

## CATL Workshops 2015-2016

### **Rethinking Your Grading Workload**

Deb Hoskins, Inclusive Excellence Coordinator, CATL

Bryan Kopp, Writing Programs Coordinator, CATL

**Friday, September 11, 1:30-2:45pm, 153 Murphy Library**

Where do we spend most of our time as instructors? For many, the most time-consuming part of our job is grading written work. Is this investment of time worth it? How might we make our work more effective? In this workshop, we will discuss strategies for giving assignments, guiding learning through feedback, and grading student work. Participants will identify a particular assignment and then determine how to redesign it to shift more of their time from grading to teaching. Please bring one or more assignments with you.

### **Creating an Inclusive, Welcoming Campus**

Deb Hoskins, Inclusive Excellence Coordinator, CATL

Barbara Stewart, Associate Dean for Diversity & Inclusion

**Wednesday, September 16, 3:45-4:45pm, 153 Murphy Library**

Why do students disengage from a class? Why do they stop coming to class and doing the work? Why don't students talk to us, their instructors, when they are struggling in our course? While there can be many reasons any given student disengages, this session will examine how students from historically marginalized groups come to feel that they do -- or don't -- belong at UWL. Participants are invited to [watch this PBS video](#) before the session and we will consider ways we can respond as instructors in individual classes, including how we give students feedback.

### **Aligning Objectives and Assessments**

Larry Schankman, Instructional Designer, CATL

**Friday, September 18, 1:30-2:45pm, 153 Murphy Library**

An essential skill in designing an effective course is aligning course objectives, assessments and activities. This workshop will offer participants an opportunity to visually align individual lessons (units) or an entire course, using a taxonomy chart. Participants will then critique each other's charts and strategize how they might revise their courses to better align essential elements, to ensure effective learning. As a deliverable for this workshop faculty will chart the objectives, assessments and activities of at least one unit and develop a plan to bring their course into alignment. This hands-on workshop will emphasize revision of an existing or developing course, so participants should bring a laptop or tablet with a course syllabus or outline.

## CATL Workshops 2015-2016

### **Herding CATS for In-Class Assessment and Improvement of Student Learning**

Patrick Barlow, IRAP Assessment Coordinator

**Friday, September 18, 2:50-4:05pm, 153 Murphy Library**

Formative assessment strategies are focused, relatively simple tools used in a course to collect information on student learning in order to gauge the impact of learning activities and provide targets for improvement. The goal of this workshop will be to briefly describe Classroom Assessment Techniques (CATs) and structure time to allow faculty to explore how to make use of them to understand and improve student learning. Attendees will take away at least one draft CAT to employ in their courses.

### **Five Ways to Improve Your Objective Tests**

Bill Cerbin, CATL Director

**Friday, September 25, 1:30-2:30pm, 153 Murphy Library**

This session focuses on five ways to improve objective tests. You will learn how to: 1) create a test plan to insure fair and representative coverage, 2) improve test items, 3) create items that address different learning objectives, 4) improve test construction and administration, and 5) use tests to improve student learning. Bring one of your multiple-choice tests to use as a test-case to analyze and annotate possible changes.

### **Alas, Poor Rubric, I Knew Thee Well: A Refresher on the Design and Use of Rubrics for Assessment and Grading**

Patrick Barlow, IRAP Assessment Coordinator & Bryan Kopp, Writing Programs Coordinator, CATL

**Friday, September 25, 2:35-3:50pm, 153 Murphy Library**

Rubrics are relatively well known tools used for grading student work and also to provide information for learning outcomes assessment. The use of these tools presents some challenges despite their familiarity. This session will provide a review of rubric design and process for using a rubric for grading and assessment. Attendees should bring copies of existing rubrics they wish to revise or information on assignments they wish to apply a rubric to as they will be given time to update an existing rubric or create a new tool and leave with plan for its use in their course.

