stodola.
Another poster displayed was a collaborative project by UW-Superior faculty, students, and Julie O’Leary, Director of the Center for Undergraduate Research, Scholarship and Creative Activity (URSCA). The poster entitled **Student and Faculty Collaborative Research: Two Sides of the Same Coin** was presented by Dr. Maria Cuzzo with her Legal Studies student Randy Bender (at right) and Dr. Hilary Fezzey with her English student Jordin Gegare. (at right below).

The students are shown at left with Hilary Fezzey.

A full-page view of the poster is...
Student and Faculty Collaborative Research: Two Sides of the Same Coin

Mentors: Dr. Maria Cuzzo and Dr. Hilary Fezzey; Mentees: Randy Bender, Legal Studies and Jordin Gegare, English

The University of Wisconsin – Superior provides faculty and students with collaborative research opportunities through its Summer Undergraduate Research Fellowship (SURF) program. The SURF program gives students the opportunity to work with a mentor to explore a research problem, or undertake a scholarly or creative activity. The SURF experience is intended to be a holistic one in which student and mentor work together to develop an idea, design a project, write and submit a research proposal.

### Mentor Responsibility

**Disciplinary Habits of Mind:** communicating, translating, and teaching the expectations, patterns, and practices of the academic discipline to the mentee

**Relationship:** spending time with the mentee, getting to know him or her and his or her interests and future goals

**Professionalism:** modeling professional conduct and behavior to the mentee

**Demystifying the Future:** providing highlights of next steps and process for the mentee’s academic future

**Accountability:** holding each other accountable for deadlines and responsibilities

**Connecting to the Network:** helping the mentee to connect with the broader academic and professional network in the field

“Working with Randy is a fulfilling and inspiring experience — to see the discipline through new eyes reminds me of what is great about the law. He taught me how to seek new knowledge and reminded me of the core steps to creating quality research. I remind him that the journey is just beginning and new adventures lie in wait for him. Together, we both enhanced our knowledge of URSCA, research and the law. It is this kind of active partnership that renews my commitment to teaching, learning and scholarship with students.”

— Dr. Maria Cuzzo

“I love the one-on-one nature of the mentor-mentee relationship in URSCA, because it allows the research skills that are fostered to be individually tailored to the student’s skill set. This type of research requires adaptability on the part of the mentor and mentee; thus, there is fluidity to the research process, providing both a challenge and excitement to mentoring. In this regard, Jordin taught me a lot about disciplinary bottlenecks of which I was unaware, allowing us to go beyond the research skills covered in the classroom and look ahead to graduate-level research skills.”

— Dr. Hilary Fezzey

### Interdisciplinary Experience

**Interdisciplinary Understanding:** achieving a more complete comprehension concerning the adaptation of project work, theory, and presentation

**Choosing a Mentor:** acknowledging the need for trust and dialogue, along with the potential of the research, becomes highly influential in a student’s choice of mentor, in addition to the risk of establishing such a relationship with a mentor

**Academic Presentation and Peer Review:** offering up the completed work for peer review and presenting it before others, offers an additional dimension that gives the student opportunity to enhance his or her own professional skills

**Understanding the Path:** comprehending the scope of application and networking opportunities that undergraduate research provides both in the short- and long-term of the student’s education and career

**Independence:** discovering, assessing, and confirming the methods by which the professionals within the given field operate and whether or not they are conducive to one’s own methods

**Ambassadors for URSCA:** becoming a representative that provides connections and peer review for other potential students that look to experience undergraduate research and all it has to offer

“The SURF grant and working with Dr. Fezzey has helped me realize there’s a deeper passion within me than when I first started college. Where I go from here is uncertain, but I know that English will always be my passion. I have the SURF grant and Dr. Fezzey to thank for helping me realize that there is potential and opportunity everywhere.”

— Jordin Gegare

English and Legal Studies

“I am extremely thankful for my SURF experience which has added the fuel necessary to advance inspiration and ideas. This kind of work launches important movements for change.”

— Randy Bender

Legal Studies and Political Science

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**CITATIONS**

- Herb Childress, Gloria Cox, Susan Ewe, Amy Dr and Juko Rivera, Mentoring in a socializing activity—supporting undergraduate research in the social sciences, 2009
- Belderman, Pfund, Leafer and Pribbenow, Faculty Mentoring: A Survey to Test a New Generation of Scientists, Wisconsin Program for Scientific Teaching, 2005
- How to Mentor Graduate Students: A Guide for Faculty, University of Michigan Rackham Graduate School, 2013
- For multi-purpose articles, see: http://cs.wisc.org/ArticleDetails/tabid/777/ArticleId/209/Resources-for-Mentors-of-Undergraduate-Research.aspx

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Return to page 30 of OPID article
OPID 2015 Spring Conference Reflections

provided on the following page.

Other members of the UW-Superior community that attended the conference included;

Dr. Shevaun Stocker, Associate Professor of Psychology and Chair of the Department of Human Behavior, Justice and Diversity, wrote “In April, I had the opportunity to attend the OPID Spring Conference, through support of CETL. I am so grateful to have been able to attend this conference. As a result of several presentations I attended, contacts made with faculty at other UW campuses, and ideas discussed with colleagues, I have developed a new SoTL research project for Fall 2015. The conference focused on contemplative pedagogy. Personally and professionally, I have begun studying mindfulness and mindful meditation for the last year. The combination of my personal exploration of this topic and the contemplative pedagogy discussions held at this conference led to my desire to want to study the implementation of mindfulness and mindfulness meditation practices in a class that often generates high-anxiety for students – Statistics for Psychological Research. My goal is to examine whether these can do two things – first, reduce the frequency/intensity of anxiety emotions experienced by students in the class and secondly, change the narrative that students tell about their skills in math (ideally, from the ‘I’m just not good at it’ to something like ‘I’m challenged by it but that’s because it is challenging content’). This project is still in its infancy but I will be working to fully flesh it out this Summer. Thank you to CETL, OPID, and my colleagues who generously allowed me to talk through ideas for this project.”

Dr. Marshall Johnson, Professor of Sociology in the Social Inquiry Department, had planned to present a session at the conference with colleagues Pope Wright (Visual Arts) and Lois Guderian (Music), who were unable to attend. He indicated he did stop in at the conference, though did not travel with the UW-Superior group.

The Scholarship of Teaching and Learning is a growing international phenomenon in higher education linked to quality teaching and learning as well as assessment of student learning. UW-Superior has supported SoTL projects since 1985 through the Wisconsin Teaching Fellows and Scholars Program. Since 2013, the opportunity for faculty and academic staff scholars to understand and use SoTL in their work has increased through UW-Superior’s UW System's SoTL Leadership Site, housed at UW-Milwaukee, is the primary SoTL arm of OPID and extends the faculty development work of OPID by designing initiatives to encourage scholarly inquiry into teaching and learning, and by creating intercampus collaborations for conducting SoTL research. As a result, a core of faculty experts in classroom inquiry practices and principles from across the System now exists.

Visit the CETL Library collection of books online at
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All are available for checkout through the CETL Office
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Superior, WI 54880
Phone: (715) 394-8548
Email: cetl@uwsuper.edu
The Train has Left the Building
Beth C. Austin
Senior Instructor, Communicating Arts and Distance Learning

This documentary explores current themes in online education, and fits the Carnegie Academy for the Scholarship of Teaching and Learning “what is” question classification.

