8:00–9:45 A.M. WELCOME AND PLENARY
Varsity Hall
Innovating Learning, Impacting Lives
Welcome Address and Panel Moderation  Christopher Olsen, Interim Vice Provost for Teaching and Learning
Panelists  Craig Benson, Office of Sustainability, Civil and Environmental Engineering, Geological Engineering; Sarah Davis, Center for Patient Partnerships, Law; John Hawks, Anthropology

9:45–10:00 A.M. BREAK

10:00–11:00 A.M. BREAKOUT SESSIONS

Room: Landmark
Done with PowerPoint? Think Again!
Steven George Oakes

Room: Northwoods
LEARNING CIRCLE
Massive Open Online Courses (MOOCs): A Sustainable Innovation?
Linda Jorn
Jeff Russell
Cheryl Diermyer

Room: Fifth Quarter
Smart Media
Jon McKenzie

Room: Wisconsin Idea
The Learning Record: Beyond Portfolios
James Brown

Room: Alumni
LEARNING CIRCLE
Virtual Research Trips in Livestock Production
Jess Reed
Angelina Smith
Alan Barnicle
Emmanuel Contreras

Room: Agriculture
LEARNING CIRCLE
Blended Learning Won’t Work for My Class Because...
Steve Cramer
Greg Moses
Elizabeth Harris
Trina McMahon
Barry VanVeen

11:00–11:15 A.M. BREAK

11:15 A.M.–12:15 P.M. PLENARY
Varsity Hall
Interest-Driven Learning: The Case of Games
Constance Steinkuehler, Games+Learning+Society, Wisconsin Institute for Discovery, Curriculum and Instruction

12:15–1:30 P.M. LUNCH AND NETWORKING
Varsity Hall
Fueling Innovation: Discussion and Networking around Educational Innovation
Sponsored by the UW Teaching Academy

1:30–1:45 P.M. BREAK
<table>
<thead>
<tr>
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### 8:00–8:30 A.M.  
**POSTER SESSION SET-UP**  
Varsity Hall

### 8:30–9:30 A.M.  
**POSTER SESSION AND BREAKFAST**  
Varsity Hall  
*Breakfast sponsored by International Studies*

### 9:30–9:45 A.M.  
**BREAK**  
*Poster session will continue informally until 12:30 P.M.*

### 9:45–11:15 A.M.  
**BREAKOUT SESSIONS**

#### Room: Landmark  
**Beyond the Flipped Classroom:** Collaborative Design for “Unsettled” Learning Spaces  
Jeremiah Holden

#### Room: Northwoods  
**Asynchronous Learning:** New Models for Learning and Teaching in Medical Education  
Laura Maursetter  
Mary Thompson

#### Room: Fifth Quarter  
**Outside the Box:** Situating Learning Experiences Outside of the Classroom with Mobile Devices  
John Martin  
Mary Hark  
Tim Frandy  
Catherine Middlecamp  
Travis Blomberg  
Phil Grupe  
Angela Richardson  
TJ Kalaitzidis

#### Room: Wisconsin Idea  
**An Introduction to the “Maker” Movement in the College Classroom**  
Erica Halverson  
Giri Venkataramanan  
Chris Meyer  
Breanne Litts

#### Room: Traditions  
**A “Quality Matters” Approach to Online or Blended Course Design**  
Karen Skibba  
Greg Konop

#### Room: Agriculture  
**Students Mentoring Students: Four Campus Models**  
Greg Smith  
Janet Batzli  
Janet Branchaw  
Susan Brantly

#### Room: Varsity Hall  
**Digital Domes:** Immersive, Interactive Experiences to Transform Learning  
Jim Madsen  
Joel Halvorson  
Sally Brummel
11:15–11:30 A.M.  **BREAK**

Poster session will continue informally until 12:30 p.m.

