

THE JOYS^{OF} Teaching & Learning

Scholarly Reflective Practices

Celebrating 25 years of SoTL



Dr. Jessamyn Neuhaus

Director of the Center for Teaching and Learning Excellence (CTLE) and Professor in the School of Education at Syracuse University

Opening Plenary- Thursday, April 10, 2025

A SoTL Reality Check: Three Underrecognized, Underexamined, and Underestimated Truths about Teaching and Learning

Breakout Sessions
Innovative Teaching & Learning
in the UW system

**Wisconsin Teaching Fellows & Scholars-
SoTL Research Projects Reception**

Closing Plenary- Friday, April 11, 2025

Use Your Words: The Value of a "Script" When Something Goes Wrong in Teaching and Learning

Land Acknowledgement

As a system of universities in Wisconsin we share stewardship of the land and water between the Michigami, the full system of Great Lakes, and Michiziibi, the great Mississippi River, with the current sovereign nations of Potawatomi, Ho-Chunk, Menominee, Ojibwe, Oneida and Mohican people along with the ancestors before them. Together we commit to being connected to this space, increasing our knowledge of it and transmitting that knowledge to future generations.

This land acknowledgement statement was written for UW System's Freshwater Collaborative of Wisconsin by the Electa Quinney Institute at UW-Milwaukee.



Bascom Hill Historic District



Our Shared Future

The University of Wisconsin-Madison occupies ancestral Ho-Chunk land, a place their nation has called Teejop (day-JOPE) since time immemorial.

In an 1832 treaty, the Ho-Chunk were forced to cede this territory.

Decades of ethnic cleansing followed when both the federal and state government repeatedly, but unsuccessfully, sought to forcibly remove the Ho-Chunk from Wisconsin.

This history of colonization informs our shared future of collaboration and innovation.

Today, UW-Madison respects the inherent sovereignty of the Ho-Chunk Nation, along with the eleven other First Nations of Wisconsin.

2018

This heritage marker is installed on Bascom Hill, UW-Madison. It was developed by UW-Madison in collaboration with the Ho-Chunk Nation.

Bad River Band of Lake Superior Chippewa
Forest County Potawatomi
Ho-Chunk Nation
Lac Courte Oreilles Band of Lake Superior
Chippewa
Lac du Flambeau Band of Lake Superior
Chippewa
Menominee Indian Tribe of Wisconsin

Oneida Nation
Red Cliff Band of Lake Superior Chippewa
Sokaogon Chippewa Community Mole Lake Band
of Lake Superior Chippewa
St. Croix Chippewa Indians of Wisconsin
Stockbridge – Munsee Community Band
of Mohican Indians
Brothertown Nation* (not federally/state
recognized)

Acknowledgments

Jay O. Rothman
President, Universities of Wisconsin

Johannes Britz, Ph.D.
Interim Senior Vice President, Office of Academic and Student Affairs, Universities of Wisconsin

Tracy Davidson, Ph.D.
Associate Vice President, Office of Academic Affairs (OAA), Universities of Wisconsin

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With support from
Diane Waters, OAA

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Special thanks

Prof. David Voelker, UW-Green Bay, for curating *Scholarly Reflections*, OPID's commemorative Website celebrating 25 years of SoTL and the Wisconsin Teaching Fellows & Scholars.

Photographer *Ian Stone* and Studio Supervisor/Media Program Lead *Jack Childers*, OPLR – Online & Professional Learning Resources (formerly UW Extended Campus) for two pop-up studios.

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THE JOYS OF Teaching & Learning

Scholarly Reflective Practice



Dr. Fay Yokomizo Akindes
Director, OPID

Greetings,

For nearly 50 years faculty and instructors in our Universities of Wisconsin have gathered to share challenges and best practices of teaching and learning. And for the past 25 years, our year-long signature program Wisconsin Teaching Fellows & Scholars has engaged with SoTL – the Scholarship of Teaching & Learning – as a framework for deepening our understanding of student learning. Central to this understanding is the deceptively simple yet challenging practice of reflection. This year’s conference theme - Scholarly Reflective Practice – (re)centers the role of reflection in teaching and learning.

What are the highlights of OPID’s 2025 annual conference?

Thursday night’s WTFS Reception – Celebrate 25 years of SoTL in Wisconsin with WTFS alumni and leaders, including former OPID directors Lisa Kornetsky who adopted SoTL and La Vonne Cornell-Swanson who ensured that SoTL flourished. Also joining us is Tony Ciccone, an early SoTL practitioner and former director of UTIC – Undergraduate Teaching Improving Council – which preceded OPID.

While we celebrate 25 years of SoTL, the reception’s centerpiece is this year’s WTFS cohort and their SoTL projects, developed under the leadership of Co-directors Valerie Barske and Heather Pelzel. Fellows and scholars will animate their SoTL research with interactive flair.

Thursday’s WTFS Reception will also feature:

Scholarly Reflections – the launching of a 25-year commemorative Website featuring first-person narratives by WTFS alumni - curated by former WTFS Co-Director David Voelker (UW-Green Bay).

Pop-Up Studio - Complimentary digital headshots by photographer Ian Stone and Jack Childers, Office of Online & Professional Learning Resources (OPLR) (formerly Extended Campus).

Plenary speaker Jessamyn Neuhaus bookends our conference with thoughtful insights on SoTL and effective teaching and learning. Special thanks to Cyndi Kernahan (UW-River Falls) for her leadership in arranging Jessamyn’s opening and closing plenaries.

Break-out Sessions – In between Jessamyn’s bookend plenaries, we have 25 individual sessions – presentations, workshops, roundtables – and poster presentations featuring educators from our 13 Universities of Wisconsin. Prominent themes this year are teaching with generative artificial intelligence, high-impact practices, SoTL, online learning, and challenges and best practices in teaching and learning.

Thursday’s Lunchtime Roundtables – Bring your lunch and chat with systemwide colleagues at thematic roundtables: HIPs, AI, Online Learning, Faculty Burnout, Teaching Biology, Digital Accessibility, Information Literacy. Friday’s breakfast will also be thematic by tables.

Organizing an annual Universities of Wisconsin conference among 13 universities is an opportunity to collaborate with OPID’s Advisory Council comprised of teaching and learning center directors and faculty members (see Acknowledgments page for a full list). Members of the Council serve as anonymous conference proposal reviewers, session moderators, and liaisons to their home universities.

Special thanks to the OPID Executive Committee - Cyndi Kernahan (UW-River Falls), Angie Stombaugh (UW-Eau Claire), Sylvia Tiala (UW-Stout), Jamie White-Farnham (UW-Superior) and the Wisconsin Teaching Fellows & Scholars Co-Directors Valerie Barske (UW-Stevens Point) and Heather Pelzel (UW-Whitewater) for their insights and guidance. Thank you!

This year’s proposals were also reviewed by colleagues from UW system units that share common goals with OPID. We look forward to continued collaborations with Maggie Loney and LTDC – Learning Technology Development Council, Ryan Anderson and OPLR – Online & Professional Learning Resources, and Stephanie Rytlahti and WGS, the Women’s and Gender Studies Consortium.

Everyone you meet and talk to at OPID’s Spring Conference is a Wisconsin educator with interesting stories to share. I invite you to experience curated serendipity, a signature of all OPID events. May our two days together spark joys of teaching and learning – even in these times, especially in these times.

With awe and gratitude,



fay.akindes@wisconsin.edu

THE JOYS OF Teaching & Learning

Scholarly Reflective Practice

Thursday, April 10

Opening Plenary

8:45 AM TO 10:30 AM

THE GREAT HALL, MEMORIAL UNION

Greetings from the Universities of Wisconsin

Tracy Davidson, Ph.D.

Associate Vice President, Office of Academic Affairs (OAA)

Fay Yokomizo Akindes, Ph.D.

Director, Systemwide Professional & Instructional Development (OPID)

Introduction to Opening Dance Performance

Mair W. Culbreth, Ph.D. UW-Milwaukee

2024-25 Wisconsin Teaching Fellows & Scholars

Student Dancers

Kasey Eckhardt, Jay Carter, Katie Speltz, Anna Stachnik, Beck Kimbro, Abigail Knueppel and Adelaide Wateski

Do Not Spare Yourself

This new work emerged as a project-based inquiry into LGBTQ+ embodied resistance, centering on the 1966 Compton's Cafeteria Riots in San Francisco. As part of a pedagogical approach grounded in the Scholarship of Teaching and Learning (SoTL), students engaged in interdisciplinary research, beginning with the documentary *Screaming Queens* to examine the social conditions leading to the uprising. This historical grounding was then placed in conversation with the poetry of Uruguayan writer Mario Benedetti, particularly his piece *Do Not Spare Yourself*, which challenges us to embrace the disappointments and losses that come with fully engaging in the world. By integrating creative practice, historical inquiry, and physical experimentation, this work exemplifies project-based learning as a means of fostering critical engagement, expanding embodied pedagogy, and advancing the Scholarship of Teaching and Learning through dance and performance.

Introduction of Speaker

Cyndi Kernahan, Ph.D.

Director, Center for Excellence in Teaching & Learning and Professor of Psychological Sciences
UW-River Falls and OPID Executive Advisory Committee Member

A SoTL REALITY CHECK: THREE UNDERRECOGNIZED, UNDEREXAMINED, AND UNDERESTIMATED TRUTHS ABOUT TEACHING AND LEARNING

Jessamyn Neuhaus, PH.D.

Director of the Center for Teaching and Learning Excellence and Professor in the School of Education at Syracuse University



This year's OPID Annual Spring Conference on Teaching and Learning marks the 25th anniversary of the Scholarship of Teaching and Learning (SoTL) in the University of Wisconsin System. But in addition to celebrating the achievements of this field, we need to keep pushing SoTL researchers and authors to address gaps in the scholarship, and to provide actionable, inclusive advice and support for diverse classroom practitioners. In this keynote, I unpack three unassailable truths about teaching and learning that SoTL has been slow to sufficiently address: 1.) Learners and educators are human beings and human beings routinely make mistakes and mess things up. 2.) Our biases, stereotypes, and positionalities shape our teaching and learning environments. 3.) Popular discourse and media representations create unrealistic ideals and ideas about effective teaching—including the myth of the Super Teacher—which can negatively impact our experiences as learners and educators. Better awareness of and understanding of these three aspects of teaching and learning would improve the SoTL field as a whole, and are an essential part of our own individual pedagogical reflection and development.