Interviews and Topics
Interviews include educators, administrators, online students, business leaders, experts, and innovators in distance learning education. Discussing -

Accessibility
Best teaching practices
Demographics
Engagement
Instructional technology
accountability
Student connection, networks, and nodes
Tips for online learning success

"I am not convinced that mediated education is and of itself engages students. I believe there is a great opportunity to engage students through mediated education, but it takes the mediator. For me, if you try to take the human element out of education, I am not sure what you have left - not the kind of education I really want to be involved with. So the mediation, the midpoint between instructor and student or institution and student or what ever we might be talking about along those lines, the mediation is a tool that allows the connection to happen between the different parties. But it is the people on either end of the connection that I would be most interested in."
Barry Dill, Senior Community Manager
Brightspace(formerly Desire2Learn)

"I am convinced that the growth is going to be in the virtual space. That's pretty straightforward at this point and there are a lot of good reasons for that. First of all I think the effectiveness of the online learning environment has surprised a lot of people. There is certainly more that we need to learn about... people who have done their primary degrees... or high school programs... through online learning. There's much more to learn about how successful they are, but at this point there don't seem to be a lot of red flags about the effectiveness... Developing learning in cyber space is a lot more cost effective than building bricks and mortar, it's also a lot more versatile and scalable. You can do more with it... you can build it up more quickly, and you can reach more people where they are. So those are all good reasons that the growth is going to be in the virtual area."
Peter Norgren, Professor Emeritus
UW-Superior former Associate Dean for Distance Learning

"It is no longer a question of will the internet and mobile technology change education, but rather what does the future hold?"

The mediated education landscape is evolving rapidly, and so is the teacher's role online and on the ground.

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.

Synopsis

2013 UW-Superior Jumpstart Grant
Center for Excellence in Teaching and Learning
2014 UW-Superior Scholarship of Teaching and Learning Program

"Most of the connected MOOCs... really rely on network connections... you can't particularly succeed in these courses unless you are willing to network with others. And that's the reality of learning in the future - is that it's not going to be a relationship always simply with the teacher. I think the teacher plays an important role but teachers should also now not only facilitate the content, but help to facilitate connections for others."
Dr. Alex Couris, professor of educational technology and media and the Coordinator of Information and Communications Technology at the Faculty of Education, University of Regina

"I found it was difficult to know exactly what students were struggling with... I was always worried about knowing if they were doing their own work, and trying to determine the best way I could explain myself in text because at that time I didn't use video. It was a hybrid meeting so we made sure that we met with them in person as well, but it was a white board and I would definitely do it different now. I would use a lot more videos and PowerPoints so that I could explain better on my end. I would use and take advantage of chat services so that I could get the feedback I need."
Heather Kahl, Senior Lecturer
UW-Superior Math and Computer Science

"I think it is beneficial for students that can't do traditional face to face classes like parents that are working full-time and then have their kids at night. They literally can't fit a time in their schedule to have a traditional class on Tuesdays and Thursdays a week. So I think that's really valuable and I think it's more valuable in this day and age, adult learners that really would benefit more from being able to self pace it because there are some things they might know more about and need to spend less time on but in a traditional face to face classroom they don't have a choice but to sit through all the lectures even though they might not necessarily need it. So I think it allows a little bit more personalization by the students to be able to say this is what I really want to focus on."
Denni Petrucci, Associate Professor of Psychology
UW Superior Human Behavior, Justice and Diversity

Full Disclosure

John Grieroson, considered the father of British and Canadian documentary filmmaking, defined documentary as “the creative treatment of actuality.”

With that definition in mind it is important to recognize that all those interviewed and the director/producer for this documentary, are passionate about distance learning, and as such are also biased.

As online educators, students, business people, and administrators we all have ‘skin in the game’ and benefit from online education availability and success.
EXPERIMENTING WITH A FLIPPED CLASSROOM IN INTRODUCTORY GEOLOGY

BRECKENRIDGE, Andy
Department of Natural Sciences, University of Wisconsin-Superior, Superior, WI
email: albreck@uwsuper.edu

Abstract
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 lectures, 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 traditional class. To evaluate these changes, I compared four years of data from previous classes to the fall 2014 class. The data include former exams (which were similar between classes), pre-concept inventory surveys, short-study student evaluations, and student feedback on the course design and implementation. The results show that there was no measurable increase in student productivity on the exams and other learning assessments. The standard course evaluations by students do not indicate any significant change in the fall 2014 class compared to prior years. When surveyed specifically about the flipped classroom experience, most students support a hybrid model that includes traditional lectures and flipped classroom activities.

BACKGROUND

GEOL 110: DYNAMIC EARTH
- General education lab science class
- 8-10 students with 2 lab sections
- Taught for Elementary Education majors
- I have taught this class 20+ times in the last 10 years

The class has received mixed teaching review comments. How then, do students like the course?
- I feel like the average student can learn more, or do better, in a flipped classroom.
- I constantly think about how to teach the class.

The UWSP Center for Excellence in Teaching and Learning created a video that I incorporated into this course. This created an opportunity to experiment with a flipped classroom.

METHODS
- I created YouTube videos to try different teaching strategies in the lecture, between 5-10 minutes each.
- Each set of videos held 8-10 videos and was accompanied by a quiz to assess the video lectures.
- I added a classroom activity to go along with every video lecture and quiz.
- The UWSP Center activities total were in the beginning of the semester, I was not sure if I would have more, but I did not have fewer.

I compared prior exam and assessment scores to this class to determine if the flipped classroom improved my assessment of student learning. In addition I surveyed students about their experience.

STUDENT COMMENTS & SURVEYS

Pre-Flipped
"I didn't understand the online lectures... I would have needed notes to go to class."
"I felt like the videos weren't helpful, I would have liked more concrete examples.

Watching the videos lectures were a really good way to learn material concepts than in class lectures.

"I would have had to watch three videos to complete one homework problem."
"I would rather have no video lectures.

I would rather have no in class activities.
A better class would have no lectures, only activities. The material delivered during lectures would be completed by watching videos.

DISCUSSION & CONCLUSIONS

- I am not surprised that I found no merit in the flipped classroom model. It is possible that student response to the flipped classroom model would become more positive as I improved my techniques.

- I feel that the traditional lecture is more beneficial than the flipped classroom model. The flipped classroom model is more efficient in terms of time spent on lectures.

- The largest percentage of students on our campus are poorly designed for incorporating activities. Classroom is not the best environment to have a lot of virtual activities. It could be challenging to keep everyone on task with video lectures.

- I am sure my exam can be improved by using the flipped classroom model. I would like to try more extended exams (e.g., midterm, final). I feel that students understand the concepts better than what I tell them.

- I have no plans to totally convert this class. I didn't notice any improvement in learning and lecture can be fun (both for me and students). So far I have kept some of the videos and in-class activities, dropped a few, and have ideas for new activities. My opinion is that the movement to flipped learning sometimes underestimates or misrepresents the learning that takes place during a good lecture.

ACKNOWLEDGMENTS
Thanks to many people who planned and taught in my classrooms. I am very grateful to the UWSP Center for Excellence in Teaching and Learning. This work is funded in part by the 2014 Summer Faculty Sabbatical Fellowship for their support and advice on the flipped classroom.

OPID 2015: Contemplative Pedagogy
Green Lake, WI
Exploring Links between Learning and Motivation
Susie Iakob, Senior Lecturer, Department of Writing and Library Science, University of Wisconsin-Superior

Research question
Helping students learn about learning helps college freshmen assert positive control over their own attitudes and motivation for learning in a freshman writing class.

The problem
College freshmen often find themselves at a loss for motivation. For many, this problem is particularly acute in a freshman English class that is taught with little effort to support students in their transition to college. Preventing this phenomenon of student disengagement may be a key issue because student disengagement can have significant consequences for students' grades and college persistence (McDaniel et al., 2010).

The Context
The purpose of this study is to investigate the performance of students in a freshman writing class. The study is based on a combination of data collected from Student Assessment of College Experience (SACCE) and data collected from a survey of students' attitudes towards learning. The results of this study will provide insights into the factors that influence student motivation and performance in a freshman writing class.