## CATL Workshops 2015-2016

### **See what I mean? - The Impact of Visual and Inclusive Design on Learning**

Marjorie Bazluki, Instructional Designer, CATL

**Friday, October 2, 1:30-2:45pm, 153 Murphy Library**

With the explosion of digital learning, are you designing your course with accessibility, usability, and visual design in mind? While we know that both visual and inclusive design helps a wide range of students, we often don't think enough about ways visual and inclusive design enhances learning for students. This session focuses on the cognitive benefits of making conscious decisions regarding the impact of visual and inclusive design on accessibility, usability, and learning from online material. Participants will see a variety of visual and inclusive design elements commonly used in course development, and explore how these can be used in your online, blended, or face-to-face class.

### **Designing an Inclusive Course: Diversity in Course Content**

Deb Hoskins, Inclusive Excellence Coordinator, CATL

**Friday, October 2, 2:50-4:05pm, 153 Murphy Library**

Even in the sciences, it is possible to incorporate human diversity into the content of a course. In this workshop, participants will learn and apply several strategies for infusing diversity into course content, and apply one strategy they deem most useful for their course. This will be a working session. Please bring a laptop or other device with you.

### **Microaggressions and Student Learning**

Deb Hoskins, Inclusive Excellence Coordinator, CATL & Amanda Goodenough, Assistant Director, Campus Climate

**Monday, October 5, 2:15-3:15pm, 153 Murphy Library**

In the midst of a class discussion, you call on the only non-traditional-aged student in your class, a woman, who also appears to be your only African American student. She's making an excellent and useful contribution when suddenly she seems to lose interest in what she's saying and rambles to a halt. After class, you ask her what happened, and she says, "Haven't you noticed? The minute I start talking, all the other students in here just tune out. They're looking at the clock, they're checking their cell phones, they're doodling on their notebooks that they never doodle on unless I'm talking. That kind of stuff." "Oh no, I'm sure they don't," you reply. Your student's eyes narrow, and she exits the room with, "Excuse me, Professor, I've gotta get going -- I have another class now." What just happened? More importantly, what do you do? Participants are invited to watch this [3:41-minute video from the New York Times of students discussing microaggressions](#) before coming to the workshop. In the session, we will explore how to recognize microaggressions, understand their impact on student learning, and strategize ways to address this campus climate problem. [UW-L's Campus Climate office defines microaggressions](#) as "brief and commonplace everyday exchanges that communicate hostile, derogatory, denigrating or negative slights and insults to certain individuals because of their group membership. They are often automatic and well-intended."

## CATL Workshops 2015-2016

### **Mentoring Undergraduate Research and Grant Writing**

Scott Cooper, Biology; Ryan Friesen, English; Gretchen Gerrish, Biology; Josh Hursey, Computer Science; Stephen McDougal, Political Science; John Nunley, Economics

**Thursday, October 8, 2:15-3:15pm, 150/152/153 Murphy Library**

Undergraduate research activities vary across departments at UW-La Crosse. Faculty sometimes struggle with techniques for recruiting, mentoring, and funding undergraduate students in research activities that also yield productive faculty scholarship. The Undergraduate Research & Creativity (URC) Committee members will share their experiences in a brief panel discussion of these concerns. The panelists will also provide insight into the URC student grant process highlighting tips for mentoring students through the grant submission process. The remaining period will consist of a breakout Q&A that will allow attendees to discuss specific mentoring techniques with peer faculty members involved in undergraduate research within or across departments.

### **Using Humor in the Classroom to Improve Learning**

Brian Udermann, Director of Online Education

**Friday, October 9, 1:30-2:45pm, 153 Murphy Library**

Instructors are continually searching for ways to engage and inspire their students and create a more positive learning environment. Is it possible that using humor in the classroom might help achieve this? The purpose of this workshop is to explore the research that has been conducted and published examining how humor in the classroom impacts learning. Participants will also discuss a variety of strategies they could employ to incorporate more humor into their teaching.

### **Five Ways to Improve Students' Motivation for Learning**

Bill Cerbin, CATL Director

**Friday, October 16, 1:30-2:45pm, 153 Murphy Library**

We know that students' motivation plays a significant role in their achievement. But what factors and conditions influence student motivation? Why do students persist when faced with difficult tasks, give up, do just enough to get by, work tenaciously, obsess over grades, focus on avoiding failure, take or avoid academic risks? This session examines some of the key factors that influence students' effort and persistence in learning, and five strategies instructors can use to support students' motivation.

