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**Re-Scripting Teaching & Learning  
for the 21st Century**

by *Fay Yokomizo Akindes*

When colleagues talk about the UW System's Advantage Wisconsin Think Tanks, their reaction is often not unlike what I hear about Winterim. How can anything meaningful emerge in such a short period of time? As a participant in Think Tank #1 (a two-month commitment) and an instructor of a two-week Winterim course, I can say it is possible. Both experiences were intensive, focused, and thought-provoking; we started with a shared vision, created a momentum, and didn't blink until final papers were submitted. Both experiences succeeded, in part, because the horizon was always clearly in sight.

Think Tank #1's strategic challenge question was:

How can the UW System ensure that students are prepared with the integrative learning skills, multicultural competencies, and practical knowledge needed to succeed in and contribute to a rapidly changing, increasingly global society?

To prepare us for our first all-day meeting in Madison, our chair Don Christian, Dean of the College of Arts & Sciences at UW-Eau Claire, circulated two documents from the Association of American Colleges & Universities (AAC&U) to inform our discussion: *College Learning for the New Global Century*

[http://www.aacu.org/advocacy/leap/documents/GlobalCentury\\_final.pdf](http://www.aacu.org/advocacy/leap/documents/GlobalCentury_final.pdf)

and *How should colleges prepare students to succeed in today's global economy?*

<http://www.aacu.org/advocacy/leap/documents/Re8097abcombined.pdf>

Initially I approached these documents with skepticism: two more bureaucratic reports to help us to prepare yet another bureaucratic report. But my presumptions were rendered false once I started reading the first of the two documents. Ideas jumped off the page in ways that pointed to the need for change in how we approach teaching and learning. How do we teach our students what they need to survive and to thrive in an increasingly global society? How do we teach UW-Parkside students to connect beyond Highways A & E? LEAP (Liberal Education & America's Promise) inspires us to create new doors where none exist.

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Collegial best describes Think Tank #1 meetings, of which we had two. Everyone engaged with clarity of purpose, a willingness to challenge, yet also to listen. We questioned each other to consider different points of view, different realities. Expectations of teaching and research, for example, are quite different at UW-Madison compared to UW-Superior and UW-Parkside. Seven Think Tank members represented individual campuses, complemented by two community members from SC Johnson in Racine and the Wisconsin Department of Public Instruction. Our System resource members were OPID Director Lisa Kornetsky and Academic Planner Rebecca Karoff. Both provided System-informed insights that grounded our discussions while also daring us to be bold in our thinking.

Our report (<http://advantage.wisconsin.edu/reports/TTReports/FinalReport1online-2.pdf>) was collectively written and edited via email under the leadership of Don Christian. It features the "Big Ideas" that resulted from our efforts. For me, the most exciting idea

is the second one: "to LEAP into the 21st century." This challenge suggests that LEAP be adopted as a framework for evaluating and re-visioning how, what and why we teach. Folded into this idea are other "bold ideas": to truly diversify our campuses (students, faculty, staff, and administration); to increase support of faculty and teaching staff; and to flatten bureaucratic obstacles to connecting and collaborating across disciplines and geographic boundaries.

*Chancellor Keating and Dean Cress* have expressed keen interest in Think Tank #1's ideas. UW-Parkside's University Planning Council, I'm told, is developing a strategic plan that references Think Tank #1.

I'm wondering what you think of the report and how we should re-script our teaching and learning approaches for the 21st century.

*Fay Yokomizo Akindes* is an Associate Professor, Communication Department and Director, Center for Ethnic Studies

## Request for Nominations - 2008 Regents Teaching Excellence Award

The Committee on Teaching and Learning, Teaching and Learning Center, and Provost's Office are currently soliciting nominees for the 2008 Regents Teaching Excellence Award for individual Faculty/Academic Staff. From the nominations, a single nominee will be selected from UW Parkside to forward for consideration at the system-level for this award. You may self-nominate or nominate a colleague.

The following criteria from the system-level award committee will be used in selecting a nominee:

1. Excel at teaching and deeply value learning
2. Use effective teaching strategies to enhance student learning
3. Have a significant impact on students' intellectual development

Please note that the individual Regents Teaching Excellence Award is not intended as a "teacher of the year" award; rather, it recognizes career achievements in teaching. Nominees should ideally have been working for a significant period of time (perhaps 10 years) in the UW system. Nominations should be submitted to the Teaching and Learning Center ([tlc@uwp.edu](mailto:tlc@uwp.edu)) by February 1. Nominees should submit a 1-PAGE statement (single-spaced) that addresses the three criteria described above. The campus nominee will be requested to prepare additional documentation to submit to System by March 1. If you have any questions please contact Theresa Castor or Jim Robinson.