11:30 A.M.–12:30 P.M.  **PLENARY**  
**Varsity Hall**

**Innovation and the Future of Higher Education**

Katharine Lyall, Past President, University of Wisconsin System

1:00–2:30 P.M.  **POST-SYMPOSIUM FIELD TRIP**

**Room: WisCEL (Wendt Commons)**

*Meet at 12:45 p.m. at the symposium registration area (Varsity Hall Lobby). The group will walk together to the WisCEL space in Wendt Commons.*

Flipping the Learning Experience in WisCEL (Wisconsin Collaboratory for Enhanced Learning) Classrooms

Eric Osthoff
Sarah Mason
John Booske
The future of higher education is now. The future will further extend the Wisconsin Idea for how new approaches to teaching and learning positively impact students, and demonstrate innovation campus, discuss how innovations can integrate with one another and with the existing pedagogies we already know and be open to approaches we can't even yet imagine. How will different strategies best integrate with one another and with the diverse learning needs and styles of students? How will education serve the greater good of diverse societies locally and around the world, both individually and collectively? This panel discussion will provide a glimpse into the range of exciting innovations in education that are happening on the UW–Madison campus, discuss how innovations can positively impact students, and demonstrate how new approaches to teaching and learning will further extend the Wisconsin Idea for the 21st century.

The future of higher education is now.

\textbf{Room: Northwoods}

\textbf{LEARNING CIRCLE}

\textbf{Massive Open Online Courses (MOOCs): A Sustainable Innovation?}

\textbf{Linda Jorn}, DoIT Academic Technology
\textbf{Cheryl Dierrmyer}, DoIT Academic Technology
\textbf{Jeff Russell}, Office of the Provost, Division of Continuing Studies

Currently MOOCs are seen as a disruptive innovation—variable quality, easy access, and affordable. Join this learning circle to discuss MOOCs through the lens of educational innovation efforts which empower us to view disruptive innovations as potential catalysts for change: change that may or may not create breakthrough models for future learning environments and student success.

\textbf{Room: Fifth Quarter}

\textbf{Smart Media}

\textbf{Jon McKenzie}, English, DesignLab

This workshop focuses on “smart media”: emerging genres of scholarly communication such as podcasts, graphic essays, Pecha Kucha, and professional blogs. After introducing and showing works by students and others, we will address ways to incorporate smart media assignments into courses, identify important models and technology resources, and provide frameworks for instructor and peer-based evaluation. While focused on teaching and learning, this workshop also offers design insights related to professional development and the shift from academic publishing to scholarly communication.
Blended learning is alive and well on the UW–Madison campus and a great deal has been learned about successful implementation. Yet concerns and misinformation persist because faculty/instructors don’t understand what has already been tried and learned. Join this learning circle with faculty, staff, and administration from the College of Engineering to hear some successful examples and to discuss the pros and cons of blended learning.

11:00–11:15 A.M.
BREAK

12:15–1:30 P.M.
LUNCH AND NETWORKING
Varisty Hall
Fueling Innovation: Discussion and Networking around Educational Innovation
Sponsored by the UW Teaching Academy
In conjunction with the University-wide celebration of the Year of Innovation, the Teaching Academy is hosting facilitated lunch discussions to explore our varied conceptions of educational innovation.

Please note: If you didn’t pre-register for the luncheon, several restaurant options are available on the lower level of Union South. You are welcome to bring your meal and join the discussions.

1:30–1:45 P.M.
BREAK

1:45–3:15 P.M.
BREAKOUT SESSIONS

Room: Landmark
Note: The two workshops will share this room sequentially with no formal break between them.

1:45–2:15 P.M.
Learning from Hybrid Course Study in Geological Engineering
Erica Hagen, Geological Engineering
Geological Engineering is transforming its core undergraduate courses into a flipped hybrid structure to evaluate the effects of consistent hybrid education on student performance. The first course in the transforming sequence is GLE/CEE 330 Soil Mechanics, which was offered in traditional lecture and hybrid flipped structure in parallel in Fall 2012 for direct comparison of learning methodologies, student achievement, and perception. Methods and preliminary results from this study will be presented for questions and discussion.