## CATL Workshops 2015-2016

### **Framing Success in Writing: Eight Habits of Mind**

Bryan Kopp, Writing Programs Coordinator, CATL

**Friday, October 23, 1:30-2:45pm, 153 Murphy Library**

Writing assignments give us a window into student learning in our classes, but they also provide opportunities for students to form and break habits. Habits of mind, defined as "ways of behaving intelligently when confronted with problems," have been associated with success in variety of fields and disciplines. This session will highlight eight habits of mind that are particularly relevant to writing in college and beyond: curiosity, openness, engagement, creativity, persistence, responsibility, flexibility and metacognition. Instructors can help cultivate these habits of mind through the design of writing experiences, assignments and assessments. Participants will learn several strategies and discuss ways to implement them in their teaching.

### **Working with Students with Disabilities**

Deb Hoskins, Inclusive Excellence Coordinator, CATL & Andrew Oliver, Assistant Director, ACCESS Center

**Wednesday, October 28, 3:45-4:45pm, 153 Murphy Library**

Students with disabilities report that the accommodations instructors provide do not always work as expected. This session will examine good strategies to implement several of the most common accommodations used by Disability Resource Services, and explore ways to implement universal design principles that will make other aspects of your course more accessible.

### **Building Community in Online Courses**

Tori Svoboda, Assistant Professor, Student Affairs Administration & Brian Udermann, Director of Online Education

**Friday, October 30, 1:30-2:30pm, 153 Murphy Library**

Instructors sometimes struggle with student-to-student interaction and community/relationship building in online courses. Fostering a strong sense of community in online courses can help keep students engaged with course content and with each other and can have a positive impact on learning. This workshop will cover topics such as using discussions, synchronous events, peer collaboration and even social strategies to promote community among online learners.

## CATL Workshops 2015-2016

### **Building Teaching Presence Online: My Professor is NOT a Robot**

Larry Schankman, CATL Instructional Designer

**Friday, October 30, 2:30-3:30pm, 153 Murphy Library**

Can online instructors build the same mutually satisfying, humanistic relationship with students as face-to-face instructors? Teacher presence is arguably one of the most challenging skills to transfer from the F2F classroom to the online environment. This workshop will engage participants in an interactive discussion on strategies and techniques for building online presence so your students will feel your presence, and warmth, and not confuse you with an instructional robot or artificial intelligence. As a deliverable for this workshop faculty will create a plan for affirming and communicating their presence throughout an online course. For this hands-on workshop participants should bring a laptop or tablet and prepare to revise an online course syllabus and create a strategy for improving teaching presence and communications.

### **Scholarship of Teaching & Learning Project Design Workshop**

**Friday, November 6, 1:30-3:00pm, 150/153 Murphy Library**

This session is intended for instructors interested in planning or revising a SoTL project. It is a working session in that you will have opportunities to share your project ideas with other instructors, and identify aspects of your project that you may want to expand or revise. Please register even if you cannot attend! If you would like to attend but have a conflict on November 6, indicate this on the registration form. We will try to offer alternative support opportunities. After you register we will send you additional information and some "homework" to prepare for the workshop. Following the Project Design workshop, we will schedule additional sessions on specific aspects of SoTL work, e.g., how to write an IRB application; statistical services available through the UWL Statistical Consulting Center. Then in January we will hold a second planning session to help you prepare for data collection in spring semester.

If you have any questions please contact Bill Cerbin, ext. 6881 or wcerbin@uwlax.edu.

### **Facilitating Effective Online Discussions**

Marjorie Bazluki, Instructional Designer, CATL

Brian Udermann, Director of Online Education

**Friday, November 20, 1:30-2:45pm, 153 Murphy Library**

Utilizing discussions in online courses can be a very effective way to increase student to student and student to instructor interactions. However, there can be challenges associated with online discussions such as lack of student participation, disruptive students or the workload associated with reading and grading discussion posts. During this presentation you will be exposed to a variety of strategies to create discussion board activities that your students find interesting and also strategies to effectively facilitate discussions and manage the workload related to reading and grading posts.