## UW-System NSSE Workshop : Jillian Kinzie to Host UW-P Mini-Conference

by Theresa Castor, Bill Blanchard, Chris Zanowski

On November 12<sup>th</sup>, the UW System Office of Professional and Instructional Development sponsored a one-day workshop in Madison on the National Survey of Student Engagement (NSSE). The workshop was led by Dr. Jillian Kinzie, Associate Director of the Center for Postsecondary Research and NSSE Institute. Bill Blanchard, Theresa Castor, and Chris Zanowski of UW-Parkside participated in the workshop.

The purpose of the NSSE is to assess students' engagement with their college experiences by asking them to report on such things as course challenge, writing, higher-order thinking skills, integrative learning, course interaction, diversity experiences, and support for student success. The rationale behind the survey is that engagement with the college experience strongly correlates with success in college. Student engagement is related to three general factors: what students do, what institutions do, and how institutions "channel student energy toward activities that matter."<sup>1</sup>

NSSE is basically an assessment tool, and as with any assessment tool, is meant to provide information for the ongoing improvement of teaching and student learning. At the workshop, we learned how to analyze and utilize NSSE data for this purpose. The types of questions that can be addressed with NSSE data include:

- "thermometer" questions (i.e., how many students have never spoken with a faculty member outside of class?);
- "how do we compare" questions (i.e., do we score above or below institutions like us?);

<sup>1</sup> From Kinzie PowerPoint presentation on "Using NSSE to Enhance Student Engagement and Success," November 12, 2007.

- "comparing groups" questions (i.e., how do transfer students compare with non-transfer students?);
- "relationship" questions (i.e., how is integrative learning related to student retention?); and,
- "multiple data sources" questions (i.e., how are Beginning College Survey of Student Engagement scores related to NSSE scores?).

Every other year, UW System's Office of Policy Analysis and Research funds the NSSE, which is administered to freshmen and seniors. The NSSE will next be administered during the Spring 2008 term beginning February 12<sup>th</sup>. UW-Parkside students will be invited by email to take the survey online. While participation is voluntary we would very much appreciate it if you would encourage your students to complete the NSSE, stressing that their responses will help Parkside improve student success.

The administration of NSSE is coordinated through Bill Blanchard's office, Institutional Research and Assessment Services. NSSE data will also be a part of the information compiled for the Voluntary System of Accountability in which all UW campuses will be participating.

We attended the workshop specifically to learn how to use NSSE data as part of the OPID Undergraduate Teaching and Learning Grant (UTLG) that the campus received to study the interrelationship between reading, engagement, and success in students' first year of college. One of the pluses of NSSE is that it can be used for a wide range of assessment activities. For example, as part of the UTLG project, we will be focusing on NSSE questions related to reading. As part of the campus UTLG project, we will be bringing Jillian to campus this spring to discuss NSSE uses with faculty and academic staff, and to develop additional ideas for maximizing the utility of NSSE data. The details of Jillian Kinzie's visit will

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be announced later. For more information on the NSSE, please go to:

<http://nsse.iub.edu/index.cfm>.

Also, you may talk with Bill, Theresa, or

Chris for more detail on our experience at the NSSE workshop.



## **Minds@UW: An Institutional Repository**

by Vanaja Menon

**I**nstitutional Repositories gained popularity during the past few years, especially since 2000 when MIT Libraries and Hewlett Packard Company jointly developed the DSpace software. The University of Wisconsin's institutional repository project, known as [Minds@UW](#), is based on the DSpace software. The UW Digital Collections Center (UWDCC) established Minds@UW to "gather, distribute, and preserve digital materials related to the University of Wisconsin's research and instructional mission".