Jessamyn Neuhaus is the Director of the Center for Teaching and Learning Excellence (CTLE) and Professor in the School of Education at Syracuse University. A scholar of teaching and learning, Dr. Neuhaus is the author of *Geeky Pedagogy: A Guide for Intellectuals, Introverts, and Nerds Who Want to be Effective Teachers* and editor of *Picture a Professor: Interrupting Biases about Faculty and Increasing Student Learning*, both published in the West Virginia University Press series, Teaching and Learning in Higher Education. Her Fall 2025 book, *Snafu Edu: Teaching and Learning When Things Go Wrong in the College Classroom* is published in the Oklahoma University Press series, Teaching, Engaging, and Thriving in Higher Education. Jessamyn holds a Ph.D. in history and in addition to two historical monographs, has published pedagogical, historical, and cultural studies research in numerous anthologies and journals, and is editor of *Teaching History: A Journal of Methods*. As a professor of history at SUNY Plattsburgh, she earned the SUNY Chancellor's Award for Excellence in Teaching, and has over twenty years of classroom experience at a range of higher ed institutions, teaching courses on U.S. history, gender studies, history of sexuality, popular culture history, and specialized seminars she created, such as "Superheroes in U.S. Culture," "The Prom: History, Politics, Culture, and Society," "Food: Culture, Society, Economics, and Politics," "The Apocalypse in U.S. Popular Culture," and "Zombies in Popular Culture." As an educational developer, Jessamyn supports and promotes faculty's scholarly teaching and pedagogical reflection at every stage of their careers. As a collaborative campus leader, she prioritizes building and sustaining strong communities; recognizing, documenting, and celebrating effective teaching practices; and increasing equitable teaching and learning environments for faculty, students, and staff.

Session I

10:45 AM TO 11:45 AM

CONCURRENT SESSIONS

Shared Session – SoTL in Practice

Room: Multicultural Greek Council Room

Moderator: *Sylvia Tiala*

Pursuing the Dream: Reflections on Community Engagement with Second Year College Students

Don Hones School of Education, *Wyllow Garton* and *Tealyn Wendler*, College of Letters and Sciences, UW-Oshkosh

This SOTL research describes a new course developed for second-year UW Oshkosh students engaged with young people in the Oshkosh Area School District to support the district's Growing Readers program of literacy development. Key questions guiding this research are: How does one-on-one literacy work between university students and school children with structured writing prompts 1) impact university student perspectives on diverse learners and communities 2) impact diverse school children on their literacy development as well as their views on university students and higher education as a possibility, and 3) impact the professional preparation of teachers. For teacher educators, these questions matter a great deal as we attempt to prepare teachers to support and inspire ethnically, racially and socioeconomically diverse students in Northeastern Wisconsin and beyond. Two program participants will share additional insights and benefits for undergraduate students entering non-teaching fields. This project builds on work with pre-service teachers in school and community settings.

Multicultural Children's Literature in School Mathematics: Awareness, Belonging, and Connection

Maria Franshaw Teacher Education, UW-Parkside

Access and equity in P12 school mathematics are core state and national values. However, pre-service teachers (PSTs) report a disconnect between these values which undergird their mathematics education courses and their P12 experiences. Therefore, preparing PSTs to foster and sustain classrooms centered on multiculturalism and cultural relevancy and responsiveness is essential. This presentation will share the planning, components, implementation, and results of a study which analyzed the effects of using multicultural children's literature (MCL) to teach mathematics on PSTs' perceptions of their efficacy as effective equitable mathematics teachers. PSTs' self-efficacy beliefs can be influenced by activities to cultivate their confidence. Using MCL also positively impacts PSTs' attitudes related to cultural and diversity issues. Further, the literacy practice of teaching P12 students using MCL can positively impact students' awareness and understanding of others. As pertains to your work, this session may influence your current thinking and impact your current practices.

Incorporating Writing-to-Learn Assignments in Various Contexts within UW-Platteville Chemistry Courses

Raymond Pugh Chemistry, UW-Platteville

Writing-to-Learn (WTL) assignments are typically reserved for improving student learning of important concepts within a course. This presentation will showcase how WTL assignments can be used for not only improving student concept learning, but also as a tool to engage in the Scholarship of Teaching and Learning (SoTL), and as a tool to conduct programmatic assessments. Specifically, I will discuss how I have successfully incorporated WTL assignments in my General Chemistry 1 and General Biochemistry lecture courses for both improvement of learning and SOTL; how WTL assignments are being incorporated into the Organic Chemistry 1 lecture course as

Continued on next page

part of a collaborative SoTL project; and how WTL assignments are being used to conduct assessments for the Chemistry department's general education course, Chem 1050.

Building Thinking Classrooms in College

Anna Schick, Christy Pettis Teacher Education, UW-River Falls

Room: Beefeaters

Moderator: *Megan Schmid*

In this workshop, we will model ways that we get our college students out of their seats, working and talking together about course content. Drawing on research from Building Thinking Classrooms (Liljedahl, 2020), we have redesigned several teacher education courses to allow students consistent opportunities to work in small groups while standing and writing on whiteboards hung around the classroom. These structures have transformed our classrooms into spaces filled with deep thinking and dialogue. They have also enhanced our ability as instructors to provide real-time feedback. This workshop will highlight the research underlying these structures and routines, how we implement them to increase participation and information processing for college students, and ways we collect work for evaluation. Come ready to get out of your seat and work with other participants.

Shared Session- Gen AI

Room: Old Madison

Moderator: *Alison Wielgus*

Integrating Generative AI Into Higher Education Teaching and Learning

Dee Piziak School of Information Studies, UW-Milwaukee and Director of Data and AI, Microsoft

In 2022, Generative AI came to the forefront with ChatGPT. Since then, more Generative AI tools have emerged, bringing both opportunity and confusion. Generative AI is transforming the way we think about Higher Education. It has the potential to enhance educational pedagogy and delivery, elevate student outcomes, and accelerate research processes. According to Dee, We need to get ahead of it – and now. Dee works with hundreds of companies to implement Generative AI strategies and has a keen understanding of what the professional of the future looks like. In this workshop, Dee will give an end-to-end overview of the Generative AI space with demos, discuss how to start integrating Generative AI into teaching and learning, and facilitate a mapping exercise of mainstream Generative AI to teaching and learning use cases.

Empowering Classrooms with AI: How to Build Your Own ChatGPT Tutor

Maya Jaber and Roger Kerkenbush School of Business, UW-Platteville

In this workshop, educators will learn how to create a personalized ChatGPT-based tutor to enhance student engagement and support in their classes. Drawing on the success of implementation of a Student Tutor assistant into various classes at UW-Platteville School of Business, this session will offer step-by-step guidance on integrating AI tools to complement teaching strategies. Participants will explore how AI can assist students in navigating complex concepts, providing real-time feedback, and fostering independent learning. The workshop will focus on customization to meet course-specific needs, making AI a seamless extension of classroom activities. By the end of the session, attendees will leave with actionable insights and the tools necessary to build their own AI-powered tutor, ready to empower students and enrich their learning experience.

Shared Session- HIPs

Room: Langdon Room

Moderator: *Sheryl Zajdowicz*

Innovative Internship Alternative Model for Enhancing Equity and Access

Madhumita Banerjee Sociology, UW-Parkside

How do you infuse an equity minded pedagogy in internship programming so that more students can access them? The core question being: What are you advocating for in your experiential learning program to foster student access and success? Despite college internships being identified as a high impact practice, growing evidence suggests that access to internships is inequitable. The presentation will share insights from a model that serves as an alternative to internships. We will discuss the genesis of work-based learning as an experiential learning general education course, address how it was implemented, and present assessment data to demonstrate the efficacy of the model. The presentation will showcase how students' current work experiences can be utilized as an alternative to internships through a course model centered around the NACE career readiness competencies and experiential learning best practices.

Incorporating ePortfolios Into Major Curriculum and Advising

Kenna Bolton Holz Psychology, UW-Superior

In this presentation I will share my experience integrating student e-portfolios in our major curriculum and advising. The first step was to create an e-portfolio course in Canvas to provide resources and guidance to students as they prepared their e-portfolios. A Canvas module was also developed and shared with psychology instructors to embed in their individual psychology courses. The module allowed instructors to provide course-specific portfolio guidance. The Canvas course and module was distributed to all psychology majors and staff. Students' e-portfolios are now being used to store and share documents significant to their professional development and demonstration of psychology's learning outcomes. Student e-portfolios were shared with academic advisors, and I developed resources for advisors about how to access and integrate e-portfolios during advising meetings.

The Reflection Space: A unique online community to explore teaching beliefs and practices

Dan Pell, Rich Freese and Haley Kerkhoff Center for Teaching, Learning and Mentoring, UW-Madison

Room: National Pan-Hellenic Council Room

Moderator: *Ken Brosky*

Reflection is the original "high-impact practice": a powerful way for educators to learn about their students and themselves, with a rich scholarly literature across many disciplines. However, the majority of resources to help instructors learn about and engage in reflective practice stop short of creating an actual space and living community where instructors can learn together while engaging in reflection. Developed by the Center for Teaching, Learning and Mentoring at UW-Madison, the Reflection Space is a unique and innovative online community which connects instructors for facilitated reflection and learning-in-community based around reflective practice. Specific features are designed to engage and support neurodiversity and diverse learning styles, through personalized and gamified facilitation. Learn about its unique design and the experience of participants. Engage in a discussion about how the Reflection Space can be joined by or adapted for instructors of all disciplines and career stages at your campus and beyond.

Lunch

11:45 AM TO 1:30 PM

LUNCH ON YOUR OWN- THERE ARE EATERIES IN THE BUILDING AND FOOD TRUCKS AND RESTAURANTS NEARBY.

12:30 PM TO 1:30 PM

ROUNDTABLE CONVERSATIONS

Unlocking Student Success: High-Impact Practices in Action (Beefeaters)– Three members of UW system’s HIPs Community of Practice - *Kristin Koepke* UW-La Crosse, *Dave Clark* UW-Milwaukee, *Sheryl Zajdowicz* UW system administration

What makes learning experiences truly impactful and meaningful? High-Impact Practices (HIPs) are proven to boost student engagement, retention, and success—but how do we implement them effectively? Join this interactive lunch conversation to explore the power of HIPs, share best practices, and discuss challenges. How can faculty integrate these strategies into their courses? What barriers exist, and how can we overcome them? Bring your insights and questions as we dive into the impact of HIPs on student learning!

Online Learning (Old Madison)– *Ryan Anderson*, Senior Director of Instructional Design and Media, and *Amy Lane* and *Kelsey Zeller*, Instructional Designers, Office of Online & Professional Learning Resources (OPLR) (formerly Extended Campus of the UW system)

This gathering will build community around online learning, allowing participants to share their insights and best practices. We will also explore related resources available through the Office of Online & Professional Learning Resources (OPLR). You’ll leave ready to continue the conversations and connections with others interested in online learning.