2:15–3:15 P.M.
Innovating Community-University Partner Relationships: Challenges and Rewards in Teaching and Practice
Elizabeth Tryon, Morgridge Center for Public Service
Marian Slaughter, Community-University Exchange, Curriculum & Instruction
Helyn Luisi-Mills, Community-University Exchange, Human Ecology
J. Ashleigh Ross, Engaged Scholarship Graduate Fellow
Dolly Ledin, Institute for Biology Education, Adult Role Models in Science (ARMS)
Sherri Bester, Community-University Exchange

The high-impact practice of community-based learning/research, embodying the Wisconsin Idea, has been shown to enhance student learning outcomes. Even more authentic, deeper learning happens when long-term community relationships are mindfully built. This interactive session will highlight techniques and share challenges and insights in a collaborative learning community approach that CUE (Community-University Exchange) staff use, with input from other experienced practitioners and partners. Participants will take away principles, practices, and useful strategies for their teaching.

CONTINUED ON NEXT PAGE
**Room: Northwoods**

Reimagining Writing: Innovative Assignments that Engage Students Across the Curriculum

Stephanie White, Writing Across the Curriculum
Brad Hughes, Writing Across the Curriculum
Michelle Harris, Biology Core Curriculum
Jon McKenzie, English, DesignLab
Catherine Middlecamp, Nelson Institute for Environmental Studies, Integrated Liberal Studies
Ethelene Whitmire, Library and Information Studies

This workshop showcases UW–Madison faculty and academic staff who engage students through the high-impact practice of writing, including new media writing. Presenters will share successful assignments from their own courses in Biology, English, Integrated Liberal Studies and Library and Information Studies, such as text remediations, group research posters, and multimodal narratives. Staff from the program in Writing Across the Curriculum will share strategies for designing innovative writing assignments, and participants will have the opportunity to begin drafting a new assignment.

**Room: Fifth Quarter**

The Art of Teaching Dangerously

Greg Smith, First-Year Interest Groups
Richard Nimijean, Carleton University
Harry Brighouse, Philosophy
Beth Meyerand, Medical Physics

Making significant changes in classroom teaching strategies can be challenging and intimidating. This workshop will focus on efforts to introduce innovative pedagogies and take calculated risks in the classroom, in other words to “teach dangerously.” Panelists will describe innovations they have implemented that have resulted in enhanced student engagement and performance. Participants are encouraged to share their own innovative efforts as well, with the expectation that all will take away specific suggestions for improved pedagogical practice.

**Room: Wisconsin Idea**

Fast-Deploy iPad Kit: A Mobile Learning Showcase

Jonathan Klein, L&S Learning Support Services
David Macasaet, L&S Learning Support Services
Theresa Pesavento, L&S Learning Support Services

This workshop highlights lessons learned during an experimental iPad lending program. The pilot, managed by L&S Learning Support Services, focused on supporting instructors in the design and development of short-term collaborative group assignments using a “fast-deploy” kit of Apple iPads. The session will provide use cases, an overview of the pedagogical frameworks that make a mobile-device lending program unique and relevant in the highly personalized mobile learning landscape, and a hands-on activity.

**Room: Alumni**

Using Improvisational Theatre to Teach Reflection-in-Action

Toby Campbell, Hematology, Oncology
Amy Smith, Medicine

Our workshop will focus on exploring the role of improvisational theatre in experiential learning. The four main rules of improvisational theatre are: 1) agree, 2) say yes, and..., 3) make statements, and 4) there are no mistakes. Teaching these concepts has increased confidence, ability to deal with stressful situations, and comfort with ambiguous situations. Improv skills can also enhance experiential learning by prompting reflection-in-action and real-time hypothesis testing by individuals and groups.