A popular definition for an institutional repository is that it is a "digital collection capturing and preserving the intellectual output of a single or multi-university community". This is the definition that was adapted in the SPARC publication "the case for institutional repositories: a SPARC position paper", prepared by Raym Crow. Conference papers, instructional materials, datasets, art works, learning objects, posters, born-digital materials, theses, dissertations, student projects, multimedia (podcasts, video lectures, etc) are commonly included in an institutional repository. It is important that the author or the university owns copyright for materials added to the repository. Due to the crisis in scholarly communication and skyrocketing cost of scholarly journals in many disciplines access to published academic work has been curtailed in many parts of the world. It is especially beneficial if an author could make it part of the agreement with the publisher that a copy of the journal article accepted for publication be included in his/her

institutional repository. Materials made available through an institutional repository gives open access to scholars around the world for very little or no cost. By showcasing its intellectual output a university gains global reputation and the authors get their research results out quickly to their peers worldwide.

On many campuses, faculty still hesitate to deposit their intellectual work in their institutional repositories for fear of copyright infringements. A handful of UW institutions have established an institutional repository by depositing student projects, honors papers, lecture series, posters, etc., after obtaining permission from individuals who own intellectual property rights to these materials. The Minds@UW is comprised of five sections: communities, and collections, titles, authors, subjects and by date. Each UW campus is a community and one can choose to browse its collection if a repository has been already established and materials have been deposited. The UWDCC and DoIT manage the technical structure and digital preservation program. The UW Libraries play a critical role by setting up and providing support to new communities in [Minds@UW](#). The [Minds@UW](#) website lists many benefits of this project, such as safe, long-term archiving, permanent, unbreakable URLs and being indexed by Google and Google Scholar. The UWDCC encourages all UW campuses to participate in this project. For more information and an explanation of the key aspects of an institutional repository, see <http://www.digital-scholarship.org/ts/irtoutsuite.pdf>.

## Featured Teacher

by Catherine Amaris Mossman

One of the reasons that I enjoy working at a smaller university like UW-Parkside is that I feel that I get to know students on an individual basis. This familiarity carries over to many “teachable moments” outside of the classroom for both the students and me. For example, recently I was engaged in a conversation with a student after a lab class about the difference in the nucleation of red blood cells in mammals and amphibians. I only explain and expect the students to know the basic difference. However, this student spent a half hour with me after class wanting to explore the topic more because it overlapped with his job as a medical technician and phlebotomist. I learned from him some of the clinical aspects of red blood cells in humans and what doctors are looking for in blood work. I have learned that teaching does not stop when the “bell rings” and it is definitely not a one-way street!

At a university like UW-Parkside that is committed to high quality educational programs I view teaching as one of my highest priorities. I believe it is important to prepare students to learn and think independently since this will help them be life-learners as they continue their studies or deal with every day issues. Students need to take ownership and be proud of their knowledge.

In teaching I believe that there is not a “one-fits-all” strategy. In order to decide what to emphasize in a certain course, I take into consideration the course content and the audience. For upper level courses I use problem-solving and discussion based lectures. I encourage students to think critically and I have high expectations from them since I know that when they reach that level, they will be proud of what they have learned. An upper level course must be intellectually rewarding and academically challenging, but not

overwhelming enough to the point of complete frustration.

For non-science majors I face two main challenges. One is to select topics that are interesting to them; the second is to encourage a more positive attitude towards science. Their college biology may be their only training in the sciences and their only opportunity to learn about the living world! One non-majors course that I am fortunate to teach is environmental science. It is not unusual to have some students indicate on their evaluation of the course how they initially dreaded taking a science course only to find out how interesting they found the material to be.

I think that part of this positive feedback is due to the fact that I try to promote **ENGAGEMENT** in a science course. Traditionally, biology courses with laboratory components are a “hands-on” experience in which students get to do dissections and use microscopes and other basic scientific equipment. However, it becomes more challenging in a traditional three credit biology lecture course for majors or non-majors to convey the material in an interesting and memorable format. Therefore, I try to use a variety of teaching tools in the classroom when appropriate to engage learning.

For example, in the classroom I incorporate exercises that involve the use of various skills (visual, concept mapping) and I encourage students to find out what is the best way for them to learn the material. Whenever possible I try to break up a lecture by having group activities where students interact with each other. This increases their attention span and ability to focus on the topic. Students are also to choose topics of their own to research and present to the class. Adding this component allows students to

be the “experts” on their topic and can boost levels of confidence and pride in that which they have learned. At all levels of teaching I always let students know that participation is expected and appreciated.