Generative Artificial Intelligence (Multicultural Greek Council Room) – *Lane Sunwall* Facilitator of the Active Teaching Lab, UW-Milwaukee

Join us for a dynamic discussion on navigating the rapidly evolving landscape of AI in education. Our conversation will center upon four topics: practical applications to enhance teaching outcomes; strategies for addressing academic misconduct; AI’s ethical considerations; and AI tools that can transform your educational practices and research. Whether you’re an AI enthusiast or skeptic, join us as we explore how to thoughtfully integrate AI into our institutions.

Teaching Biology (Capital View Room) – *Heather Pelzel* UW-Whitewater

Heather writes: *There is no hidden agenda for this gathering; it's just an opportunity for systemwide biologists to connect about curriculum, potential collaborations, etc. Discussion of curriculum, especially intro courses, could be beneficial as we all deal with transfer students and need to decide where to place them based on their course history. That's just one idea.*

Information Literacy (Great Hall) - *Stephanie Warden* UW-Superior

Come for a broad discussion of information literacy and fluency in disciplinary contexts. As information sources ebb and flow how do we speak to learners about the impact these changes can have on the way discourse in a discipline may progress? Please join us to share your insights or questions on this topic for group discussion.

Digital Accessibility (Great Hall) – *Tyler Tollefson* UW-Platteville, representing LTDC – Learning Technology Development Council

“All public universities and colleges must comply with the newly named WCAG 2.1 AA standards by April 24, 2026. This means those who teach will likely need to be in compliance by the start of the Spring 2026 semester. This affects all digital content, including but not limited to documents, images, video, audio, websites, forums, and what’s housed in the Canvas learning management system.

Most UW campuses still have considerable work to become compliant by next year. We invite you to bring your questions, ideas, and conversation for this informal chat about what’s taking place at your campus and how the Universities of Wisconsin can better meet your needs moving forward with WCAG 2.1 AA compliance.” - LTDC

Faculty Burnout (Langdon) – *Sue Wildermuth* UW-Whitewater

Open conversation about balancing workload and well-being, and the role of institutional support in addressing burnout. So often, we give personal wellness solutions to burn out (do yoga, learn to say no), but that is only a part of the solution.

Some questions to spark conversation about faculty burnout: What are the biggest contributors to faculty burnout? How has faculty burnout impacted your work-life balance and overall well-being? How can our universities (and system offices) better support faculty in preventing burnout? Have you noticed changes in faculty burnout trends over the past few years?

Session II

1:45 P.M. – 2:45 P.M.

Concurrent Sessions

Shared Session

Room: Multicultural Greek Council Room

Moderator: *Sylvia Tiala*

¿Habras Español? A Personal Journey Empowering Students of Color to Engage in Research Initiatives

Maria Graf, College of Nursing, *Juan Garcia Oyervides* College of Letter and Sciences, UW- Oshkosh

It is well known that undergraduate students of color are often underrepresented in research studies when compared to their overall presence in the student body. This disparity reflects a critical issue within academic settings. It is essential to create an environment where all students can engage and thrive in academic research. In their autoethnographic reflections, two Latino faculty members from a predominantly white institution share the challenges, successes, and transformative moments working with a group of bilingual Latina students on qualitative research conducted in Spanish. Their narratives provide a critical examination of the advantages and drawbacks of racial concordance in recruiting and engaging minority students in research. Their insights underscore an urgent call to action for enhancing inclusivity in academic research, benefiting faculty and students. Addressing this issue will empower marginalized voices and enrich the scholarly community.

Improving Instruction using the Reflective Practitioner Pentagon

Sylvia Tiala, Nakatani Teaching and Learning Center, UW- Stout

Are you an effective instructor? How do you know? Where are your strengths and areas for improvement in your instructional practices? Who decides what criteria to reflect on effective teaching? Join this session to explore how the "Reflective Practice Pentagon" and associated rubrics can help you identify indicators of effective instruction. A brief self-assessment activity using SMART goals and the Reflective Practice Pentagon rubrics will engage you in setting your professional development goals using effective teaching practices.

Student-Instructor Collaboration to Increase Self-Efficacy in Anatomy and Physiology

Pamela Terrell, Communication Sciences and Disorders, Undergraduate students: Brooke Allemann, Braylee Chrisman, Calee Corazella, Saree Hansen, Grace Wilkins, and Paige Turzinski, UW-Stevens Point

Six students in "Anatomy and Physiology of Speech and Language" redesigned online labs and created quizzes for the next iteration of the course. The students were selected based on their consistent high performance in the course and their use of evidence-based study strategies previously in the same course. They brought a student perspective to determining threshold concepts, "sticking points," and student-friendly ways of interacting with and learning the material.

The former students were paired, and each dyad developed an online lab based on one of the speech processes (respiration, phonation, articulation). Primal Pictures anatomy/physiology software was used to create the lab modules. For spring 2025, these labs will be completed in small groups. Upon completion of the module, current students will take an online lab quiz individually based on the lab assignment. Self-efficacy scales and grades will be measured to assess the impact of the new modules/quizzes.

Reflecting in Community: Strengthening our Teaching and Learning Approaches with a Little Help From our Friends

David Voelker History & Humanities, UW-Green Bay, Cyndi Kernahan, Psychological Sciences, UW-River Falls, Alison Staudinger Community Member, Interim Dean and Associate Professor, School of Arts & Sciences, University of Alaska Southeast
Room: Beefeaters
Moderator: *Kristin Koepke*

From small teaching concerns to big SoTL questions, our approach to teaching is often mediated through our discussions with others. We have seen the power of these discussions in helping instructors feel better about their work while also transforming their approaches to teaching and learning. In this session, we will share a few structured approaches for creating reflective communities, including how we have seen these approaches transform teaching and learning. We will also invite participants to share their own experiences and imagine what they could create in their own campuses. (Note: The presenters are past co-directors of the Wisconsin Teaching Fellows & Scholars program, along with other communities of practice.)

Shared Session- AI

Room: Old Madison

Moderator: *Raymond Pugh*

Collaborative AI Pedagogy: Co-developing AI Literacy with Your Students

Rachelle Haroldson Center for Excellence in Teaching and Learning, UW-River Falls

The AI literacy journey is one we are walking together with our students, so embrace the (sometimes) thrilling and (sometimes) chilling experience of co-developing your understanding alongside students. Learn how to critique AI generated text and images; analyze ways AI can be used as a tool; and discuss various AI approaches. Experiment with different ways to redesign assignments with more scaffolding to discourage students' need for AI or find thoughtful ways to integrate AI along a continuum

Unleashing AIs Creative Potential: Fostering New Paradigms in Children's Literacy Development

Jannette Armstrong Institute for Professional Studies in Education, UW-La Crosse

This auto-ethnographic study highlights the remarkable potential of human-AI collaboration in unlocking new dimensions of artistic expression. The self-published prototype that emerged from this work—a dynamic blend of AI-assisted writing and illustration—demonstrates how this technology enables students to push beyond traditional creative boundaries. Through documenting the artistic endeavor the research shows how AI functions as both a catalyst and a collaborator, sparking imagination while enhancing content knowledge. This pioneering investigation sheds light on a future where AI becomes a powerful ally in fostering student creativity, offering educators a clear framework for incorporating these transformative tools into their teaching. The findings promise to reshape our understanding of how emerging technologies can inspire the next generation of storytellers, artists, and critical thinkers.

Shared Session -HIPs

Room: National Pan-Hellenic Council Room

Moderator: *Kris Vespia*

Enhancing Language Education Through ePortfolios: A Dual Perspective

Hongying Xu Global Cultures and Languages, UW-La Crosse

Electronic portfolios (ePortfolios), as one of the High-Impact Practices recommended by AAC&U, has gained traction across disciplines. Their potential in language education, though underrepresented in previous research literature, is also promising. This presentation explores the integration of ePortfolios in language education, highlighting their dual role as a learning tool within the course curriculum and as an exit project for program assessment. Based on data collected from surveys, students' reflective essays, and ePortfolio artifacts, this session will demonstrate how ePortfolios foster learners' autonomy, enhance linguistic and intercultural competence, and provide a platform for students to document and showcase their progress and reflections. From the instructor's perspective, this presentation will discuss strategies and challenges for designing and implementing ePortfolios. From the students' perspective, it will share their insights on how ePortfolios promote their language learning experiences and achievements.

2025 UW-Green Bay Canvas Gallery: A Virtual Exhibition of Teaching

Rachel Scray and Samantha Mahoney, Center for the Advancement of Teaching and Learning, UW-Green Bay

Throughout the Universities of Wisconsin, Canvas is an instrumental tool for supporting the delivery of courses of all modalities. Rarely, though, are instructors presented with an opportunity to see how their peers are using

Continued on next page

Canvas and get inspiration for their own courses. UW-Green Bay's Center for the Advancement of Teaching and Learning (CATL) saw this need and put out a call for instructors to submit Canvas materials that model effective teaching and design practices. The 2025 UWGB Canvas Gallery course presents these creative and varied Canvas materials in themed "collections" with overview pages for each submission that highlight points of interest. Instructors can self-enroll in the course and are encouraged to browse their colleagues' work at their own pace. The gallery serves as a potential model for other centers for teaching and learning that are interested in exploring asynchronous methods of showcasing instructors' teaching materials and strategies.

Shared Session

Room: Langdon

Moderator: Angie Stombaugh

Pairing Pirates: A Two-Class Strategy to Support Academic Reading Strategies

Michelle Kuhl, History, Kari Jaeckel-Rodriguez, Center for Excellence in Inclusive Teaching & Learning, UW-Oshkosh

Presenters will describe the class pairing of "The History of Pirates" with Developmental Reading as an approach to addressing learning gaps in reading with direct application to a history course at UW Oshkosh. Presenters will share how students have benefitted from the direct application of reading and learning strategies to their history course. The coordination of curriculum and examples of formative and summative assessments in reading and history that demonstrate growth will be shared. Finally, presenters will offer students' reflective comments on their perception of their experience in the paired courses.

A Framework for Engaging with Sustainability in all Coursework

Liz Potter- Nelson School of Education, UW-Stevens Point

Educators have been identified as change agents who will foster the growth of a sustainability literate populace. However, there are numerous barriers to this vision becoming a reality including, but not limited to: full curricula, lack of comfort with sustainability, and time. It is likely that many of our courses already address key topics related to sustainability content or practices, however the explicit link between our fields and sustainability may not be readily apparent to us as instructors or our students. A framework will be shared that highlights key leverage points connecting the field of sustainability with the content and practices in our courses, with the goal of amplifying these connections so that sustainability does not become an add-on to our already full courses.

Injecting Sustainability into Business and Biology Courses using Student Voices

Anne Hoel Human Business, Mandy Little Biology, UW-Stout

A sustainability discussion activity involving current events in management ethics and plant biology courses is studied to see how it contributes to students' sustainability knowledge, class engagement and awareness of sustainability issues and solutions in the news. The activity consists of a short presentation, video clip, and question/answer peer discussion on a sustainability topic chosen by the students themselves. Preliminary findings indicate that the assignment is helpful in building student awareness of sustainability issues and possible resolution.