Intervention
Three-week learning about learning unit was created in order to provide students with explicit opportunities to learn about, discuss, and practice strategies that are effective at improving their own attitude toward class as well as their motivations for class learning. The unit, focused on the following activities:

- Reading excerpts from two books: The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development by educational psychologists Malcolm S. Knowles, Edward H. Holton, and Richard A. Swanson, and Brain Rules by neuroscientist John Medina. Both texts are about what learning is and how it occurs.

- Writing about major concepts presented in the reading assignments, and, for the unit’s Major Essay Assignment, writing a narrative-descriptive essay about each student’s favorite out-of-classroom learning activity. The essay assignment was designed to generate mindful awareness of the many contexts and ways in which students have engaged in the past.

- Whole-class and small-group discussions, during which students shared ideas about motivations for learning. For example, former high school football, tennis, and soccer players explained that having practice drills are not done for pleasure or for love of the sport; they are done for extrinsic motivations purposes such as keeping up in order to play in games. Such conversations helped students discover how practicing a sport as well as other out-of-classroom learning activities are similar to working hard on major assignments in order to win good grades.

Works Cited

Quantitative Results

Exploration of MSLQ Self-Efficacy Questions
Regressions to questions about self-efficacy, as with the other MSLQ components, were sought on an ordinal Likert scale, with the lowest rating meaning “not at all true of me” and the highest meaning “entirely true of me.” A pre-post change between the Time 1 and Time 2 measures was

Differences between Times 1 and 2
MSLQ Self-Efficacy for Learning & Performance, an Expectancy Component

- 0.5: I believe I will receive an excellent grade in this class.
- 0.6: I’m certain I can understand the most difficult material presented in the readings for this course.
- 0.7: I’m confident I can understand the most complex material presented by the instructor in this course.
- 0.8: I’m confident I can do as well on examinations as assignments and tests in this course.
- 0.9: I expect to do well in this class.
- 0.9: I’m certain I can master the skills being taught in this class.

Tails for Other MSLQ Components of Motivation
Control of Learning Beliefs, an expectancy component: 6.0, 13.0, 10.0, 8.0
Task value, a response component: 5.0, 13.0, 10.0, 8.0
Intrinsic Goal Orientation, a value component: 5.0, 13.0, 10.0, 8.0
Extrinsic Goal Orientation, a value component: 5.0, 13.0, 10.0, 8.0

Qualitative Data: In Students’ Own Words
“Some days I have no intention of even paying attention in class... The only thing that I’m lacking is motivation.”
“I often enjoy class learning, so that helps me to stay motivated at putting in the time and effort.”
“I know I can learn! I just need to prove that to myself, my parents, my teachers, and others. I am sick and tired of not getting good grades and what not just because I don’t do it.”
“I am not so curious about learning this material. I only took this class for the requirement.”
“Class learning is important to me because it is the only way that I will reach my goal of finding a good career in the future.”
What works to motivate students to be self-directed learners in a flipped classroom?
Heather Kahler, Department of Mathematics and Computer Science
University of Wisconsin - Superior

Context
Two sections of Intermediate Algebra (2 credits, 3 hours weekly).
Online homework problems due weekly (ALEKS software).
Roughly one online lecture or reading per week followed by in-class quiz.

Gathering Evidence
Pre- and post-survey from Fall 2014 students
Focus group feedback from Spring 2014 students

Questions for first day of class:
1. Do you have a tablet, smartphone, or a similar device that can access the internet?
2. Outside of class, how many hours are you planning to spend on this course per week?

Results
Pre- and post-survey showed only one statistically significant result: an increase in the number of students indicating, "I am generally enthusiastic about coming to math class." (P-value: 0.063)

What motivates you to learn math?
Out of 50 respondents:
- I just want to: 38%
- It helps my future: 20%
- It's required: 26%
- I want good grades: 18%

Specific Comments
- "I feel motivated to learn when things are broken down so they are easy to understand. When I feel like I'm learning and getting what is being taught it's enjoyable."
- "I like that with math, the answer is either right or wrong. There really is no grey area when it comes to math."
- "Knowing it will help my career."
- "Once I've become familiar with a type of problem that I struggled with previously, it becomes an enjoyable process."
- "Positive feedback...getting a problem correct wants me to do more."

Focus Group Feedback
Would you choose paper or online homework?
I would choose ALEKS (online) because it's really frustrating trying to do homework and not knowing what you're doing where with ALEKS. Tomorrow's examples and it will show you step by step how to do it and that's a lot easier.

What if you think you're doing it right and you're doing the entire assignment wrong? The paper doesn't stop you; ALEKS will.

What motivates you to do the ALEKS homework and to watch the videos?
- It would frustrate me if I did it wrong and I'd keep doing it over and over again until I got it right.
- I wanted a thorough understanding of it.

Other comments
I learn better if I'm able to try to do what I can on my own and then come with questions.
I can't like textbooks for math at all. They're confusing.

Conclusion
Before conclusions can be made, more research, including a control group, would be beneficial.

Future Questions
- Does the day of the week homework is due impact homework completion rates?
- Would a control group show different results?
- Would using a different online homework system impact responses?

References
E. Williams, S. Sherod, and J. Dayer. (2014) Instructor Incentives and Motivation for Mathematics Learning, NSM MAT 1150, Fall, 2014.

Acknowledgements
Thank you to the UW-Superior CETL, and SoTL program.
Thank you to Dr. Jerry Dwyer, Dr. Sanya Sherod, Dr. Eise Williams, and Dr. Martha Tapia for allowing the use of their evaluation surveys all or in part.

Return to page 23 on SoTL Presenters at OPID Conference
An examination of business case studies as an active learning method in a principles of management course: an online to face-to-face comparison

Introduction

The purpose of this proposed study is to examine the effective use of business case studies to teach principles of management and if student perception of learning differs in face-to-face vs. online case experiences. Specifically,

- how and in what format do management instructors in introductory level courses use business case studies to encourage active learning?
- Can differences in student’s perceptions of effectiveness of using business case studies occur online in comparison to face-to-face environments?

Key Words

SoTL, active learning, case studies, principles of management, online, face-to-face, student perception of learning

Methodology

Data was collected from students enrolled in two separate sections of a Principles of Management course at a Midwestern University using an in-class written survey. The survey compared student’s perceptions of completing a short business case face-to-face to online. A total of 31 surveys were collected (19 from Sec 001, 23 from Sec 002). Quantitative data was analyzed using a paired T-Test to determine if mean differences were statistically significant.

Results

Null hypothesis: There is no difference in students’ perception of their experience solving a business case face-to-face compared to online.

Alternative hypothesis: There is a difference in students’ perception of their experience solving a business case face-to-face compared to online.

The null hypothesis is correct. There was no significant difference in students’ perception of solving a business case face-to-face compared to online in the three questions outlined in Table 1 using a standard significance level of 0.05.

| Table 1: Paired T-Test summary for Face-2-Face vs Online Case Experience comparison |
|---------------------------------|---------|---------|-------| -------|---------|---------|
|                                  | F2F Mean | Online Mean | d    | sd   | t      | p-value |
| How many ideas did your group generate to answer the questions of the (F2F vs. Online) case? | 3.93 | 3.3 | .60 | 1.06 | 3.16 | .149 | No |
| Wow much do you believe you learned in working through the (F2F vs. Online) case? | 3.95 | 3.95 | .02 | .978 | 1.11 | .138 | No |
| How did you enjoy working through the (F2F vs. Online) case? | 3.81 | 3.79 | .02 | .892 | 1.25 | .135 | No |

N=31, d= difference between means, sd = standard deviation, t= test statistic

What is a Business Case?

From the perspective of teaching management, a business case study is broadly defined as a business dilemma or problem description that is designed for analysis. Cases can either be real, written about an actual circumstance, or fictional in nature. The primary goal of using cases is for students to gain experience in crafting and executing management strategy (Thompson, et al. 2014). In addition, cases can be useful as a foundation for theory-building courses (e.g. Principles of Management) on the grounds that they can be structured to display the phenomena in all of its complexity (Christensen & Carlile, 2009). The student’s role in a business case is to diagnose and ascertain the situation described and recommend specific action steps (Thompson, et al., 2014).
Do Different Texts Affect Basic Writing Students' Reading Confidence?