**Room: Agriculture**

Peer Review of Teaching

Christopher Carlson-Dakes, Delta Program, Madison Teaching and Learning Excellence
Sarah Miller, Madison Teaching and Learning Excellence
Erica Halverson, Curriculum & Instruction, Teaching Academy
Janet Batzli, Biology Core Curriculum, Madison Teaching and Learning Excellence

Peer review of teaching is one of the most substantive ways to foster innovations in the classroom that lead to improved student learning. It also affords discourse around scholarship, builds personal connections, clarifies purpose, and can even infuse joy into teaching. The objective of this session is to connect participants with resources, peers, and practices for review of teaching that can be immediately applied to their individual and evolving contexts, including documentation for formal review purposes.

3:15–3:30 P.M.

BREAK
3:30–4:30 P.M.
BREAKOUT SESSIONS
Room: Landmark
Rubrics: From Creation to Use in Learn@UW
John Thomson, DoIT Academic Technology
Beth Fahlberg, Nursing
In this workshop, we will discuss the creation of effective rubrics, and their use in Learn@UW. We will discuss the practical and pedagogical considerations for rubric creation. Participants will work together to create a sound rubric. We will use one of these rubrics for a demonstration of the Learn@UW rubrics tool.

Room: Northwoods
Pedagogical and Technical Considerations: Lessons Learned from First-Time Flippers
Chad Shorter, DoIT Academic Technology
Sara Mattavelli, French and Italian
Jonathan Klein, L&S Learning Support Services
This workshop will address typical questions that arise when piloting “flipped classroom” modules: How can I mix flipping with my pedagogical approach? How do I avoid duplicative and (solely) supplemental resources? In which course should I pilot this project? Which topics should I cover in this format? How can these resources be repurposed? What level of production values should I employ? How should I deliver them to students? Can colleagues follow this process without extensive training?

Room: Fifth Quarter
Connecting the Classroom to Real World Experiences
Casey Gallimore, Pharmacy
Kari Trapskin, Pharmacy Society of Wisconsin
UW–Madison’s Educational Innovation initiative encourages creative and collaborative efforts to engage students and improve learning. The UW School of Pharmacy partnered with the state pharmacy association (Pharmacy Society of Wisconsin) to provide students a simulated real-world experience in the classroom. This session will discuss the development, challenges, and benefits of this collaborative educational effort. Participants will leave this session with ideas of how collaboration may facilitate the incorporation of real-world experiences into their own classrooms.

Room: Wisconsin Idea
Pre-Production Strategies for Effective Online Video
Eric Hoyt, Communication Arts
Erik Gunneson, Instructional Media Center, Communication Arts
Jeremy Morris, Communication Arts
Online video holds the potential to enhance learning, increase capacity, and extend the Wisconsin Experience. Creating great videos, however, is challenging. Most professors overestimate the technological challenges of production and underestimate the pre-production challenges of conceiving, planning, and writing. This workshop, led by Communication Arts instructors who teach media production and create instructional videos, will guide you through the pre-production process of selecting content, screenwriting, storyboarding, and scheduling.

Room: Agriculture
Textbooks in Transition
Jan Cheetham, DoIT Academic Technology
Carrie Nelson, College Library
Laurie Brachman, Business
Michael Titelbaum, Philosophy
Traditional print textbooks have been a practical tool for generations of teachers. Now, interactive and collaborative digital content challenge the old textbook model, allowing course readings to connect with discussions in new ways. Instructors can create custom texts. Students look for value in both the cost of enrollment and the cost of course content. A panel of instructors will share their innovations and experiences with non-traditional course materials and discuss the future of textbooks with session participants.