Session III

3:00 P.M. – 4:00 P.M.

Concurrent Sessions

Shared Session

Room: Multicultural Greek Council Room

Moderator: *Sylvia Tiala*

Weekly Check-ins as a Tool to Improve Accessibility and Inclusivity

Jenna Zucker and Kameko Halfman Psychology, UW-Platteville

In Psychology, our classrooms often serve as an opportunity for practical application of psychological concepts related to learning, emotion, and motivation. In this workshop, we discuss the practice of weekly check-ins/reading guides as an educational tool within our Introductory Psychology course. In this course, both presenters incorporate low-stakes Canvas “quizzes” covering weekly material, often including a “check in” question: “What did you learn/What do you need clarification on/what else is going on in your lives?” This practice allows us to get to know our students as people, engage in formative feedback for our own pedagogy, and hear from students who may not otherwise participate in class.

In this workshop, we demonstrate that these check-ins increase a sense of belonging in the classroom, scaffold the reading process, and add accessible structure for students. Participants will be encouraged to think about and discuss how to apply these “small” teaching practices to their own courses.

Building Connections: The Transformative Power of Office Hours in Student Success

Anthony Hernandez Educational Policy Studies, UW-Madison

Office hours provide a crucial opportunity for students to engage with instructors beyond the classroom, offering personalized support for academic and personal needs. These one-on-one interactions allow instructors to better understand individual student challenges, whether related to coursework, mental health, or socio-economic issues. By connecting students with campus resources such as tutoring, counseling, and financial aid, instructors play a key role in fostering holistic student success. Office hours also enable early identification of students' specific needs or accommodations, promoting a more inclusive and supportive learning environment. Additionally, these sessions build trust and community, encouraging students to view their instructor as a supportive ally in their academic journey. Instructors who show empathy and transparency in office hours contribute to a culture of care and collaboration, enhancing both student engagement and overall academic achievement. This personal connection ultimately helps cultivate a more inclusive, compassionate, and effective learning experience.

Creating a Late Work Policy Responsive to Student Needs

Megan Anderson Department of Education, UW-Superior

In search of a late work policy that is responsive to student needs, this qualitative study asks students to consider the characteristics of common late work policies and identify the most supportive features from their perspective. This study is an attempt to identify the kinds of support that instructors might offer students juggling work, family, and college.

Shared Session

Room: National Pan-Hellenic Council Room

Moderator: Kris Vespia

Teaching into the Abyss: How the lack of student feedback in online courses can wear you down and what to do about it.

Susan Wildermuth Communication, UW-Whitewater

In education, one-way communication refers to methods where information flows solely from the teacher to the student, with limited opportunity for feedback. Long lectures, class announcements, and pre-recorded lessons are examples of one-way communication. These are not considered “best practice.” However, we teach increasingly more online asynchronous courses, where CANVAS announcements, emails, text messages, and pre-recorded videos are common. In my online teaching, I've noticed two inter-related issues: 1) As an instructor, struggle to feel as rewarded by my teaching, and 2) students form parasocial relationships with me but I don't benefit from those relationships.

In this session I would like to: a. share my experiences, b. allow time and space for others to share their insights into this challenge, and c. work together as experienced educators to share/craft strategies for recreating/adapting additional feedback channels to foster more student feedback and thus, nurture greater faculty well-being in online courses.

Teaching Food Science Labs Online: Can It work?

Florence Ojiugo Uruakpa Human Biology, UW-Green Bay

Laboratory courses involve face-to-face interactions mainly between teacher and students, and between students and peers. It provides an opportunity for students to learn from a teacher(s) and peers. However, teaching a lab class via an online/distance platform aims to excite and empower students and their teachers to be creative and resourceful. Teaching food science labs online enables me to create more effective lab experiences, and it allows me to spend more time on other class content. Mobile phones used by students to distract during classes are used (as handy tool) extensively in online lab classes to document and present activities, findings, and presentations. Labs taught online can find application in lab preps, post- and pre-lab debriefs, and notably in make-up for missed labs.

Structured and Intentional Design Ideas for Canvas Discussions

Nabila Rubaiya Mechanical Engineering, UW-Green Bay

The presentation will feature examples of Canvas discussions designed for an asynchronous course. First, it will showcase innovative strategies for student introductions within the welcome module, focusing on creative ways to enhance initial engagement, set course expectations, and foster proper online communication. Next, it will explore non-traditional engagement prompts that promote successful social, cognitive, behavioral, collaborative, and emotional interactions both among students and with the course content. Finally, a Canvas discussion integrating scaffolding techniques will be presented, where the instructor uses insights from student interest surveys from the welcome module to support further learning progression.

Inclusive Classrooms: Creating a Foundation for Learning

Val Krage Educational Studies, UW-La Crosse

Room: Langdon

Moderator: James Berry

In the wake of the ongoing global and personal challenges faced by many contemporary college students, creating an inclusive college classroom has become an urgent priority. Not only does an inclusive classroom provide a level of comfort for students, but it contributes to student learning, as well. This roundtable discussion invites participants to explore how to foster a strong sense of community and inclusivity that empowers students to take the risks necessary for optimal learning. Drawing on strategies implemented in an introductory Early Childhood Education course, we will discuss practical approaches for creating a safe and productive classroom environment, such as morning meetings, ice breakers, team-building activities, low-stakes assessments, and structured group projects. This session will highlight how these strategies support diverse learners, encourage active participation, and create a classroom environment where students feel valued, supported, and comfortable. Participants will leave with actionable tools for building community, promoting student engagement, and ensuring equitable learning opportunities—all while preparing students for the challenges of a rapidly changing world.

By addressing how inclusivity can strengthen students' adaptability and academic performance, this session aligns with the conference's themes joyful teaching and reflective practice. Grounded in evidence-based practices and real-world application, this session will emphasize practical strategies for faculty to create inclusive environments in which students feel safe to take learning risks.

Shared Session- AI

Room: Old Madison

Moderator: *Angie Stombaugh*

Streamlining Final Triad Evaluations in Special Education Field Experiences through AI Technology

Lema Kabashi Educational Studies, UW-La Crosse

In this presentation, I will demonstrate how YouLearn AI supports the final evaluation of teacher candidates in my Field Experience in Special Education course. This innovative tool facilitates the recording of the final triad meeting involving the cooperating teacher, university supervisor, and teacher candidate, ensuring alignment with Council for Exceptional Children (CEC) standards. The use of YouLearn AI allows for a comprehensive and transparent assessment of candidates' progress and development throughout the semester. This session will showcase how technology can be leveraged to meet professional standards while enhancing the formative and summative assessment processes in teacher preparation programs.

Unexpected Outcomes: AI's Hidden Power in Education

William Burnett College of Business, Economics and Computer Science, UW-Parkside

This topic explores the unexpected learning outcomes observed when integrating AI into a competitive decision-making course. By requiring students to utilize AI for information gathering and analysis, a surprising synergy emerged, fostering deeper learning through agency and spiraling. Students, tasked with analyzing the failure of Quibi using AI-generated information, demonstrated enhanced critical thinking and knowledge application in their reflections. This unexpected result highlights the potential of AI to facilitate deeper learning experiences when implemented strategically to promote student agency and encourage iterative knowledge refinement.

GenAI Client Avatars for Simulation Learning

Rebecca McLagan and Erika Janssen, College of Nursing, UW-Oshkosh

In the College of Nursing, we know the power of simulation learning. From mannikin to virtual reality, different modalities of simulation have a positive impact on learning outcomes. Now, thanks to generative AI, we have another way to provide simulation experiences to students: GenAI Client Avatars.

The process is simple, and the impact is big. Using an AI platform like ChatGPT, we can design a conversational client. We tell the AI who to be, what ails them, and how to converse. These simulation clients are tailor-made to address curriculum gaps, support student remediation, and provide extension opportunities.

No expensive equipment. No training live actors. No scheduling simulation groups and facilitators. GenAI Client Avatars help overcome many of the common logistical barriers associated with simulation learning.

We are excited to share the results of our first pilot as we continue to look for ways to personalize learning in higher education.

Transforming Pedagogy through Prison Education

Ann Mattis, Valerie Murrenus Pilmaier and Chuck Rybak English, UW-Green Bay

Room: Beefeaters

Moderator: *Ken Brosky*

In this panel, three professors from the University of Wisconsin-Green Bay will share their transformative experiences working within the Prison Education Initiative (PEI), a collaborative program currently supported by UW Green Bay and UW Madison. The panelists will reflect on how teaching in this context has reshaped their understanding of pedagogy—its purpose, meaning, and function – and reaffirmed their commitment to social justice movements. Their classrooms within the correctional setting have become unexpected spaces for optimism, hope, and organic intellectual inquiry, where incarcerated students inspire creativity and academic passion. Each professor will describe how these classrooms have redefined their approach to teaching and their disciplines, highlighting the role of incarcerated students in sparking pedagogical joy in profound and unexpected ways. This session aims to raise awareness about PEI, promote its expansion, and demonstrate how teaching in non-traditional settings can invigorate both faculty and students alike.

Session IV

4:15 P.M. – 5:15 P.M.

Concurrent Sessions

Shared Session - Humanities

Room: Old Madison

Moderator: *Angie Stombaugh*

Local Scenes, Enduring Impact: Pedagogical Journeys in Teaching Rock Music History

David Jones, English, UW-Eau Claire

This presentation distills best practices from twenty years of teaching rock music history. These best practices include reframing a common approach to rock music historiography that I describe as Standard Rock History. This approach defines rock and roll in relation to a timeline that starts with the release of Elvis Presley's first single on Sun Records ("That's All Right, Mama"/"Blue Moon of Kentucky," 1954) and concludes with the death of Kurt Cobain in 1994. A second pedagogical move has been to foreground my personal history as a rock performer as I teach, which includes discussing how fandom and musical performance can be impacted by racial and sexual binaries, in local as well as national contexts. I encourage students to incorporate their fandom and, in some cases, their musical performances, into their historicizing of rock culture.

Using AI to Create Authentic Learning Experiences in Writing-Intensive Classes

Bryan Kopp, English, UW-La Crosse

College instructors and students recognize that Artificial Intelligence (AI) poses a real threat to learning (Marshik et al., 2024). In a writing-intensive course, students can use AI throughout a composing process and instructors can use it to design assignments or give feedback. When should AI be used or not used? Answering this question requires more than clearer AI policies, which themselves quickly become obsolete (Mintz, 2024). This session invites participants to share answers and discuss a case study implemented in a Fall 2024 professional writing class. To promote authentic learning, rhetorical awareness, and metacognition, I developed a case scenario related to the integration of AI in a workplace. In this low-stakes, AI-powered simulation, students played roles, worked collaboratively, received real-time feedback, debriefed, and then individually reflected on their learning. Findings suggest increased student engagement and audience awareness, but important educational, social, and ethical challenges remain.