I also present lectures taking advantage of available media. Images are very important in biology and today’s textbooks allow me to use these images in preparing inquiry based lectures. I have found that this approach promotes retention of information and discourages fact memorization. Using images and less wording increases attention and discourages rote note taking. I also like to take advantage of students’ natural curiosity as a starting point in my lectures. I usually begin with a question about why and/or how something happens. Students are fascinated with the “extreme” and “abnormal” which are topics that are great to discuss in a biology class. Examples abound of organisms that inhabit or perform under unusual conditions or that behave in a surprising way. It always amazes me how well these examples trigger students to remember the main topic.

Teaching can become stagnant if the teacher does not allow him/herself time to read and incorporate current literature into lectures and participate in teaching-related seminars, conferences, and activities. Some recent ways in which I have tried to incorporate this thinking into my teaching are: (1) I recently published a “how-to-do-

it” article in American Biology Teacher with former UW-Parkside colleague, Elizabeth Skendzic on a new laboratory that she and I introduced into the organismal biology lab course; (2) I applied and received funding from We Energies to attend a conference in Summer 2007 on Wind power. I plan to incorporate these new ideas into my environmental science course; (3) I recently developed and received results from a survey for our Biology 101 and 102 students about perceptions that they have about these courses. I feel that knowing as much as I can about the students that I have in my courses and their previous preparation can help me to design and implement a better course, and (4) I have developed a new lab course for Spring 2008 to complement the BIOS 340 (Animal Behavior) class that I teach. This addition came in response to an overwhelming number of student evaluations indicating the desire for more “hands-on” experience with the subject matter. It’s unusual for students to ask for more work from a course, so how could I refuse!

Lastly, I would like to say that I believe that teaching should be done with grace, humility and with mutual respect for the student/teacher relationship. When teaching is done right, the reward of seeing a student succeed can actually leave a teacher speechless ...which is hard to do!

Catherine Amaris Mossman is an Assistant Chair/Senior Lecturer, Department of Biological Science

## Call for Proposals – OPID Undergraduate Teaching & Learning Grant 2008-2009

by Jim Robinson

**T**he Undergraduate Teaching and Learning Grant (UTLG) for 2008-09 will be used to bring to the System level successful examples of campus initiatives that foster teaching and learning. The grant is designed to expand the scope of programs that have moved

institutions forward with important new strategies for enhancing teaching and focusing on student learning in order to make those programs available across the UW System. Details will be released soon with an April 15 deadline for submission.

## UPCOMING EVENTS-SPRING 2008

Brown Bag #1: **CIRTL**/ Mon., Feb. 4, 2008, 12:00 - 12:50 p.m. Faculty/Staff Lounge, Wyllie 247.

The [Center for the Integration of Research, Teaching and Learning](#) provides resources that are targeted for STEM educators but are useful to faculty in all disciplines.

Teaching & Learning Strategies-Session 1: **Smartboards**/ Tues., Feb. 5, 2008, 12:30 - 1:50 p.m., MOLN 114 repeated Wed., Feb. 6, 2008, 2:00 - 3:30 p.m., MOLN 218

Learn how these tools can facilitate learning through media and the nuances of how they work (including the DVD player).

Faculty Development Workshop #1: **Sensory Disabilities**/Thurs., Feb. 7, 2008, 3:00 - 4:30 p.m., Galbraith Room. Special Guest: Jason Altman, Regional Coordinator for the Office of Deaf and Hard of Hearing and Bonnie Peterson. Senior Lecturer, Department of Communication

Teaching & Learning Strategies-Session 2: **Grading With Word Editing Tools**/Tues., Feb. 12, 2008 12:30 - 1:50 p.m. repeated Wed., Feb. 13, 2008, 1:00 - 2:30 p.m., Learning Tech Center WYLL D150D: These sessions will address grading student's word processed papers using Word editing tools.

Faculty Development Workshop #2: **Psychological Disabilities**/Thurs., Feb. 14, 2008, 3:00 - 4:30 p.m., Galbraith Room.

Teaching & Learning Strategies-Session 3: **Group Work**, Tues., Feb. 26, from 12:30 until 1:50 p.m. and Wed., Feb. 27, 2008 from 1 until 2:30 p.m., Faculty/Staff Lounge, Wyllie 247.

Faculty Development Workshop #3: **Other/Chronic Illness Disabilities**/ Thurs., Feb. 28, 2008, 3:00 - 4:30 p.m. Galbraith Room.