John McCormick
Writing & Library Science
UW-Superior

The Questionnaire Responses

How Confident are you in your College Reading?

<table>
<thead>
<tr>
<th>Writing about Writing</th>
<th>Control Group (some dropped class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Low</td>
<td>Low</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
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<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

How Confident are you in College Writing in General?

<table>
<thead>
<tr>
<th>Writing about Writing</th>
<th>Control Group (some dropped class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Low</td>
<td>Low</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
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<tr>
<td>2</td>
<td>4</td>
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</table>

How Confident are you in College Writing for this class?

<table>
<thead>
<tr>
<th>Writing about Writing</th>
<th>Control Group (some dropped class)</th>
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<tbody>
<tr>
<td>Very Low</td>
<td>Low</td>
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<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
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</tbody>
</table>

How important will Writing be to your career?

<table>
<thead>
<tr>
<th>Writing about Writing</th>
<th>Control Group (some dropped class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Low</td>
<td>Low</td>
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<tr>
<td>1</td>
<td>3</td>
</tr>
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<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

How Do You Define College Writing?

Both groups first answered this question at the beginning of the year with emphasizing "next level" and stricter standards involving longer lengths and greater focus. Just a handful between the two classes noted purpose, clarity or organization.

At the end of the year, the Control Group answers shifted slightly – consistently mentioning "detail" and "proficiency". One student stood out, impressively, noting purpose, "translating thoughts & information professionally to readers."

At the end of the year, half of the Writing About Writing group's answers remained focused on the "next level" and "detail". But the other students mentioned either process of revision/development or purpose for the audience.

Describe something (a conversation, a reading, a meeting, a draft, etc.) that helped you feel more confident this semester.

Control Group: A clear majority mentioned their meetings with their dedicated Writing Mentor.

Writing About Writing Group: Only three mentioned the Writing Mentor (one, notably, identifying her as a person who helped her with her writing). The remaining six were split between assigned readings, peer review comments, and essays.

Reflecting on the Responses

And Considering Future Endeavors

It’s difficult to draw any real conclusions from the study when the sample sizes were so small and imbalanced. I found it very encouraging that both classes reported feeling more confident (as a whole) – I’d need further analysis to track individual responses in their writing by the end of the semester.

I was also interested to see that most of the students saw an importance of writing to their future careers. I think I’m often guilty of discounting how much value students placed into Basic Writing courses do in Writing, and it was an eye-opening reminder.

Anecdotally, it seemed that, at points, the Control Group was stagnating in conversations, just as, at points, the Writing About Writing Group was floundering in conversations. A mixture of the two approaches would be ideal – learning about rhetoric simultaneously as practicing very pragmatic, content-focused reading strategies as well as parts of the essay and writing process.

The Writing About Writing students I’ve contacted since fall still seem to retain a larger vocabulary for discussing writing topics. I think with a bit more scaffolding and more feedback, they’d be more likely to recognize their progress and develop more comfort and confidence. They were accomplishing a more difficult task, so I need to find a way to make them realize that accomplishment, the value of the task, and a more explicit recognition of the support they have to take on the tougher reading/writing.

While the results were certainly not indicative of any major changes of readings, the different student comments seem to indicate that the students are capable of taking on the scholarly texts. It’s something worth pursuing further, building in more supports and Writing Mentor contacts, to really tap into the benefits of "Immersion."
Tuning Into Fluency in the Advanced Spanish Classroom
Jeanette Pucheu Ph.D.

Research Question: Does interaction with social media in Spanish have a significant impact upon the oral fluency of the advanced Spanish student?

OBJECTIVES

This study seeks to examine the impact of the integration of a social medium such as SoundCloud has upon the development of oral proficiency in Spanish as well as the students’ motivation to study the language. It was my hope that the creative aspect of this project would enhance students’ excitement and motivation to seek out new vocabulary and topics not included in the traditional class structure.

Project Context

This research project was conducted in conjunction with SPAN 300-Advanced Spanish Language. The central learning goal was to enhance students’ oral and grammatical precision and motivation to further their studies in Spanish as a result of their interaction with SoundCloud and Radioambulante. SoundCloud is an online audio distribution platform that enables its users to upload, record, promote, and share their originally-created sounds. Radioambulante is a Spanish-language program telling uniquely Latin American stories.

Methods

This was accomplished by the integration of “SoundCloud,” a social medium component to the course structure, which allowed the students to apply their knowledge and creativity to create pieces in Spanish on a variety of topics. Over the course of the semester the students prepared three different pieces which varied from a Mexican restaurant commercial, virtual visits of Machu Picchu and Duluth to a piece on the controversial tradition of bullfighting in Spain. After crafting their projects, the students then posted them on SoundCloud.

Quotes from Students

- "It was nice to develop my own script and learn words that pertained to an interesting subject of my choosing."
- "I think it helped for we were forced to speak Spanish outside the classroom."
- "I do feel more confident in my speaking skills but I still have room for improvement. I am able to speak it better than the beginning of the semester."
- "I do, and I think it's because I truly want to get better at oral Spanish, and so I will repeat the sentences until it sounds right, forcing me to try harder to pronounce things correctly."

Challenges and Surprises

Despite the fact that SoundCloud is quite user-friendly, a few students demonstrated apprehension in regards to learning to use a new technology. The students relished this freedom to tap into their creative side, while others required more guidance. Many of the students' created projects based upon their own personal experiences which imbued the projects with newfound meaning. Others created fun and dynamic pieces that added a touch of liveliness and humor to the classroom environment. One unexpected benefit of this project was that it allowed me to hone in on each student and pinpoint their weak points in oral language production, both oral and written. Having a recorded example of each student's work allowed me to listen more than once to each piece. Thus I was able to aid each student further than I would normally be able to listen in on their piece and provide them feedback both in class and individually. The students expressed that this project did not motivate them to study Spanish more, for they began the project with a robust interest in the language and a strong desire to study abroad in a Spanish speaking country.

Conclusion

Overall the students found that the project to be stimulating and beneficial to their oral development in Spanish for it encouraged them to practice speaking Spanish outside of the classroom. Although the students acknowledged the importance of the Radio Ambulante programs, they found them to be quite challenging. SoundCloud provided the students with a mirror in which to listen to and deduce their strong and weak points of language production. Despite the positive impact of this project, the students still expressed a preference for conversation circles as the most effective method to build fluency. Despite this, I believe that working with SoundCloud allowed the students to become more aware of their accent, pronunciation and grammatical accuracy. The process of creating their projects provided them with time to reflect autocoorrect themselves which is more challenging to achieve during an active conversation. Although I did not note a drastic change in their oral Spanish as a result of this project, at the end of the course.

Bibliography


Graphics by: Penny Samuelson
Do active learning activities increase a sense of engagement and students’ perceptions of success in general education geology coursework?

Kristin Riker-Coleman, Department of Natural Sciences, University of Wisconsin Superior, Superior, Wisconsin
krikerc@uwsuper.edu

ABSTRACT

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 have on students’ self-concept of success.

Course Background

- Pilot study implemented in Geology 112: Historical Geology
- Low enrollment, sample size n = 12
- Class meets for lecture (3 x 50 minutes) + lab (1 x 120 minutes)

Sample activities

Sample Activities:

1. You will be experimenting with sediment and water. When your whole group is ready to watch, you will slowly pour your 200 ml of sand into the aquarium filled with water. What do you anticipate will happen to the sand? Write it out in sentence form and draw a little sketch in the “aquarium”.