Still Relevant: Digital Humanities as Active Inquiry

Mitch Ogden English, Philosophy, and Communication Studies, UW- Stout

In recent years, the once-intense debates surrounding digital humanities (DH) have subdued, leaving practitioners in the field to quietly continue their work of technology-infused humanities inquiry without the attention of headlines and op-ed battles. This presentation shares insights from the recent work of undergraduate DH projects ranging from augmented reality to interactive databases and from video game demakes to photogrammetry, suggesting that the field of digital humanities remains a robust and vital framework for the active exploration and inquiry of humanistic areas including literature, film, language, and history. It will share examples of student work and detail the pedagogy and learning experiences that facilitate meaningful and critical engagement with technology and humanistic content with an open invitation to deploy DH-styled projects and activities large and small across a variety of courses and student experiences.

Transforming Digital Accessibility: Insights from Our Accessibility Course Review and Revision Program

Avonlea Hanson Kelly Murray and Ashlee LeGear Center for Excellence in Teaching and Learning, UW-Eau Claire

Room: Multicultural Greek Council Room

Moderator: *Kristin Koepke*

Discover how our "Accessibility Course Review and Revision Program" is enabling instructors to enhance inclusivity and digital accessibility of their course content and activities. This program is helping our campus work to better align with the paradigm shift in higher education that is occurring following the recent D.O.J. digital accessibility ruling. In Summer 2024 and Winter 2025, our teaching and learning center staff conducted reviews of existing courses and supported instructors from across campus who opted into the program to identify and address potential accessibility barriers. This presentation will share our process, program results, and practical strategies and resources for reflecting on and improving digital accessibility practices. Attendees will learn about our initial review process, the action items generated, and the support provided through consultations and asynchronous resources. The workshop will highlight common accessibility barriers that were found in most/all courses and provide opportunities to practice remediation.

Taking the Mystery out of Engaging Today's Students: Improvisation & Polyvagal Theory in Practice

Jennifer Sharp Counseling, *David Potter* Music, UW-Superior

Room: National Pan-Hellenic Council Room

Moderator: *Ken Brosky*

Creating spaces of collaborative learning through invitations to play and improvise are powerful practices that can transform your teaching and learning. In this session, we will invite participants into creative and promising practices to bolster safety, belongingness, and connection through practices rooted in polyvagal theory. Through generative writing of six-word memoirs, as well as engaging in musical play and guided connection activities, participants will learn new practices to integrate into their classrooms and foster creative communities of learning. From start to finish, we will attend to creating a learning container based on the values of care, community, and honoring the worth and dignity of all participants. In summary, we will engage in trauma-informed play and apply polyvagal practices to your teaching.

Harnessing AI: Approaches, Insights, and the Future of Teaching with AI

Amy Lane Office of Online & Professional Learning Resources UW-Madison, *Lindsey Morgan* College of Nursing UW-

Oshkosh, *Tim Krause* Computing and New Media Technologies UW-Stevens Point, *Michael Patton* Information

Systems UW- Oshkosh, *Patrick Fitzgerald* Community Member

Room: Beefeaters

Moderator: *Kenny French*

The use of generative artificial intelligence (GenAI) offers significant potential to enhance student learning, foster creativity, aid in problem-solving, and streamline data analysis while raising concerns about plagiarism and bias (Wood & Moss, 2024). This 1-hour panel discussion will examine diverse perspectives on AI in higher education, featuring faculty, students, and instructional designers. Faculty will discuss how AI can support learning outcomes, creativity, and critical thinking while addressing challenges such as over-reliance on technology and its effect on classroom dynamics. A student will share firsthand experiences with AI in coursework and its impact on learning. Moderated by an instructional designer, the panel will address key questions, including how AI can align with course objectives, its role in fostering critical thinking, and its influence on student-teacher relationships in various settings. Attendees will gain practical insights for ethically and effectively integrating AI into their own courses.

Scholarly Reflection on Practices to Enhance Student Perceptions of Belonging and Inclusion

Sarah Riforgiate Communication, *Dave Clark* Academic Affairs/English, UW-Milwaukee

Room: Langdon

Moderator: *James Berry*

Students' sense of belonging and inclusion is essential for students to feel connected and thrive in higher education (Felton & Lambert, 2020; Hogan & Sathy, 2022). University of Wisconsin-Milwaukee sought to improve students' experiences through the Association of Public & Land-Grant Universities (APLU) Student Experience Project (SEP). A Math Instructor/Teaching Assistant Cohort implemented SEP evidence-based practices to infuse instructor growth mindset into the syllabus/class, deliver feedback that communicated high expectations alongside providing tangible improvement steps and resources, and revise practices/materials to increase inclusivity. We will share SEP implementation, semester changes in students' belonging perceptions, instructor reflections, and additional data.

SCoTL & WTFS

25th Anniversary



WTFS SoTL Research Projects Reception

5:30 P.M. – 7:30 P.M.

TRIPP HALL, MEMORIAL UNION

Appetizers and a cash bar available.

Pop-Up Studio

Professional headshots compliments of OPLR – Office of Online & Professional Learning Resources. Photographer *Ian Stone & Jack Childers*. First-come, first-served.



Wisconsin Teaching Fellows & Scholars 2024-25

Laura Anderson McIntyre, Cera Babb, David Barry, Cody Marie Busch, Mair Culbreth, Lynnette Dornak, Rocio Duchesne-Onoro, Cary Elza, Abigail Jackson, Lauren Johnsen, Lucie Kadjo, Heather Kaminski, Taskia Khan, Rae Langes, Samatha Larson, Xinhui Li, Xiaojing “Kate” Liu, Priyanka Mehta, Astrid Lorena Ochoa Campo, Amelia Ray, Carlos Andrés Rojas, Katrina Rothrock, Joan Shapiro Beigh, Jordan Snyder, Kara Woodley

Co-Directors *Valerie Barske*, UW-Stevens Point and *Heather Pelzel*, UW-Whitewater

The Wisconsin Teaching Fellows and Scholars Program (WTFS), one of OPID’s systemwide signature programs, is celebrating 25 years of providing professional development with a focus on the Scholarship of Teaching and Learning (SoTL). This reception features the WTFS 2024-2025 cohort and their year-long projects that explored new research questions, methods, and/or evidence related to the emerging field of “equity-minded SoTL.” During this session, WTFS participants will share their SoTL project through a presentation product and an interactive element that encourages attendees to engage with the materials and/or techniques utilized in the projects. We will also welcome distinguished guests including former OPID directors Lisa Kornetsky and La Vonne Cornell-Swanson who established and sustained the program over the years, and WTFS alumni. Please join us in celebrating the accomplishments of this year’s WTFS cohort while also gathering ideas for equity-minded teaching and learning.

“I Thought Others Would Judge Me”: En/countering Self-Censorship in the WGSS Classroom and Embodied Learning

Rae Langes Race, Ethnicity, Gender, and Sexuality Studies, UW-Eau Claire

This SoTL project involves a qualitative analysis of student surveys and ethnographic observations from two sections of Introduction to Women's, Gender, and Sexuality Studies (WGSS) to determine the effectiveness of embodied learning in countering student self-censorship. While teaching Introduction to WGSS at the University of Wisconsin-Eau Claire, I regularly encounter student self-censorship. Fears of being “cancelled” and stereotype threat are common causes of student self-censorship, which results in diminished learning opportunities. This study, which will be presented in a poster format, utilizes Introduction to WGSS as a laboratory for developing embodied learning techniques based in performance studies methods to counter student self-censorship. It seeks not only to improve WGSS learning outcomes, but to develop embodied learning techniques transferable to different disciplinary contexts. As such, it aligns with SoTL's investment in conducting public-facing, interdisciplinary research in teaching and learning that is student-centered (Nancy Chick, 2013; 2021).

Mathematics Students' Perceptions of Learning Opportunities and Barriers in Developmental Mathematics

Katrina Rothrock Mathematics, UW-Eau Claire

This equity-minded SoTL project aims to learn more about students' perceptions of their learning opportunities and barriers in a developmental mathematics classroom through a mixed methods analysis of data from surveys distributed over a semester. Often with high DFW rates, developmental mathematics courses can reinforce negative feelings about mathematics and keep some students from moving forward with their degree path, often disproportionately impacting first generation and other minoritized populations. Many supports and interaction opportunities have been added to the course over previous semesters, and yet there continues to be an achievement gap between students who make use of resources and succeed, and those who do not. Additionally, we will examine factors related to college readiness such as attitudes toward the content being presented and ownership of learning (Conley & French, 2013) and factors related to classroom engagement such as motivation to learn and sense of belongingness (Horn, 2017).

Equity-Minded Learning: Integrating Civic Engagement in Accounting Education

Heather Kaminski Accounting & Finance, UW-Green Bay

This study immerses governmental accounting students in the Annual Comprehensive Financial Report (ACFR) of local governmental entities. The project involves historical demographic research and financial condition analysis and culminates in the creation of a Popular Annual Financial Report (PAFR) for non-accountant stakeholders. Grounded in the Kolb Learning Cycle (Kolb & Kolb, 2018) and using a scaffolding approach, it integrates high-impact practices (HIPs) to enhance engagement, critical thinking, and practical application of accounting principles (Kuh, O'Donnell, & Reed, 2013). Emphasizing civic engagement, defined as active participation to improve community socioeconomic status (Alam, et al., 2023), the project aligns with equity-minded SoTL by addressing educational disparities and fostering inclusive engagement (Kumar & Refaei, 2021). It highlights the importance of translating complex accounting information for diverse audiences, reinforcing the societal relevance of the profession. A civic engagement survey (Alam, et al., 2023) showed significant gains in civic knowledge, action, values, and self-efficacy.

The Impact of TILT Assignment on Student Learning & Engagement in Foundational Engineering Courses

Taskia Khan Electrical Engineering, UW-Green Bay

This SoTL project investigates the integration of Transparency in Learning and Teaching (TILT) into assignment design for Electrical Circuits II, a core electrical engineering course. Transparent assignment design aligns with equity-minded teaching by explicitly communicating purpose, tasks, and success criteria. This helps mitigate disparities in educational experiences and enhances equity by promoting students' sense of belonging, confidence, and academic success, particularly for underserved populations (Winkelmes et al. 2016). The mixed-methods study compares a traditional assignment (Assignment 1) and a TILT-aligned assignment (Assignment 2), alongside equivalent traditional assignments from Fall 2023. Assignment 2 (TILT-aligned) demonstrated higher relevance (75% vs. 43%) and engagement (58% vs. 29%) scores. Reflections highlighted improved motivation, confidence, and deeper learning connections. Preliminary findings underscore TILT's potential to enhance equity in STEM education, fostering inclusivity and independent problem-solving. Future iterations will refine assignment clarity and explore long-term impacts on retention and performance.