## CATL Workshops 2015-2016

### **Show Them the Data: A Strategy to Engage and Motivate Students**

Clark Coffman, Associate Professor and Director of Graduate Education, Department of Genetics, Development and Cell Biology, Iowa State University

**Friday, December 11, 11:00-11:50am, 150 Murphy Library**

Getting students engaged is particularly important in large introductory courses that have very diverse student populations. Unfortunately, students often resist evidence-based, active learning pedagogical techniques because these methods of learning do not align with student expectations and involve more challenging activities. Reluctance to engage can also lead to the development of inefficient study strategies. Although there are no solutions that will work in every classroom and educational context, we have assembled an interdisciplinary team with expertise in education, psychology, biology, and engineering to explore some possible avenues of instruction that will encourage better study habits and improve student metacognition. This presentation will focus on studies that use a “show them the data” strategy as a mechanism for engaging and motivating students.

The presentation is part of the 2015-2016 Seminar Series sponsored by the UWL Molecular Biology Institute.

### **Scholarship of Teaching and Learning Working Session**

**Thursday, December 17, 12:30pm-2:00pm, 150 Murphy Library**

CATL is holding a Scholarship of Teaching & Learning Working Session for instructors interested in starting or continuing to work on a SoTL project. The session is an opportunity to work on any aspects of your project and share your ideas with colleagues. Depending on your preference you may work alone or with project collaborators, discuss project ideas with experienced SoTL practitioners, or simply hunker down and write.

Please register even if you cannot attend. CATL is keeping track of instructors interested in SoTL and plans to schedule additional SoTL-oriented opportunities for instructors in the future.

### **Science of Learning 1: Attention and Working Memory**

Bill Cerbin, CATL Director

**Friday, January 29, 1:30-2:45pm, 153 Murphy Library**

To learn effectively students need to select, attend to, concentrate on and process new information. Learning suffers when students are distracted, their attention is divided, and when the amount of new information exceeds their processing capacity. Cognitive overload is a daily problem that limits student learning. This session focuses on the inherent limitations of attention and working memory and on what teachers can do to lighten the cognitive load students experience every day. Participants will explore strategies to enhance students' learning by managing cognitive load more effectively.

**Science of Learning 2: Prior Knowledge and Misconceptions**

Bill Cerbin, CATL Director

**Friday, February 12, 1:30-2:45pm, 153 Murphy Library**

What is a student's most important asset for learning? Factors such as IQ, motivation, parental income, and the quality of the schools attended matter. But, what matters most for new learning is what students already know about the subject—their prior knowledge. As one group of researchers concluded,

*...students' prior knowledge significantly influences what they notice about the situation, how they organize and interpret it. This affects their ability to remember, reason, solve problems, and acquire new knowledge (Bransford, Brown & Cocking, 1999).*

This session examines the role of prior knowledge in learning, and how teachers can uncover students' prior knowledge and respond to prior knowledge problems such as poorly understood concepts, persistent student misconceptions, and gaps in prior knowledge.

**Designing an Inclusive Course: Designing and Managing Difficult Discussions**

Deb Hoskins, Inclusive Excellence Coordinator, CATL

**Friday, February 19, 1:30-2:45pm, 153 Murphy Library**

Have you experienced a class discussion that generated more heat than light? Student resistance to learning about diversity topics like race, gender, or sexual orientation is well-documented in the research literature. Sometimes student emotions escalate over topics that disciplinary experts don't consider controversial. Differences in life experiences and group identifications among students in the room can complicate the emotional landscape. In this workshop, participants will explore several ways to design and handle class discussions of controversial topics that can help preserve students' ability to learn.

**Documentary Film Screening and Discussion:**

**"A Walk in My Shoes: First Generation College Students"**

Caitlin Dahl and Mic Naumann, Student Support Services, with Deb Hoskins, CATL

**Monday, February 22, 3:45-5:00pm, 150 Murphy Library**

Millions of first-generation college students arrive on college campuses across the nation every day. With them, they bring their pasts, their cultures, their hopes, their fears, and their dreams. This inspirational documentary delves into the lives of eight first-generation college students, five preservice teachers and three successful educators, who chose a profession dedicated to a concept they are all committed to: changing lives.