2. Circle the words that do not apply to the study of geology. Underline any that are unknown to your group.

- Lithosphere
- DNA
- Micro-organisms
- Mantle
- Atmosphere
- Oceans
- Fossils
- Lakes
- Plate Tectonics
- Precambrian
- Evolution

- Moon
- Mars
- Sandstone arches
- Water quality
- Pangaea
- Pollution
- Radioactive decay
- Oil exploration
- Geologic Faults
- Trees

- Scientific method
- Clay
- Weathering
- Banded Iron Formation
- Population
- Global Warming
- Carbonates
- Metamorphic Rocks
- Rock cycle
- Darwin

- James Hutton

Academic Service-Learning

In groups of 2-4, students work through multiple assignments in and outside of class to ultimately create an educational poster and a hands-on activity to be presented at our campus’s community event, Science Night. Science Night draws 800-1000 community members annually for hands-on fun activities across all disciplines of science. Environmental Geology students are challenged to take a complex topic they learned in class, break it down into its basic components, and present to an audience of children and parents in approximately 2-5 minutes.

Survey Data

Please rank the following activities according to how helpful each is in helping you learn new material:

- Lecture
- Studying with friends
- In class activities - lab problems, problem solving, discussing topics, working with classmates
- Exams
- Academic Service-Learning Project

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Helpful</th>
<th>Not Very Helpful</th>
<th>Not at All Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Studying with friends</td>
<td>2</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>In class activities</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Exams</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Academic Service-Learning</td>
<td>7</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Conclusions

- Students identified equal importance on direct instruction and active learning.
- No direct correlation between grade and preferred methodology.
- Need larger sample size.
Increasing Student Participation in Class Discussions in a First-Year Writing Course

Yvonne Rutford, Assistant Professor of Writing / Yuhong "Tom" Tu, Assistant Professor, Instructional Designer, University of Wisconsin-Superior

Research Question

To what degree is the level of engagement in face-to-face classroom discussions an indicator of the level of engagement in asynchronous online discussions?

Background

The initial research questions posed by Rutford and Tu was "Can the use of asynchronous online discussion boards effectively increase student participation in subsequent face-to-face class discussion in a low-participation group of students?" Research was focused on first-year writing courses (WRIT 102).

In Fall 2014, however, students in WRIT 102 showed high levels of comfort, confidence, and participation in class discussions from the start, a vastly different picture from that during Fall 2013, when the research project was conceived. As a result, the research question was revised to the following: To what degree is the level of engagement in face-to-face classroom discussions an indicator of the level of engagement in asynchronous online discussions?

Examining this question will provide a better foundation for future exploration of the correlations between F2F and asynchronous participation and whether one can be used to increase participation in the other.

Methods

Research Design/Procedure: Qualitative case study conducted in two sections of WRIT 102 taught by Rutford in Fall 2014.

1. Self-Perception Survey: A 2-question anonymous survey about the students' self-perceptions of their level of comfort and confidence in speaking up during class discussions.

2. Third-party Observation: On the same day of the survey, Tu observed a discussion-based class session in both sections covering the same content topic to assess the students' level of participation in F2F class discussions, prior to implementation of an asynchronous online discussion board.

3. Students' Online Participation Rating: Students participated in an asynchronous online discussion board the week after the self-perception survey and the third-party observation. Quantity and quality of original posts and responses to others' posts were rated by both researchers individually and then discussed to agreement the few variations in their ratings. Rubric for rating is shown in Figure 1, below.

   - Posting/response is brief, with lack of specific references to the reading or to other posts; vague, little to no substance.
   - Posting/response shows some level of engagement and development; some specific references to the text/topic and/or others postings; postings are thought-provoking.
   - Posting/response provides in-depth discussion with specific references to text/topic and/or others' postings; postings are thought-provoking.

   Figure 1: Discussion Participation Rating Criteria

Findings

The results show a correlation between the level of engagement in face-to-face classroom discussions and the level of engagement in asynchronous online discussions in classes where the self-perceived and observed level engagement is high.

1. Self-perception Survey (See Figure 2):
   - 73% of survey respondents (both sections combined) indicated they agreed or strongly agreed with the statement, "Thinking over past classes I've taken, I generally feel comfortable and confident speaking up during class discussions."
   - 73% of survey respondents (both sections combined) indicated they agreed or strongly agreed with the statement, "In this WRIT 102 class, I feel comfortable and confident speaking up during class discussions."

2. Third-party Observation: “Overall, the students were actively engaged with the lecturing, discussion, and group presentations.”

   Figure 2: Self-perception Survey Results

Findings, cont.

3. Students' Online Participation Rating:
   - In WRIT 102-004, 16 of 22 students participated in the online discussion.
     Among initial posts, 15 were rated "2," 3 were rated "1," and zero were rated "0."
     Among the responses to others' posts, 19 were rated "2," 5 were rated "1," and 5 were rated "0."
   - In WRIT 102-005, 17 of 21 students participated in the online discussion.
     Among initial posts, 17 were rated "2," zero were rated "1," and zero were rated "0."
     Among the responses to others' posts, 17 were rated "2," 10 were rated "1," and 2 were rated "0."

Implications of Research Findings

While this study has shown a correlation between high-participation students in face-to-face discussions and asynchronous online discussions, the question remains whether asynchronous online discussions can be used to increase subsequent face-to-face discussions in a low-participation group of students.

A brief survey of literature provides some insight into this remaining question.

- Martin describes the online distribution effect as "an effect that prompts online users to communicate with less constraint than in face-to-face discussion." At the same time, "is there any reciprocal impact on subsequent discussion in the [F2F] environment?"
- Vess found that "students in [a] hybrid class . . . did indicate that participation in online discussion enhanced their engagement in face-to-face class discussions," but noted. "There remains a

References

Faculty College 2015 was held at the UW-Richland Campus starting on Tuesday, May 26 continuing through noon on Friday, May 29. Faculty College provides the initial experience for participants in the Wisconsin Teaching and Fellows Program, including UW-Superior’s 2015-2016 Wisconsin Teaching Fellows Sarah LaChance Adams, Assistant Professor of Philosophy in the Social Inquiry Department and Brent Opall attended.

OPID has funded lodging and meals for a limited number of other faculty or instructional staff to attend this four-day annual opportunity. CETL coordinated and funded the travel for the two other UW-Superior applicants who attended: Dr. Bresh Mainali of the Educational Leadership Department and Kay Biga, Assistant Professor of Management/Business Law in the Department of Business and Economics.

At Faculty College, UW System faculty and academic staff unite in concentrated study and discussion aimed at improving teaching and learning. Some 100 participants attend three days of intensive, interdisciplinary seminars on topics related to teaching and learning. The experience of the College enhances collegial interchange on teaching, contributing to a system-wide network of faculty and academic staff committed to educational excellence.

Following are reflections from Fellow Brent Opall and attendee Bresh Mainali.

Dr. Brent Opall
Assistant Professor of Management in the Department of Business

“I found attending Faculty College to be a special and contemplative experience. For me, the two most significant takeaways are contemporary ideas to apply to my teaching and the new network of colleagues from other UW campuses. Specific to teaching, I would describe the takeaways as minor tweaks to be implemented slowly over the next academic year. As an example, a very practical yet easy idea is to include a pie chart on my syllabi that visually represent the percent balance between exams, written assignments, and presentations. This was one of many ideas I took away from the opening keynote speaker – Christine Harrington. Faculty college also allowed me to meet many new colleagues from our peer institutions. I found the format and schedule of Faculty College encouraged meeting others and building professional relationships. I especially found the variety of disciples represented and my colleagues diverse perspectives to be of great value.”

Dr. Bresh Mainali
Assistant Professor of Mathematics Education
Department of Educational Leadership

I was really excited and interested to know/learn various aspects of teaching and learning during Faculty College before actually I participated in the college. The faculty college was a great experience for me similar to what I was anticipated before I participated. I have learned various aspects of teaching and learning from different perspectives and dimensions. I will briefly summarize the key points here.