Effect of Team-based Peer Teaching on Student Learning in MIC 380 Food Microbiology

Xinhui Li Department of Microbiology, UW- La Crosse

Studies have indicated that peer teaching and collaborative learning increase teaching effectiveness in microbiology courses (Behling et al. 2016, Ebomoyi 2020, Ngamskulrungrroj et al. 2018, Rutherford 2015). This SoTL project aims to examine whether team-based peer teaching enhances student engagement and improves teaching effectiveness in a mid-level undergraduate Food Microbiology course. Students will be divided into groups, and each group will focus on one or a few foodborne pathogens. Each group will develop and do a presentation, and provide a set of questions related to the assigned topic. Students' performance scores in the exam for related materials will be compared to those from previous years. A survey will be conducted at the beginning and end of the project to evaluate students' attitudes toward team-based peer teaching. This project will incorporate culturally responsive teaching practices and collaborative group work, facilitate student engagement and student agency, and foster a sense of belonging.

Storytelling through Podcast: Using Transparent Assessments to Foster Critical Thinking and Sense of Belonging in a Spanish Course

Astrid Lorena Ochoa Campo Global Cultures and Languages, UW- La Crosse

This intermediate-level Spanish course prepares my students to understand and connect with the Hispanic and Latinx communities we study on a personal level. We build a relationship-rich classroom (Felten and Lambert, 2020) and create narratives about minority groups through a podcast project (Kernahan, 2019). Research shows that students experience gains in their sense of belonging and critical thinking skills when they find their assignments transparent (Artze-Vega et al., 2023). This SoTL project examines students' perceptions of belonging and critical thinking as outcomes of using the TILT (Transparency in Learning and Teaching) approach in the podcast assessments, which describe what, why, and how to complete them. Two surveys conducted during the semester measure students' perceptions of belonging. Through a qualitative analysis of two assignment reflections, I investigate the impact of the TILT design on students' critical thinking skills. Data collection began in October 2024 and will conclude in May 2025.

Should I Stay or Should I Go? Exploring the Impact of Service Learning on Student Retention through Shared Experience

Joan N. Shapiro Beigh Lubar College of Business - Organizations & Strategic Management, UW-Milwaukee

When used as a pedagogical tool to facilitate equity, service learning offers the potential for universities to increase student retention, one classroom experience at a time. Typically studied at the university level, service learning is praised as a great equalizer that can increase students' empathy, social integration, cognitive development, sense of belonging in their communities, and ultimately university retention (Hand, 2024; He, 2019; Tong, 2023; Weber & Glyptis, 2000; York & Fernandez, 2018; Yorio & Ye, 2012). However, we still do not understand the individual-level mechanisms through which service learning might achieve such outcomes. Using a longitudinal, three-survey approach, this quasi-experimental study compares two sections of the same course, one hybrid section with a semester-long, service-learning component and one traditional lecture-based section. The study investigates the magical connection that occurs when students volunteer together over the course of a semester. Do shared service-learning experiences influence students' citizenship (helping) behaviors and university turnover intentions?

An Embodied SoTL Research Project for Student Agency through Choreographic Research

Mair Culbreth Department of Dance, UW-Milwaukee

In contrast to Western intellectual tradition, art-based research engages praxis—where dance choreography is a method—a way of investigating rather than object of study. Project-based learning through artistic practice is a means to understanding the self and the world (Siedell, 2009.) In this equity-minded SoTL project, I consider how creative research and embodied inquiry, through stories of resistance, create a sense of belonging, engagement, agency, and co-construction of knowledge of socio-cultural issues. Embodied subjectivity—where the body produces a sense of self as the vehicle through which one experiences the world—is implicated in education. My creative research and pedagogical practice aim to decolonize the western intellectual tradition, decenter the western ableist body in learning and making, and construct knowledge through art-making with a case study of marginalized communities. Collaborating with students, I center lived experiences to ground and articulate their consciousness of the world in which they engage.

Supporting Faculty Mental Health and Wellbeing to Sustain Equity-Centered, Trauma-Informed Pedagogy

Sam Larson Sociology and Public Administration, UW-Oshkosh

SoTL has gained momentum over the past 25 years, with an increasing focus on equity-centered, trauma-informed pedagogy. In public administration, these approaches are vital for advancing equity and justice, both in classrooms and organizations where our students will serve in the future. While student mental health crises have fortunately become a key concern in this domain, faculty wellbeing is still often underexplored and overlooked. This project examines the emotional challenges faculty face in delivering equity-minded pedagogical approaches. First, I apply autoethnography to reflect on my experience with PTSD and seeking ADA accommodations in academia. Second, I evaluate the extent of trauma-informed practices across the 13 UW institutions. Ultimately, this project argues that prioritizing faculty wellbeing is necessary to sustain the emotionally laborious practice of equity-centered education. Recommendations are provided for both faculty and university leaders to foster more supportive, healing-centered, resilient teaching and learning environments for educators and students.

Evaluation of Specifications Grading in an Upper-Level Psychology Class

Jordan Snyder Psychology, Professional Counseling, and Neuroscience, UW-Parkside

This project tests Nilson's (2014) claims that specifications grading increases student motivation and decreases student stress. Additionally, I will investigate whether or not specifications grading promotes higher learning and investigate students' perception of specifications grading. I will use two sections of the same class, Counseling Psychology, taught during the Spring 2025 semester. The two sections will include the same instructor, content, activities, and assignments, but differ in grading system (i.e., one traditional points-based system and one specifications-based grading system). Measures of motivation and stress will be administered before and after the course via standardized questionnaires. Learning will be assessed via the final exam grade and the quality of the final project. Student perspectives on the grading scale will be investigated using a survey as well as open-ended qualitative questions. My presentation will include data from the first time point of this study and my own perspectives in a poster format.

Lead and Water: Integration of a Service-Learning Project into an Introductory Chemistry Laboratory Course

Amelia Ray Chemistry, UW-Parkside

One struggle many of us who teach required, introductory courses encounter is student apathy and lack of engagement with a course they view as irrelevant to their interests and future goals. Previous work has shown that upper division chemistry students benefit from service-learning projects (Bowen 2010; Falconer and Kam 2023; Draper 2004). Can the implementation of a locally relevant, service-learning project studying the presence of lead in drinking water into an introductory level (mostly non-majors) chemistry lab course improve the perceived relevance and student engagement? The activity involves students testing for lead in water samples collected in partnership with local organizations. This equity-minded SoTL project will be carried out during Spring 2025 for students enrolled in the second semester general chemistry lab. Currently there are 50 students spread over three sections. Students will be surveyed multiple times during the semester to judge their engagement with the material and the class.

Ctrl+Alt+Arggggh: Debugging Confidence Gaps in GIS Education

L. Lynette Dornak Environmental Science & Society, UW- Platteville

This SoTL project investigates strategies to create a more equitable learning experience in GIS education. The study recognizes that students from diverse backgrounds (e.g., first-generation, non-traditional, low-income) may have unequal access to technology, prior training, and academic preparation, which could impact their confidence and problem-solving abilities. In this research, I examined predictors that sheds light on inequities that may affect student performance and learning in GIS education. In class, I incorporated modeling methods of troubleshooting errors to scaffold learning and support students who may lack prior experience with complex technical software. Additionally, this research prioritizes enhancing confidence and self-efficacy, which promotes resilience and persistence among underrepresented/disadvantaged students. This project addresses two questions: (1) What demographic, socioeconomic, and academic predictors are associated with student self-perception of confidence in their ability to identify and troubleshoot GIS software errors and (2) How does modeling methods of troubleshooting affect that ability and self-perceived confidence?

The Impact of IClicker on Students' Engagement, Focus, and Interest

Lucie Kadjo School of Agriculture, UW- Platteville

An effective lecture is one where the instructor is relentless to engage students but also where students pay attention, are motivated, and eager to participate. These three tasks: students' paying attention, being motivated, and being engaged are common challenges that instructors face when teaching. Some SoTL research have provided solutions to those challenges. For example, Whitehead (2010) found that using IClicker in his computer class enhanced students' involvement and learning. Also, Lopez (2014) uncovered that IClicker is an effective tool to improve academic performance. As such, I have been using IClicker in my class to empower students' voices and provide course relevance. This SoTL project aims at assessing the impact of IClicker on students' engagement, focus, and interest during lectures. It will greatly contribute to previous SoTL literature on equity mindedness.

Challenging Conventional Methods of Listening through an Equity-Minded Lens

Cera Babb Music and Stage and Screen Arts, UW- River Falls

In undergraduate conducting, repertoire is often assigned for students to study and conduct. This can be helpful as it exposes students to new repertoire and caters to the skills students are primed to practice, but it is not the only route to developing critical conducting skills like listening. This SoTL project's objective is to investigate the problem of practicing/advancing listening skills while conducting through an equity-minded lens. With a focus on listening development, students selected their own music for listening assignments, applying equitable priorities like cultural relevance, belonging, and student experiences (Artze-Vega, Darby, Dewsbury and Imad, 2023). When given this freedom, the music students chose was based on their own lived experiences, rather than an unfamiliar score. Following a qualitative, interview-based model, this study evaluates student reflections on their personal listening skills after each intervention and their corresponding perception of its impact on their listening.

Connecting Statistics to Students' Lives: Contextualizing Statistical Literacy in Undergraduate Psychology

Abigail Jackson Psychological Sciences, UW- River Falls

Statistics is a core feature of the undergraduate psychology curriculum, yet traditional instruction often fails to foster statistical literacy (Gal, 2004). To address this, instructors can use authentic examples (Hulsizer & Woolf, 2009) and datasets relevant to students' interests (Garfield & Ben-Zvi, 2004) to emphasize the transferable nature of statistical skills. This Scholarship of Teaching and Learning (SoTL) project investigates contextualization—an authentic learning technique connecting classroom content to students' personal lives or career goals (Rathburn, 2015)—in an undergraduate psychology statistics course. Contextualization assignments were introduced to examine their impact on students' interest, motivation, and self-efficacy in learning quantitative skills and students' beliefs about the relevance of statistical literacy. This project aims to contribute to equity-minded SoTL by examining how emphasizing relevance and learner empowerment fosters student-centered learning. Grounding statistical concepts in authentic contexts may make quantitative courses more accessible and meaningful for all students, promoting their success.