We invite you to this introduction to "life on a university if you're first."



**Working with First-Generation College Students: A Student Panel**

Caitlin Dahl and Mic Naumann, Student Support Services, with Deb Hoskins, CATL

**Tuesday, February 23, 3:45-4:45pm, 150 Murphy Library**

Approximately 30% of UWL students are “first-generation,” meaning that their parents or guardians have not completed a baccalaureate degree. First-gen students are thus an important, but hidden, group at UWL — we will not know which of the students in our classes are first generation. According to the research literature, equity gaps between first-gen and continuing-generation college students are common. Equity gaps appear in grades, retention, and graduation rates, as well as in the rates at which first-generation students access the full range of what a university offers, from academic supports like tutoring programs, study groups, faculty office hours, and writing centers, to transformative educational opportunities like undergraduate research, study abroad, and internships.

How might we work better with this population, even though we have no idea who among our students are first-gen? This student panel will share their experiences as first-generation college students at UWL.

**Science of Learning 3: Shallow vs. Deep Learning**

Bill Cerbin, CATL Director

**Friday, February 26, 1:30-2:45pm, 153 Murphy Library**

Robust, durable learning is most likely to result from deep cognitive engagement, the kind of mental activity in which students try to make sense of the subject matter. But too often students simply memorize and review the material without understanding it. They may do well on tests but their knowledge is temporary and easily forgotten. This session explores differences between shallow and deep learning, and on how teachers can revise or create assignments, exercises and tasks that lead to deeper cognitive engagement and more robust learning.

**Five Ways to Improve Students' Motivation for Learning**

Bill Cerbin, CATL Director and Tesia Marshik, Psychology

**Friday, March 4, 3:00-4:00pm, 153 Murphy Library**

We know that students' motivation plays a significant role in their achievement. But what factors and conditions influence student motivation? Why do students persist when faced with difficult tasks, give up, do just enough to get by, work tenaciously, obsess over grades, focus on avoiding failure, take or avoid academic risks? This session examines some of the key factors that influence students' effort and persistence in learning, and five strategies instructors can use to support students' motivation.

**Science of Learning 4: Effective and Ineffective Learning Strategies**

Bill Cerbin, CATL Director

**Friday, March 11, 1:30-2:45pm, 153 Murphy Library**

Research has demonstrated marked differences in the effectiveness of various learning strategies. This session explores which are effective and which are not. Unfortunately, the most widely used strategies by students, rereading, highlighting, underlining and cramming for tests, are the least effective. Participants will consider ways to promote better learning strategies among their students and how some learning strategies can be built into instructional practices.

**Science of Learning 5: Deliberate Practice and Targeted Feedback**

Bill Cerbin, CATL Director and Bryan Kopp, CATL Writing Programs Coordinator

**Friday, March 25, 1:30-2:45pm, 153 Murphy Library**

Practice and feedback are essential for learning. Research indicates that the quality of practice matters more than the amount of practice. Moreover, as teachers we may spend a lot of time giving feedback that students don't understand or use. In this session we propose ways to increase the amount and quality of practice and feedback that take place in the classroom. Participants will consider how to incorporate alternative practice and feedback strategies in their classes.

**Designing Collaborative Writing Projects**

Bryan Kopp, CATL Writing Programs Coordinator & Lindsay Steiner, English Department

**Thursday, March 31, 2:30-3:45pm, 153 Murphy Library**

Group writing projects can be an effective way to manage the grading workload and help students develop project management and interpersonal skills. However, students often encounter pitfalls when trying to do group work, including unequal commitment, poor delegation, ineffective co-authoring and a lack of professionalism. Instructors may also struggle with group writing projects--in particular, how to improve student motivation, ensure equitable contributions and assign individual grades. This session will share examples and strategies to improve the design and implementation of collaborative writing projects to ensure they are rewarding for both students and instructors. Participants are invited to share their experiences with collaborative writing assignments and how they may be improved.