Looking teaching and learning from different lenses was one of the most interesting facets from me. I always think everything based on only math discipline but participants were from various disciplines, and it is very useful to know how they think teaching and learning from different perspectives. Knowing ideas from people with different disciplines is very useful and helpful for the discipline I have been teaching for many years. Meeting people from all over the Wisconsin and exchanging ideas/thoughts professionally and personally was also very beneficial during the faculty college.

The sessions were very beneficial for me because I can implement/utilize some of the ideas/strategies into

Continued on next page
Summer Institute for UW-Superior’s Wisconsin Teaching Fellows

The Summer Institute is a week-long conversation about teaching and learning exclusively for Fellows and Scholars. The Fellows and Scholars selected from each campus within the UW System are expected to attend this training as part of their WTFS program. The Institute offers reflective time for thinking about teaching and career paths. It is also a chance for attendees to develop collegial relationships with other Fellows and Scholars and to learn more about SoTL as their projects are planned. Relevant materials are provided for review prior to each day’s meeting.

Dr. Brent Opall and Dr. Sarah LaChance Adams attended the Summer Institute from 9:00 a.m. Monday, June 15 through Friday noon, June 19, 2015. For more about their SoTL projects, see page 14 of this issue.

Dr. Sarah LaChance Adams, Assistant Professor of Philosophy in the Department of Social Inquiry provided the following reflection about her experience: “I found the WTFS summer institute to be one of the most enriching experiences of my professional life. The conversations ranged from the deeply philosophical to the specific and concrete. It is invaluable to meet with faculty from other disciplines to talk about our shared pedagogical concerns and to learn more about the distinct approaches we take. I also enjoyed the opportunity to think about the education of our students as a collective enterprise and to interact with others who are equally passionate about teaching.”

The Summer Institute is facilitated by the Co-Directors of the Wisconsin Teaching Fellows and Scholars (WTFS) program:

David Voelker
Associate Professor of History
at UW-Green Bay

Cyndi Kernahan
Professor of Psychology and Department Chair
at UW-River Falls

Interwoven throughout the week were discussions led by David and Cyndi on How Learning Works: Seven Research-Based Principles for Smart Teaching (2010) by S. Ambrose. Other sessions led by Cyndi were “Applying the Science of Learning: Peer Instruction, Flipping the Classroom, and Testing to Learn” and “Interventions for Learning.”

JP Leary, Assistant Professor of First Nations Studies at UW-Green Bay led a session on “Culture, Connection, and Constructivism in the College Classroom: Instructional Form as Classroom Concept.”

Ryan Martin, Associate Professor/Chair of Psychology at UW-Green Bay, also lead sessions on “Affective Teaching: Using Emotions in the Classroom” and “Introduction to IRB.”
Advancing Academic Literacy in the UW System

June 4th Conference at UW Marathon County Civic Engagement Center in Wausau

This conference was sponsored by the UW Colleges English Department through a UW System Conference and Professional Development Grant. Participants explored teaching strategies and best practices for helping under-prepared and at-risk students develop the academic literacy skills required for college success across the disciplines. CETL supported attendance of UW-Superior’s four presenters, Meghan Krause, John McCormick, Heather McGrew, and Eleni Pinnow. Below, and on the following page, they share their experiences about the conference.

Heather McGrew, Senior Lecturer of Writing in the Department of Writing and Library Science, reflected as follows.

“In early June I had the opportunity and privilege to travel to Wausau, Wisconsin, with three of my colleagues to present on a panel at a conference titled Advancing Academic Literacy in the UW System. Representatives from various UW campuses — professors, lecturers, directors and coordinators of programs, administrators, advisors, deans, and student support services staff — gathered at the lovely University of Wisconsin-Marathon County campus (shown at right) to share ideas, strategies, and best practices for advancing our students’ academic literacy, intervening at critical points in the education of our most at-risk students, and tackling real-life realities that negatively influence student retention.

The morning of June 4 began with a plenary session that asked us to reflect on academic literacy (expectations, experiences, roadblocks, resources, etc.) at our individual institutions. By sharing some written reflections with our fellow colleagues, this set the tone for a day of furthering these critical conversations.

Following this, participants were invited to choose from four concurrent morning sessions. Our panel—which included Dr. Eleni Pinnow from Psychology, Dr. Meghan Krausch from Sociology, and John McCormick and me from Writing — presented Novice to Advanced in Academic Writing: Multidisciplinary Discussion on Class Practices to Improve Academic Literacy. Each panelist discussed strategies he/she uses to improve students’ reading retention, whether through skimming a text, performing a close reading when required, or tackling a particularly complex reading task. Our multidisciplinary panel demonstrated how instructors from various disciplines value the importance of modeling and teaching students how to read and write confidently at the college level. One important focus of the panel was that, in regards to teaching active/critical reading strategies, the content of our disciplines was secondary, and the techniques we were discussing were transferrable to other coursework our students would be encountering. The dozen or so attendees at our panel presentation engaged us regularly during the session with questions, comments, and ideas of their own, which made this experience particularly collaborative and enriching.

The conference continued with eight afternoon sessions on topics including backward design, studio settings, and multiple placement measures. Finally, participants were invited to a closing session to reflect on their experiences throughout the day.

This conference was a valuable opportunity for my colleagues and me on several levels. The most important takeaway for me was a reminder that our most crucial role as educators is to model and teach our students how to be active and critical thinkers, readers, and writers—to engage with and challenge texts and ideas. The reality is that students may forget much of...
Continued from page 44... Advancing Academic Literacy in the UW System

the content of our disciplines, but they will re-
member and use the tools and strategies we 
provide for them to engage in inquiry for years 
to come.

I would like to thank CETL for covering our 
travel and lodging costs for this conference and 
look forward to future opportunities to explore 
the fundamental issues of our disciplines with other colleagues in the future.”

**John McCormick**, Senior Lecturer of Writing in the Department of Writing and Library Science, added the following comments: “The Conference on Advancing Academic Literacy should be held again with greater attendance as soon as possible. As a Writing instructor and especially as one who teaches Basic Writing, Academic Literacy is a concept that is constantly on my agenda. It was great to see the similar actions many have taken across System to address Academic Literacy on behalf of all our students statewide. It was also important to recognize that different terminology, research, and expectations still are stumbling blocks. This conference helped provide some groundwork. The problems of preparedness and success are present for us all – I hope System and individual institutions will continue to share their research and experience in addressing these issues.”

**Meghan Kraush**, Assistant Professor of Sociology in the Social Inquiry Department, wrote “On June 4th I had the privilege of attending the conference Advancing Academic Literacy in the UW System with three colleagues from UW-S as well as with colleagues from all over the UW system. As a sociologist, this conference was a unique opportunity to listen in on a different set of conversations about teaching writing and reading. Like our two colleagues from the writing department, the majority (but not all) of the conference attendees were from Writing or English departments and thus conversant with the topic from a disciplinary as well as SOTL perspective. Participating in and learning from these conversations was extremely valuable for me. During our panel presentation, “Novice to Advanced in Academic Writing: Multidisciplinary Discussion on Class Practices to Improve Academic Literacy,” participants eagerly jumped in with questions and comments for each of us individually and as a group. Our panel was well attended, and was one of the liveliest presentations I’ve had the pleasure of participating in. I came away from this conversation with new ideas for how to engage my students in the process of academic reading and writing, and with more confidence in the practices I currently use in my teaching.