Room: WisCEL (Wendt Commons)
Meet at 3:30 p.m. at the symposium registration area (Varsity Hall Lobby). The group will walk together to the WisCEL space in Wendt Commons.
Enhancing Group Work in the Classroom with Google Docs: Tips and Tricks
Kata Dosa, Nelson Institute for Environmental Studies
Devin Wixon, Delta Program, Geography
In-class group work can be an effective teaching strategy, but it comes with challenges, including equal participation by group members and efficient reporting back to the whole class. In this hands-on workshop, participants will try strategies to optimize Google Docs in ways that equalize contributions within and between groups and that allow the instructor to guide the whole-group discussion. Learn how students reacted to such tasks, and get tips to make your students’ experience smooth and productive.
Room: Northwoods
Asynchronous Learning: New Models for Learning and Teaching in Medical Education
Laura Maursetter, Medicine
Mary Thompson, Medicine
In this workshop, we will discuss asynchronous learning models. We will share how our Department of Medicine model works and the way to think about asynchronous learning with and without the use of technology to augment a specific learning space and context. We will use an informal discussion format with time for small-group brainstorm, model building, and sharing. Our main objective is for everyone in the room to leave with a model of asynchronous learning that they can consider and use in their own context. We will build time in for flexible thinking and for sharing of the different forms that learning contexts can take on in the 21st century.

Room: Fifth Quarter
Outside the Box: Situating Learning Experiences Outside of the Classroom with Mobile Devices
John Martin, DoIT Academic Technology
Mary Hark, Human Ecology
Tim Frandy, Folklore
Catherine Middlecamp, Nelson Institute for Environmental Studies, Integrated Liberal Studies
Travis Blomberg, Nelson Institute for Environmental Studies
Phil Grupe, PA, Nelson Institute for Environmental Studies
Angela Richardson, Art
TJ Kalaitzidis, Education
A diversity of instructors will share how they remodeled their curriculum for situated learning experiences outside of classroom. Drawing from the experiences of a range of instructors, fields, and teaching styles, participants will learn what worked and what didn’t, and leave with strategies for implementing similar projects in their own courses. Examples that will be highlighted: Students in a fibers class traveled to Rock County with iPads to map the “roots” of fibers and dyes used in projects; in Folklore, students spent two weeks exploring campus in teams with iPads for their “Wisconsin Experience”; Nelson Institute students gamed sustainability issues across campus; and an Education course culminated with students creating personalized, place-based activities.
Room: Agriculture

Students Mentoring Students: Four Campus Models

Greg Smith, First-Year Interest Groups
Janet Batzli, Biology Core Curriculum, Madison Teaching and Learning Excellence
Janet Branchaw, Institute for Biology Education
Susan Brantly, Bradley Learning Community

Peer mentoring is an innovative support strategy that can enhance student academic, social, and personal outcomes. In this workshop, peer mentors and faculty/staff will discuss program goals and structures, mentor roles, and student learning outcomes. They will also discuss how mentoring can benefit faculty and mentors themselves. Participants will then examine various program models, generate ideas, and explore what might work best to achieve their specific goals.

Room: Varsity Hall

Digital Domes: Immersive, Interactive Experiences to Transform Learning

Jim Madsen and Joel Halvorson, Wisconsin IceCube Particle Astrophysics Center
Sally Brummel, Bell Museum of Natural History University of Minnesota

See how a digital dome allows teachers to use data in a virtual environment to help students of all ages explore and develop scientific understanding. We will provide examples of interactive data sets, including a survey of the Universe and a tour of the human heart, and the tools that make investigations possible. Options for connecting multiple digital domes (regionally, nationally, or internationally) will be demonstrated through a remote “dome-cast” presentation with an off-site partner. Sponsored by Wisconsin IceCube Particle Astrophysics Center.

11:15–11:30 A.M.

BREAK AND POSTER SESSION

Poster session will continue informally until 12:30 P.M.

11:30 A.M.–12:30 P.M.