The Impact of Community/Service-Learning Projects on the Attitudes of Students Towards the Relevance of Spanish Courses

Carlos Andrés Rojas Modern Languages, UW- River Falls

This study investigates how service-learning projects affect students' perceptions of the relevance of Spanish courses. It contributes to the equity-minded SoTL by highlighting the importance of relevance in education, defined as "the extent to which a student can see their goals, interests, or experiences reflected in their learning" (Artze-Vega et al., 2023). Recognized as High Impact Practice Assignments (HIPs), these tasks integrate meaningful

Continued on next page

community service with instruction and reflection, fostering a deeper understanding of course content and its real-world applications. By participating in community-based projects that require the practical use of Spanish, students can directly observe the value and applicability of their language skills. This approach aims to “optimize motivation [...] by creating learning experiences students relate to and value” (Artze-Vega et al., 2023). The findings suggest that community/service-learning projects can greatly enhance students' perceptions of the relevance of their Spanish courses, leading to increased engagement and motivation.

Social Belonging Among College Students

David Barry Sociology and Social Work, UW-Stevens Point

How connected and what formations of connection students have with different communities as part of their higher education experience is a critical concern in SoTL but with limited empirical nuance. The purpose of this project is to explore levels and types of social belonging among college students. An online, anonymous, survey was administered at a medium-sized, midwestern state university measuring social belonging to area program, university and regional community; student demographics; and campus life/behavior. Initial data analysis (n=564) indicates three important findings. First, a correlation exists between belonging to a students' department/unit, the campus in general, and their community writ large. Second, campus and community experiences/opportunities, such as participation in organizations, were related to stronger social belonging. Third, conservative, religious male-identifying students express a higher level of social belonging, a result impacted by the US presidential election. Further analysis is discussed as related to equity-minded practices in higher education.

Relevance of Inclusion and Belonging for All in a Forest Recreation Course

Laura Anderson McIntyre CNR – Forestry, UW-Stevens Point

In this equity-minded Scholarship of Teaching and Learning project, students in a 300-level forest recreation course rate and reflect upon the personal and professional relevance of inclusive recreation through two surveys, an assignment, and in-class ink shedding activity. Relevance has been shown to support student motivation, learning, and culturally inclusive thinking about self and others (Artze-Vega et al., 2023; Fedesco et al., 2017; Gibson, 2012). Increasingly, natural resource agencies and outdoor professional societies have prioritized attention to diversity, equity, inclusion, and accessibility (USFS, 2024; SAF, 2025; NRPA, 2024; SORP, 2025, WI DNR, 2024). Students pursuing outdoor careers are well served by developing an understanding of and appreciation for how people from a diversity of backgrounds and experiences connect with the natural environment. In partnership with an undergraduate research assistant, I examine how first-person narratives, presented through a short film series, facilitate the relevance of this professional goal.

Evaluating Markers of Authentic Identity in Generative AI and Human Writing

Cary Elza School of Design and Communication, UW-Stevens Point

As generative AI becomes pervasive in academic settings and daily life, studying its impact on students' creativity and identity grows increasingly important. While SoTL research on AI is still limited, notable studies address frameworks for motivating students to value human effort and voices in their work, including Bowen and Watson (2024), who foreground equity ideas of belonging and transparency in AI-integrated assignments. Likewise, this SoTL project investigates the use of generative AI in an intro-level media writing class using a qualitative mixed-method approach. Students complete a pre-assignment survey, write personal essays, prompt Microsoft CoPilot to reproduce those essays, and evaluate CoPilot's output, identifying what constitutes the irreplaceable human

Continued on next page

element in their writing. Finally, a post-assignment survey again asks students to express their reactions to GenAI. My goal is to equip students to find and value their own written voice, connected to their unique identity, in an increasingly AI-saturated landscape.

Perceived Relevance of a Foundational Communication Course

Lauren Johnsen English, Philosophy, and Communication Studies, UW-Stout

UW-Stout, a polytechnic career-readiness institution, requires all students to take nine credits of communication skills courses; this should tell students that communication skills are important for their future. My aim is to better understand if the students in my COMST 100 Fundamentals of Communication, perceive the content of the course as relevant or important. I gathered reflection assignments and activities, both formal and informal that I analyzed thematically. This SoTL project examines the voices of my students as they reflect on their work throughout the semester, centering their experiences in the context of my class with the intention to understand and improve their overall learning (Chick, 2013). By asking students to situate this class in their context of their own lives (Artze-Vega et al., 2023), this project will help me continue to help my students understand the importance and relevance of communication.

Equity-minded Team Conflict Resolution Practice in Project-driven Capstone Class

Xiaoqing "Kate" Liu Engineering and Technology, UW-Stout

Teams and teamwork are essential competencies in the workplace, as many employers value interpersonal skills, teamwork abilities, and collaboration. In my Capstone class, I noticed that a common issue in teamwork arises from students' lack of knowledge on resolving conflicts and disagreements. This often leads to negative learning experiences, increased tension, and anxiety. My Scholarship of Teaching and Learning (SoTL) research addresses this problem and practices equity-minded team conflict resolution in my Capstone course. I incorporated lectures, practice sessions, self-reflection exercises, and partner evaluations into the course structure. This approach seeks to create a safe and inclusive learning environment where students can share their perspectives, build understanding and trust, and engage as equals. The goal is to replace behaviors such as dominance, control, avoidance, and personal attacks with collaborative and respectful communication during team conflicts. These practices are valuable as students move on in their future careers.

Effects of Inquiry-based Assignments on Learning and Confidence

Priyanka Mehta Human Behavior, Justice, & Diversity, UW-Superior

This SoTL project explored the effects of challenging assignments on student confidence and performance. Existing work indicates that challenging assignments improve learning (Gormally et al., 2009), but confidence levels can vary based on student background and affect course success (Dierker, et al., 2016; Lewine et al., 2016). In a Behavioral Neuroscience course, students completed four "case" assignments in which they evaluated data they had not seen before. Cases alternated between traditional assignments, in which students described the data, and more challenging inquiry-based assignments, in which students applied it to new situations. Students also answered questions about content, confidence, and their backgrounds, resulting in quantitative and qualitative data informing how to better serve students vulnerable to the effects of low self-confidence in college.

Defining Equity in Special Education Teaching Practices: A SoTL Inquiry

Cara Woodley Education, UW-Superior

Defining equity is an essential component of a teacher's tool-kit, especially in the current socio-political climate surrounding education. The purpose of this SoTL qualitative study was to understand how graduate teacher education students defined equity in special education teaching practices. The study was equity-minded with a dual purpose, as it was naturally situated in the inquiry of teaching and learning with the participants as practicing educators and graduate students. The participants completed an open-ended survey. Data was analyzed for themes about defining equity in special education teaching practices. Gilpin & Liston (2017) wrote, "SoTL represents an opportunity to support transformative education in pedagogical practices" (p. 7). The findings from the study will inform the transformation of future course planning in how special education teaching practices are presented to promote equity and continue to have far-reaching implications to inform equitable teaching practices in multidisciplinary fields.

Targeted Interprofessional Education (IPE) Curriculum for Speech-Language Pathology Graduate Students

Cody Marie Busch Communication Sciences and Disorders, UW-Whitewater

This project describes the integration of a targeted IPE curriculum for first-year speech-language pathology (SLP) graduate students. For the first year of the program, SLP graduate students will complete various interprofessional experiential learning activities to support their learning of the Interprofessional Education Collaborative (IPEC) core competencies. Quantitative data (i.e., SPICE-R) and qualitative data (baseline reflection, reflection after each interprofessional education activity, and a final summary reflection) will be captured at various points throughout the academic year. Data will be analyzed via descriptive statistics and inductive thematic analysis and will be used to highlight the student voice describing the integration of an IPE curriculum within an SLP graduate program.

Can counter-narratives and participatory science improve environmental efficacy, attitudes, and pro-environmental behaviors among college students?

Rocio Duchesne-Onoro Geography, Geology, and Environmental Science, UW-Whitewater

Many students feel powerless to resolve environmental challenges in their community (Bitting & Merricks, 2023). This SoTL project seeks to break 'eco-inertia' by increasing students' environmental self-efficacy, attitudes, and pro-environmental behaviors. My equity-minded approach included sharing successful stories of young people making an impact in their neighborhood, having students research environmental justice issues in their community, writing letters to their representatives about environmental issues, and supporting scientists' work by collecting cloud data. Students in two 8-week online GenEd courses participated in three environmentally-related activities and completed a pre-survey, post-survey, and reflection. Data analysis will include a correlation of demographic factors with the environmental outcomes to identify if certain groups of students are more environmentally inclined than others and if the interventions successfully closed such a gap. In addition, through paired sample student's t-tests, I will determine if the students' perception and behavior toward the environment changed due to the interventions.

Friday, April 11

Breakfast

8:00 A.M. – 9:00 A.M.

BREAKFAST WILL BE IN GREAT HALL, MEMORIAL UNION

8:00 A.M. - 9:30 A.M.

POP-UP STUDIO

Professional headshots compliments of OPLR – Office of Online & Professional Learning Resources.

Photographer *Ian Stone & Jack Childers*. First-come, first-served.

Poster Session

8:45 A.M. – 9:30 A.M.

GREAT HALL

Identity Conflicts of Southeast Asian students on Campus

Susie Lamborn Educational Psychology *Julie Paasch-Anderson* School of Education, UW-Milwaukee

A group of 5 Southeast Asian American (SEAA) students attending UW-Milwaukee participated in individual interviews to discuss the intersection between their cultural and student identities. For many of the students, there was not an easy fit between these two aspects of self, with two students expressing identity conflicts and another describing alternating positive and negative feelings about her cultural group. Another student connected with other Asian students of working-class background through her experiences as first-generation to college, rather than expressing a strong connection with her specific ethnic group. One student described a harmonious relationship between her cultural and student identities that she shifted according to context. The findings contradict a simple bicultural identity strategy for these students as they struggle to fit into academic life in the Midwest. Strategies are suggested for supporting adaptation to campus life for SEAA students.

Creating Curiosity in Heat Transfer with Fins – A Mini Project

Venkata Avinash Mechanical Engineering, Undergraduate Students: *Spencer Bauer and Kyle Wilbur*, Mechanical Engineering, UW-Platteville

Heat transfer is a senior-level course in mechanical engineering that includes a complex module on heat transfer through fins, where conduction and convection interplay significantly. To address students' challenges in applying fin heat transfer theory to practice, a three-week mini project was developed to foster hands-on learning and curiosity. Student groups identified heat transfer fins in daily life, conducted experiments, applied analytical methods, and compared results, culminating in poster presentations and a gallery walk. Post-project surveys demonstrated improved conceptual understanding through collaborative learning and growth in KEEN entrepreneurial mindset objectives, such as curiosity and connections. This poster outlines the project's methodology, timeline, rubric, and survey results, offering insights from both student and instructor perspectives.