## CATL Workshops 2015-2016

### **Teaching Narrative and Portfolio Development Workshop**

Deb Hoskins, CATL Inclusive Excellence Coordinator

**Wednesday, April 6, and Thursday, April 7, 3:30-4:30pm, 150 Murphy Library**

Session will follow the Candidate and Departmental Promotion Committee Information Sessions starting at 2:30 each day. The content of these two workshops are identical.

Many UWL instructors find drafting the teaching section of the promotion narrative and identifying evidence of teaching effectiveness and development baffling. We can help. In this working session, we will first examine the various sections of the teaching narrative, identifying types of evidence that might be useful. For those who already have a narrative drafted, we will guide participants in a peer review that models the promotion committee process of review by colleagues in various colleges. Past participants in these workshops have found this process very helpful. The rest of the session can be used to draft a narrative, develop evidence, or bounce ideas off colleagues.

Participants should bring a laptop, and a hard copy of the teaching section of the promotion narrative, if they have one.

### **Science of Learning 6: Metacognition and Self-Regulated Learning**

Bill Cerbin, CATL Director

**Friday, April 8, 1:30-2:45pm, 153 Murphy Library**

As students progress through school we expect them to become less dependent on teachers and to become more independent learners. This does happen, but not in all the ways we would hope. Many college students are unaware of effective ways to study and how to approach complex tasks. They do not notice gaps in their knowledge and skills or how improve their own learning. This session examines metacognition and self-regulation as important components of independent learning. We will examine how teachers can promote the kind of self-regulation that leads to better learning.

### **Copyright in the Classroom: Opening the Doors (and Windows) with Fair Use**

Heather Jett, Murphy Library

**Friday, April 15, 1:30-2:30pm, 3212 Centennial Hall**

Are you breaking the law when you post that PDF? Heather Jett, Access Services Librarian at Murphy Library, will debunk a few myths about copyright law and the fair use doctrine and offer tips and tools for applying best practices when using copyrighted material in both face-to-face and online teaching environments. Following the brief presentation, there will be time for questions and discussion of best practices.

**Project Fair Play: Introducing A Video Game on Racism in Higher Education**

Anton Sanderfoot, Biology, and Deb Hoskins, CATL

**Thursday, April 21, 1:30-2:30pm, 153 Murphy**

Instructors are invited to play a free videogame called "Fair Play" that explores the various forms of racism students of color encounter as college students. Tony Sanderfoot, Biology, will explain how the game came into existence, how to download it, and what to look for as you play it. Participants are invited to return next week to discuss what they learned from playing the game on their own.

**Save, Edit, or Delete: Strategies for Active Learning in Online Courses**

Tori Svoboda, Student Affairs Administration

**Friday April 22, 1:30-2:30pm, 153 Murphy**

The common online course instructional practice of asking students to "post once by Wednesday, reply twice by Saturday" can actually limit rather than enhance their learning. So why do we keep doing it? This session will share examples of more or less effective active learning strategies in online course formats. As a working session, participants will be asked to share their own strategies for active learning, including those they'd like to save, edit, or delete.

**Discussing Project Fair Play: Problem-Solving Racism Encountered by Students in Higher Education**

Anton Sanderfoot, Biology, and Deb Hoskins, CATL

**Thursday, April 28, 1:30-2:30, 153 Murphy**

Please join us for a discussion of "Fair Play", a free videogame that explores the forms of racism students of color encounter as college students. Our conversation will focus on potential ways to deal with the issues Fair Play raises.

**Preparing Students for Group Work**

Ariel Beaujot, History, and Deb Hoskins, CATL Inclusive Excellence Coordinator

**Friday, April 29, 1:30-2:45pm, 153 Murphy Library**

Have you assigned group work that didn't quite work out as you expected? Please join us for a session that explores a strategy to prepare students for collaborative work with our resident expert on public history, Ariel Beaujot. Beaujot's students have worked on a variety of projects together, for which she prepares them strategically, both in general education courses and in upper-level courses. This session will explore ways instructors can adapt Beaujot's processes and worksheets for their own courses.