In the afternoon, one of the sessions offered described the curriculum redesign in English at UW-Marinette spearheaded by Tara DaPra and Dr. Amy Reddinger. This session helped me think about how to approach curriculum design generally and especially gave me some tools for tackling one of the thornier problems we face in curriculum design and advising. That is, students feel pressure (often driven by economic imperatives or other life circumstances) to graduate as quickly as possible, but as teachers we may feel they are not well-equipped to take upper division classes without more (possibly non-credit) preparation. In the session, one perspective discussed was that there really is no option. We know, based on data and experience, that underprepared or over-committed students who try to race through the curriculum are at greater odds of failing and having to retake those same classes. Thus, asking them to take an additional semester of preparatory classes does not actually slow down their progress, and gives students a more rewarding and positive university experience.

It was an enriching day and a great opportunity to have a sustained conversation about how we teach students to read difficult texts and more generally how we equip students with the most essential skills of a liberal arts education.”
2014-2015 Discipline Conference Grants

CETL initiated its Discipline Conference Grant Program in 2009 and over the past six years has supported faculty and academic staff at UW-Superior in 30 content areas to attend 57 national discipline-related conferences that also offered tracks or sessions on CETL, SoTL or other teaching and learning topics in their field. Any national field conference that offered teaching and learning sessions as part of their program were eligible.

Below are the reflections of the five final recipients of the 2014-2015 grants about the conferences they attended in Spring 2015.

Dr. Lorena Rios Mendoza
Assistant Professor of Chemistry
Department of Natural Sciences

Lorena received a grant to attend the American Chemistry Society annual conference—Chemistry of Natural Resources, March 22-26, 2015 in Denver, Colorado. Here are her reflections and insights she experienced:

“ACS conferences are scientific meetings that present, publish and exhibit the most exciting research discoveries and technology in chemistry and its related disciplines. This conference includes a large number of workshops and seminars that promote excellence in science education. I did an oral presentation titled Microplastics emerging contaminants: a new source of toxic compound as part of the Symposium of the Division of Environmental Chemistry. Likewise, I participated in two seminars related with undergraduate education. Here is the summary of my experience with these two seminars:

Seminar 1: Innovative Technologies to Engage Your Student’s Learning Experience.
This talk was about learning in a flipped classroom; the presenter was Dr. Danae Quirk Dorr from Minnesota State University. She presented her flipped classroom model in her organic chemistry class. I noticed that this topic is getting more and more attention in higher education. The use of the technology is an important piece in younger generation students. She showed her results from two years of using this model.

Teaching/learning: This is an interesting model of education; however in chemistry it is not easy to implement. The speaker presented her results with an organic chemistry class for non-majors in chemistry. On the other hand, my Instrumental Analysis Lecture can fit in this model of teaching.

Intended changes for teaching/learning: This seminar give me the idea to implement some part of this model to my Instrumental Analysis Lecture class. I will review more literature related with this idea and try to implement some changes in my class. One aspect that attracted my attention is the idea to meet with the class and discuss the topics at questions level; this means that they read the material already and have specific questions on the topic. The main objective in this class is that students learn the principles of the function of an analytical instrument. The meeting questions and answers can help all the class to get a better understanding of a specific instrument. The dynamic of the class will change with more participation from the students.

Seminar 2: Exploring Challenges in Chemistry Education Roundtable.
This was a small session where we discussed the technology in higher education, especially in chemistry lab. Each one of us presented the challenges in chemistry labs. We shared our points of views and proposed possible solutions in chemistry lab education. Some of the attendees presented their experiences with technology, such as the use of tablets in chemistry labs; the use of email, chats, D2L and blackboard to keep constant communication with students; and the creation of a data base that students can access and get information from as fast as possible during their lab sessions.

Teaching/learning insights gained: The use of technology is the most attractive part for most students and can help students to prepare for high level labs in chemistry courses, including the creation of a data base with the most important concepts and information about chemical reactions related with their experiments that students can access easily using computers in

Continued on next page
the lab or their personal laptops, tablets or smart-phones.

Intended changes for teaching/learning: I will continue implementing more technology in our general chemistry labs and the use of computer software to analyze and report their experimental results. This will help students be ready for high level chemistry labs.”

Dr. Sakib Mahmud
Assistant Professor of Economics in Sustainable Management
Department of Business and Economics

Sakib received a grant to attend the SOTL Commons Conference (of Georgia Southern University Centers for Teaching), held March 25-27, 2015 in Savannah, Georgia. Here are Sakib’s comments:

“Based on my research interest on student motivation and self-directed learning, I attended a couple of sessions at the conference related to the topics. The sessions that really caught my attention are: (1) the effects of the flipped classroom on course experience, basic need satisfaction, and motivation in an undergraduate research method course; and (2) influence of learning emotions and the ARCS (i.e. Attention, Relevance, Confidence, and Satisfaction) model of motivational design on student critical thinking and learning outcomes. In the first session, the specific teaching strategies and student learning outcomes under the flipped classroom model were shared. Applications of adapted survey using the Course Evaluation Questionnaire, the Basic Need Satisfaction in Relationships Scale, and the Academic Self-regulation Scale were introduced to provide the audience a better understanding on the possible influences of the flipped classroom model on student course experience, basic need satisfaction, and motivation through an undergraduate research method course.

During the other session, discussions mainly revolved around how increase in media additions and application of correct narrative approach in teaching practices in a course can enhance student learning, critical thinking, and student satisfaction. The session introduced two related paradigms of impactful teaching: (1) the ARCS model of motivational design; and, (2) the use of emotional intensity, to make a case of the findings. I also found the application of self-determination theory (SDT) in natural science and physical science courses to understand student motivation and learning outcomes to be fascinating. I look forward to further exploring these applications and findings on student motivational research for my own in-house and online courses.

I would like to thank CETL for the grant that helped me attend this conference. I enjoyed my interactions with my colleagues and learning new things that are relevant to my scholarship of teaching and learning. I hope my fellow colleagues of UW-Superior will find some of the teaching and learning modules to be useful and relevant to establish a positive learning experience for their students. “

Dr. Lynn Amerman Goerdt
Assistant Professor of Social Work
Department of Human Behavior, Justice Diversity

Lynn received a grant to attend the Policy 2.0 Conference -Energizing for Activism: Recommending to Policy Change, held May 28-30, 2015 in Austin, Texas. Here are her comments:

“In May I had the opportunity to attend the second Policy 2.0 conference in Austin, Texas; a conference which brings together faculty from schools of social work across the United States who all teach policy courses. This year we were also joined by two respected colleagues from Israel as well as a number of students.

At the conference we shared best practices from our fields, share recent research about policy practice and advocacy, heard from esteemed mentors from our discipline, and most importantly built and fostered relationships. This is a relatively small conference of about 100 people, so getting to know people is relatively easy and is a very intentional part of the agenda. The superb food and culture of Austin makes for an easy backdrop for developing new friendship and collegial relationships.

I was able to share my work on internationalizing social welfare policy courses with my col-
leagues and established a new research agenda in partnership with a few other colleagues from around the country. I also left being inspired to continue my engagement at the national level in discussions about social workers engaged in policy advocacy and practice. It was an absolutely fantastic conference and I am grateful for the support and opportunity to attend.

Dr. Zamira Simkins
Assistant Professor of Economics
Department of Business and Economics

Zamira received a grant to attend the Conference on Teaching & Research in Economic Education (CTREE), May 27-29, 2015 in Minneapolis, Minnesota.

“Thanks to the CETL discipline conference grant, I was able to attend the 2015 American Economic Association Conference on Teaching and Research in Economic Education During the conference, I found several sessions of particular interest to me:

**Data and models to teach economics**
The common theme of the session’s papers was using real world data to help students model and understand how economies work. Two of the papers were devoted to classroom experiments of constructing student consumer price indices and respective inflation rates. I found these papers interesting because they were very similar to my Economics URSCA assignment I developed last year for UWS students taking my Principles of Macroeconomics course. The conference papers and my assignment were designed to replicate a simplified Bureau of Labor Statistics consumer price index methodology and enable students estimate their individual inflation rate. While everyone understood that the main purpose of the papers was to introduce students to the real world data and show them how to apply a simplified existing methodology to produce their own individualized results, most feedback and criticism of the papers involved a loose treatment of a simplified methodology. Specifically, discussion arose over how students recorded their tuition costs (how they treated scholarships and financial aid), housing costs (especially if living with parents), and transportation costs. The consensus was that students clearly benefit from being able to apply a simplified methodology to understand how inflation is calculated and tracked, but at the same time they must understand the differences between the official methodology and a classroom application. This discussion gave me ideas on how to improve my own assignment before presenting the results at the 2016 American Economic Association Annual Conference in San Francisco, CA on January 3-5, 2016.