PLENARY

Varsity Hall

Innovation and the Future of Higher Education

Katharine Lyall, Past President, University of Wisconsin System

We are at an exciting watershed moment in higher education, and the role of educational innovation is more important than ever. As past president of the University of Wisconsin System and a nationally recognized leader in higher education, Dr. Lyall will provide a state and national perspective on trends in higher education. What changes are part of normal higher education cycles, and what inputs are driving American higher education to innovate in new and creative ways? What changes and opportunities do we need to pay attention to as a major public research institution? As educators and researchers? How can we harness our strengths during these times of uncertainty and rapid change?

12:30 P.M.

SYMPOSIUM ADJOURNS

1:00–2:30 P.M.

POST-SYMPOSIUM FIELD TRIP

Meet at 12:45 p.m. at the symposium registration area (Varsity Hall Lobby). The group will walk together to the WisCEL space in Wendt Commons.

Experiencing and Understanding the Student Learning Experience in WisCEL Classrooms Using a Flipped Instructional Model

Eric Osthoff, Wisconsin Center for Education Research
Sarah Mason, Wisconsin Center for Education Research
John Booske, WisCEL, Electrical & Computer Engineering

This special post-symposium session focuses on student learning experiences in flipped classes in the WisCEL program. After the Symposium convenes at Union South, the session will move to the Wendt WisCEL lab so participants can experience first-hand a flipped classroom while exploring WisCEL evaluation data about the distinctive qualities of instruction in such settings. The three phases of the session include: 1) individualized computer-based exploration of classroom data, 2) small-group collaboration around the data and a specific issue of interest of the group’s choosing, and 3) large-group discussion in which small groups report out and further discuss issues. Phases 2 and 3 will be facilitated by WisCEL researchers and instructors from whose classes the data were drawn.

Thanks for attending the Symposium!

Save the date for next year’s Teaching & Learning Symposium: May 19–20, 2014 Union South

All photos are courtesy of Office of University Communications and Marketing with the exception of Katherine Lyall, provided by the La Follette School of Public Affairs.
In the spirit of UW–Madison’s Year of Innovation, the 2013 Teaching and Learning Symposium theme is “Sparking Innovation: Ideas to Impact.” Faculty and instructors are experimenting with exciting, innovative approaches to enhance student learning, and this year’s symposium is designed to showcase examples of these ideas and practices.

The annual Teaching and Learning Symposium provides an opportunity for the UW–Madison teaching and learning community to share best practices, celebrate accomplishments, and discuss new learning and teaching practices and theories in a forum dedicated to enriching the student learning experience. Sessions are designed to engage participants, build on research, and provide concrete examples and strategies to enhance teaching and augment student learning. We are very pleased with the array of topics, ideas, approaches, and resources that you will find throughout the program. We hope that you will forge and renew connections with colleagues across campus that will extend beyond our time together at the Symposium.

We are especially grateful for the following co-sponsors whose support allowed the 2013 Teaching and Learning Symposium to take place:

Office of the Provost; Center for the First-Year Experience; College of Letters and Science; Delta Program in Research, Teaching and Learning; Division of International Studies; Division of Continuing Studies; Division of Information Technology – Academic Technology; First-Year Interest Groups; the Graduate School; Office of Human Resource Development; Institute for Biology Education; UW–Madison Libraries; Madison Teaching and Learning Excellence; Morgridge Center for Public Service; Teaching Academy; University Communications and Marketing; and University Health Services.

This year’s planning committee includes: Mo Noonan Bischof, Janet Branchaw, Brian Bubenzer, Kari Fernholz, Carrie Jensen, Linda Kietzer, John Martin, Erin McCloskey, Sarah McDaniel (co-chair), Sarah Miller (co-chair), Katie Mouzakis, Margaret Nellis, Christopher Olsen, Christine Pfund, Megan Schmid, Sheila Stoeckel (co-chair).

Thanks for joining us! On Wisconsin!

Christopher Olsen
Interim Vice Provost for Teaching and Learning
Professor of Public Health, School of Veterinary Medicine

For resources and continued conversations about the Symposium and about teaching and learning, visit http://tlsymposium.wisc.edu or follow #teachuw on Twitter.