Ungrading: Students Perspectives on Learning Engagement

Edina Haslauer, School of Education, UW-Platteville

The poster will present a Scholarship of Teaching and Learning (SoTL) research project on ungrading, which minimizes or eliminates traditional grading in favor of feedback-oriented assessments. I implemented ungrading in two upper-level education courses and explored whether it enhances students' learning experiences. The study was conducted over two semesters, gathering qualitative and quantitative data on students' perceptions of how ungrading influenced key aspects of their academic experience, including equity, stress levels, engagement, and intrinsic motivation. By analyzing student feedback and reflections, I show the effectiveness and limitations of ungrading as a pedagogical strategy. I will highlight the impact of ungrading on creating a more equitable and less stressful learning environment while fostering deeper student engagement.

Seeking mutual understanding: A pluralist classroom discussion protocol

Cord Brundage Biology, UW-La Crosse

Polarized viewpoints exist across society, campuses and the classroom. The Pluralist Lab is an innovative program developed by the George Mason University Mercatus Institute to engage people with diverse perspectives in facilitated civil conversations on controversial topics. The structure of the Pluralist Lab was developed as either a half-day workshop (7-10 participants) or a two-day forum (25+ participants). Neither model translates directly into the classroom. Our goal was to adapt the Pluralist Lab program into a classroom discussion protocol that could be scaled to large classroom settings. An initial pilot session was conducted in a 55 min first-year seminar course with moderate success and generally positive feedback. A few modifications were made, and an additional session was facilitated with even greater success. This presentation will provide background on the components of the Pluralist Lab and instructions so that educators can facilitate their own pluralist civil classroom discussions.

Cultivating Belonging and Community in Introductory Courses

Erin Anderson School of Education, UW-Platteville

Belonging is a doorkeeper for all aspects of learning to take hold. If students don't feel as though they belong in a learning space, then it is unlikely that the teaching that is taking place will lead to improved learning. Additionally, research suggests that beyond academic impacts, belonging also affects the health and well-being of our students'. Instructors can design learning environments and experiences to create situations in which belonging is fostered and community is grown. This poster will include evidenced-based practices that instructors can apply to create a learning environment where belonging and community are integral components. Additionally, the poster will showcase how instructors embed these components within an intro level college course. Furthermore, this poster includes student voices on the importance of belonging/community within their college courses and encourages educators to consider how they may cultivate a learning environment where all students feel valued and accepted.

Enhancing Student Learning through Industry-Driven Capstone Projects: A High-Impact Practice Approach

Rojoba Yasmin Electrical Engineering, UW-Green Bay

High-impact Practices (HIPs) provide a unique educational experience that increases student engagement, retention, and exceptional academic performance through active participation, collaborations with diverse peers, and real-world application. Capstone projects (or Senior Design Projects) represent a cornerstone of high-impact practices, offering students the opportunity to solve real-world problems by bridging academic knowledge with real-world applications. The session explores designing and implementing an industry-driven capstone project course as a model for High-impact Practices. Drawing from my experience teaching senior design project courses, this session will share effective learning strategies, assessment methods, and insights from student feedback,

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facilitating an interactive discussion on High-Impact Practices (HIPs). Participants will have the opportunity to have collaborative discussions and exchange ideas to foster growth in HIP course development.

Integrative Internship Model for Academic Programs

Eli Aba Department of Operations and Management, UW-Stout

In revising the curriculum of a graduate program, internship program has been incorporated. This makes internship officially one of the electives of the program. Internship programs have become a cornerstone in bridging academic theory and practical application. This presentation outlines a structured Internship Model tailored for academic programs to enhance student learning, foster industry collaboration, and ensure meaningful professional experiences. The Model has been blended with industry tours. Internship programs can equip students with hands-on skills, improve employability, and strengthen ties with industry stakeholders. The Internship Model is applicable to both online and in-person students.

Session I

9:45 A.M. TO 10:45 A.M.

Concurrent Sessions

Design Thinking Workshop: Moving from Feminist Theory to Action on Weight Discrimination

Maya Jaber, Sameer Ahmed and Mary Bartling School of Business, UW-Platteville

Room Multicultural Greek Council Room:

Moderator: *Cyndi Kernahan*

This interactive 60-minute workshop uses Design Thinking principles to transform feminist theory into actionable strategies for addressing weight discrimination in professional environments. Participants will explore five key areas where weight stigma occurs: hiring, promotions, career advancement, workplace bullying, microaggressions, health programs, and professional image. Through collaboration, participants will share experiences, define problems, brainstorm solutions, and create prototypes for policies or programs. Ideas will be tested and refined with peer feedback to ensure real-world applicability. The workshop fosters a deep understanding of how weight stigma intersects with sexism, ableism, and other forms of discrimination while equipping participants with practical tools to challenge these biases in their workplaces. By the end of the session, participants will leave with actionable strategies to address weight-based discrimination and promote inclusivity in professional environments.

Escape the Ordinary with Active Learning

Pamela Rivers and Kris Vespia Center for the Advancement of Teaching and Learning, UW-Green Bay

Room: Old Madison

Moderator: *Ken Brosky*

Enter at your own risk! If you attend this workshop, the only way out is to breakout of the escape room. If you dare, you will have the opportunity to escape the ordinary and motivate your students with active learning designed to engage students and stimulate student success. Research shows that combining active learning with more traditional styles of teaching is more effective than lecture alone, and yet instructors can struggle to implement it while covering the material necessary for students to progress in their studies. This session will take you through an escape room and provide plenty of active learning strategies along the way, along with a webpage of resources to explain the hows and whys of active learning and the research to back it up. Be prepared for some serious interaction in this workshop-solving the puzzles is the only way out.

Shared Session

Room: Beefeaters

Moderator: Regina Nelson

Increasing Engagement with Scholar-led Lab Sessions

Amy Menzel Literature, Writing, and Film, UW-Whitewater

Teaching is easy, right? I mean, all you have to do is carefully scaffold lessons and assessments to help a diverse group of scholars meet a slew of learning objectives. You have 14 weeks. Be purposeful, supportive, flexible, and engaging. May the odds be ever in your favor.

Okay, teaching isn't easy at all, and when you add in the important element of relationships to the mix, you have a really tall order. I'm not saying scholar-led labs are the answer, but I do want to share how they've transformed my courses this year. I'll provide a rationale for the approach, insight on implementation, and perspectives from students. I'll also provide quick-start resources you can use to try the approach in your classroom immediately. Join me to learn how to incorporate structured scholar-led lab sessions to increase student engagement, reinforce skill development through guided practice, and build classroom community.

Advancing Scholarship Through Faculty-Guided Student Engagement in Professional Conferences

Kimberly Brundidge, Addy Wacholz, Grayson Schroeder, Heidi Hansen and Maria Graf College of Nursing, UW-Oshkosh

Research is essential in healthcare, profoundly influencing patient care and advancing the healthcare profession. However, many healthcare professionals face barriers to integrating research into their practice, primarily feeling unprepared to engage in research activities. Our roundtable discussion underscores the significant long-term benefits that undergraduate and graduate students experience by participating in professional conferences under the guidance of faculty mentors. Nursing students shared their insightful experiences from presenting at professional conferences, illustrating how a collaborative student-faculty approach effectively nurtured the development and delivery of their scholarly projects and academic presentations and their contribution to promote and sustain research post graduation. Engaging in such activities not only enhances their educational journey but also prepares them to contribute meaningfully to the healthcare field.

Building Your Next Course with AI: A Hands-On Workshop

Lane Sunwall CETL and Facilitator of the Active Teaching Lab, UW-Milwaukee

Room: National Pan-Hellenic Council Room

Moderator: *Kenny French*

This workshop will guide you through the practical application of artificial intelligence in course development. AI can help generate slides, create sample datasets, and build homework questions. Despite all it can do, AI still requires our subject matter expertise to avoid hallucinations. This workshop will therefore help you develop strategies to leverage AI effectively while ensuring your course maintains the quality and authenticity that only comes from your expertise as an instructor.

In this session, you will identify specific course elements needing revision or development. Then, through guided experimentation and discussion you will discover how AI can assist in generating course materials, creating assessments, and streamlining administrative tasks. You will leave with AI-enhanced course content and a framework for thoughtful AI implementation into your teaching practice.

Joy in the Controversial: Reflections on High Impact Student Talk and Discussion Routines

Jim Carlson and Danny Walsh Department of Educational Studies, *Shuma Iwai* Race, Gender & Sexuality Studies
Greg Hammer English Education (4-12) Secondary Teacher Education Program, UW-La Crosse
Room: Langdon Room
Moderator: Valerie Barske

Discussion and student talk are key components of a healthy classroom community. In this session, participants will learn about instructors' efforts at UWL to elevate the importance of discussion and student talk in their general education courses. Presenters will highlight key stops on their journey to implementing high impact discussion and student talk routines in courses focused on discussing "polarizing" and/or "controversial" topics.

In this session, presenters will share their experiences in the classroom related to:

defining and practicing discussion and student talk.

developing norms and working agreements for student talk,

creating routines in a classroom environment where student talk and discussion is emphasized,

and evaluating and assessing student discussion and talk in the classroom.

Attendees will learn about and receive an electronic handout outlining the routines of instructors facilitating conversations using a variety of speaking and listening activities.

Closing Plenary

11:00 P.M. – 12:15 P.M.

THE GREAT HALL, MEMORIAL UNION

Welcome

Fay Yokomizo Akindes, Ph.D.

Director, Systemwide Professional & Instructional Development (OPID)

Introduction of Speaker

Sylvia Tiala, Ph.D.

Director, Nakatani Teaching & Learning Center, UW-Stout and OPID Executive Advisory Committee Member

Use Your Words: The Value of a "Script" When Something Goes Wrong in Teaching and Learning

Jessamyn Neuhaus

Director of the Center for Teaching and Learning Excellence (CTLE) and Professor in the School of Education at Syracuse University

As I argue in my latest book, *Snafu Edu*, teaching and learning always includes mistakes, missteps, and messes. When—not if, but when—something goes sideways during a class discussion, interaction, assignment, or other type of class activity, it can be pedagogically effective and personally empowering to have a "go-bag" of prepared phrases and responses. I do not mean "scripts" in the sense of long, memorized



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speeches but rather a handful of carefully chosen sentences/wording that you know will defuse tension and help everyone productively navigate potentially fraught situations while maintaining professionally appropriate connections and facilitating a positive teaching and learning environment. Scripts are a versatile teaching tool, useful during a wide range of teaching and learning snafus—from microaggressions to student disengagement to academic dishonesty to classroom incivility, to when we ourselves fumble or fail. Scripts are also easily adapted to your own unique teaching persona and positionality. In this hands-on workshop, we'll identify some of the predictable snafus we encounter in our teaching lives, reflect on how our past responses (especially what we said) either helped or hindered our teaching efficacy at those moments, share our current best scripts for when something goes wrong, and brainstorm and practice some new scripts.

Join us next year at
OPID's 2026 Spring Conference on Teaching & Learning
April 23 & 24, 2026 | Memorial Union in Madison