Another paper in this session that was of great interest to me was dedicated to using student-managed investment funds to enable students experience what it means to manage an investment portfolio. Specifically, the paper described the use of a traditional bottom-up (microeconomic/financial) approach and a top-down (macroeconomic/exchange-traded funds) approach to invest money. For starters, the instructor and students managed a hypothetical investment portfolio, but after two semesters were able to obtain $20,000 in funds from their university’s administration to provide future students with a real-life investment experience. In the past, I worked as a broker, and this paper inspired me to try a similar experiment in my Money and Banking class.

**Flipping the classroom**
(multiple sessions were dedicated to this topic)
Flipped classroom is a pedagogical approach that reverses the teaching practice: instead of listening to lectures in a classroom and then doing homework at home, students view short videos in lieu of lectures at home and then complete planned activities with their instructor during a regular class time. Flipping the classroom appears to be a popular new teaching approach, as evidenced by the number of conference papers and sessions dedicated to this practice. I believe part of this trend is explained by the increasing number of online courses, where instructors have to use video lectures instead of traditional lectures to serve the online student population; these instructors then bring their online teaching methods to traditional classrooms. Multiple presenters who flipped their class-

Continued on next page
rooms felt that the approach has enabled them to engage their students into a more active learning, primarily by allowing them to spend more time on advanced and interesting applications of the material in class, instead of explaining the fundamental concepts in a traditional lecture format. At the same time, discussants raised concerns over the prevalent free-riding problem associated with the flipped classrooms, as uninterested, unengaged students who are put in a group work setting tend to withdraw from active participation even more, letting or preferring other students to do the work. Another concern over the flipped classrooms was that they eliminated the need for students to take notes or read books, as many students treated videos as sufficient substitutes for readings and note-taking. The final problem with the flipped classroom is that the in-class activities must be graded in order to ensure that students actually engage in class activities, but with so many assignments to grade over a course of a semester most instructors tend to grade them on a pass-fail basis and assign low weights or total points to such activities. Consequently, a lack of a highly-differentiated grading system and low stakes make it even more difficult to involve uninterested students into the learning process. After considering the pros and cons of the flipped classroom experience, I concluded that a blended approach would be better than a 100% flipped classroom or 100% traditional lecture experience. “
CETL Spring 2015 Film Showings spurred dialogue about Higher Education issues

On a Wednesday evening in early March 2015, a dozen members of the UW-Superior community gathered in the CETL Seminar Room to view and discuss the 90-minute film IVORY TOWER that documents the rising cost of higher education, its impact on prospective students, and some alternative programs and colleges that have developed in response.

“Filmmaker Andrew Rossi … reveals how colleges in the United States, long regarded as leaders in higher education, came to embrace a business model that often promotes expansion over quality learning. Along the way we also find unique programs, from Stanford to the free desert school Deep Springs to the historically black all women’s college Spelman, where the potential for life-changing college experiences endure.” [(C) Samuel Goldwyn]


A more recent article about Republican Governors Seeking Big Cuts at Colleges published on Feb. 27, 2015 and written by Katherine Mangan is also provided in the Chronicle at [http://chronicle.com/article/Louisiana-Governor-Seeks/190077/](http://chronicle.com/article/Louisiana-Governor-Seeks/190077/)

Dr. Sarah LaChance Adams
Assistant Professor of Philosophy
Social Inquiry Department

On March 6, following the film showing in CETL, Sarah provided this comment: “The highlight of this for me was seeing the passion and idealism of student activists at Cooper Union. I admire their courage and their tenacity in supporting the ideals of higher education for all. I felt saddened to see the declining emphasis on education as a way to access the Good Life (including but definitely NOT limited to finding gainful employment).

With the announcement of the closing of Sweet Briar College a small 114 year old liberal arts women’s college, the warnings expressed by the film are that much more realistic and alarming.” About a week later Sarah shared her thoughts about another related article in the Chronicle — [To Help Students Succeed Professionally and Personally, Teach the Art of Being Human](http://chronicle.com/article/To-Help-Students-Succeed/228281/?cid=at&utm_source=at&utm_medium=en) (March 9, 2015), at the link: [http://chronicle.com/article/To-Help-Students-Succeed/228281/?cid=at&utm_source=at&utm_medium=en](http://chronicle.com/article/To-Help-Students-Succeed/228281/?cid=at&utm_source=at&utm_medium=en)

“This article reminded me of our discussion of the film . . . The author argues that professional and personal development in college are by no means mutually exclusive, but there is a tendency in political (and academic) rhetoric to speak of them as though they are. A quote from the article: ‘I too want to make sure my daughter learns everything necessary to have a successful career. But as an educator, I also know that this will involve much more than just training her for a profession. As I often remind my students, in the end it is not only a matter of what you do, it’s how and why you do it; and the knowledge that this requires above all is knowledge of oneself.’”

Eight attendees at the March film showing also attended the film showing on April 1st: Sarah LaChance Adams, Beth Austin, Maria Cuzzo, Emily Levings, Lorena Rios Mendoza, Yun-hong “Tom” Tu, Ivy Vainio and Del Wright. In addition, Randy Barker, Karen Plass and Carol Knoble attended the Ivory Tower showing, while Heather Kahler, Monica Roth Day, and Carin Wilson attended the following showing.

On Wednesday April 1 CETL hosted a showing of If these halls could talk, a documentary film directed by Lee Mun Wah that focuses on diversity on college campuses. During the hot summer of 2010, Director Lee Mun Wah brought together eleven college students to discuss what it is like on campuses across

Continued on next page
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the country today. The students shared the frustration and anguish of trying to be understood and acknowledged on campus where the faculty and students are predominantly white. Their stories are starkly emotional and raw, filled with incredible tenderness, courage and pain. The issues that they challenge us to look at are equally provocative, begging to be heard and confronted.

If you have ever wondered why our students and faculty of color are leaving our campuses, if you have difficulties understanding students from other cultures, if you don’t know what to say or do when a conflict occurs as it relates to a diversity issue, then the film, **If These Halls Could Talk** (2013) will help model for you what it will take to have conversations on diversity that are both authentic and life-changing. This film will provide a glimpse into what is still missing and what is needed if we are ever going to come together in our classrooms, on our campuses and in our communities.

*Film description from stirfryseminars.com*

*CETL appreciates the purchase of this film by the UW-Superior Jim Dan Hill Library, which made this event possible.*

Yunhong “Tom” Tu

*Instructional Designer in the Center for Excellence in Teaching & Learning
Assistant Professor of Library Science*

Tom wrote, “I think the message the film delivered to the audience was so powerful, meaningful and authentic. It unveiled the complex diversity issue in higher education with in-depth conversations, discussions and sharing from real college students with various ethnic and cultural backgrounds. The film reminded me that diversity is not only based on race, ethnicity, gender, etc., but to a much wider aspect, by non-fixed, fluid individual differences. It reminded me about UW-Superior’s mission on emphasizing individual attention; embodying respect for diverse cultures and multiple voices; and engaging the community and region. Let’s work together to carry out our mission. Let’s begin with small things. If you haven’t attempted to learn how to pronounce a student or colleague’s real name, how about start the conversation with that individual? Together we can make UW-Superior shine in the community, the region and beyond with the spirit of Yellowjacket!”

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*CETL Connection 51*

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