Brown Bag #2: **Faculty & Student Boundaries**/ Mon., Mar. 3, 2008, 12:00 until 12:50 p.m., Faculty/Staff Lounge, Wyllie 247.

The presenter for this event will be Mary Lenard of the Center for Gender & Women Studies.

Teaching & Learning Strategies-Session 4: **Using Case Studies as Teaching Tools**/Tues., Mar. 4, 2008, 12:30 - 1:50 p.m. repeated Wed., Mar. 5, 2008, 1:00 - 2:30 p.m. Faculty/Staff Lounge, WYLL 247.

Teaching & Learning Strategies-Session 5: **Effective Questioning Techniques**/ Wed., March 12, 1:00 - 2:30 p.m. repeated Tuesday, April 1, 12:30 - 1:50 p.m. Faculty/Staff Lounge, Wyllie 247.

**NSSE Mini-Conference**/Fri., Mar. 28, 2008, 12:00 - 4:00 p.m., Faculty/Staff Lounge, Wyllie 247.

Special Guest: Jillian Kinzie, Associate Director of the Center for Postsecondary Research and NSSE Institute.

Brown Bag #3: **Course Evaluations**/Mon., Mar. 31, 2008, 12:00 - 12:50 p.m., Overlook Lounge, Wyllie 275.

**SSI Mini-Conference**/Fri., Apr. 11, 2008, 12:00 - 4:00 p.m., Faculty/Staff Lounge, Wyllie 247.

Brown Bag #4: **ESL** (tentative) /Mon., Apr. 14, 2008, 12:00 - 12:50 p.m., Faculty/Staff Lounge, Wyllie 247.

Brown Bag #5: **Peer Visitor Program**/ Mon., Apr. 28, 2008, 12:00 - 12:50 p.m., Overlook Lounge, Wyllie 275.

**End-Of-Year Mini-Conference-Summer Institute**/Fri., May 9, 2008, 12:00 - 4 p.m., Faculty/Staff Lounge, Wyllie 247.

## UW-PARKSIDE

Teaching and Learning Center  
University of Wisconsin-  
Parkside  
900 Wood Road,  
P.O. Box 2000  
Kenosha, WI 53143

Phone: 262.595.2068

E-Mail: [tlc@uwp.edu](mailto:tlc@uwp.edu)

### TLC HOURS

Mon. through Fri.,  
8 a.m. until 4:30 p.m.



## TLC CALENDAR OF EVENTS-2008

Teaching and Learning Center/245 Wyllie

Faculty-Staff Lounge/247 Wyllie

- **Feb. 4, 12-1 p.m.:** Brown Bag-CIRTL /Faculty-Staff Lounge
- **Feb. 7, 3-4:30 p.m.:** Sensory Disabilities Fac. Dev. Workshop-Galbraith Rm.
- **Feb. 14, 3-4:30 p.m.:** Psychological Disabilities Fac. Dev. Workshop-Galbraith Rm.
- **Feb. 18, 12-1 p.m.:** Brown Bag- CIRTL/Overlook Lounge-Wyllie 275
- **Feb. 22, 12-4 p.m.:** Gen Ed Mini-Conference/Faculty-Staff Lounge
- **Feb. 28, 3-4:30 p.m.:** Other/Chronic Illness Disabilities Fac. Dev. Wkshp-Galbraith
- **Mar. 3, 12-1 p.m.:** Brown Bag-Faculty & Student Boundaries/Faculty/Staff Lounge
- **Mar. 28, 12-4 p.m.:** NSSE Mini-Conference/Faculty-Staff Lounge
- **Mar. 31, 12-1 p.m.:** Brown Bag-Course Evaluations/Overlook Lounge-Wyllie 275
- **Apr. 11, 12-4 p.m.:** SSI Mini-Conference/Faculty-Staff Lounge
- **Apr. 14, 12-1 p.m.:** Brown Bag-ESL/Faculty/Staff Lounge
- **Apr. 28, 12-1 p.m.:** Brown Bag-Peer Visitor Program/Overlook Lounge-Wyllie 275
- **May 9, 12-4 p.m.:** End-Of-Year Mini-Conference/Faculty-Staff Lounge

## Teaching & Learning Strategies Series-Spring 2008

- **Feb. 5, 12:30-1:50 p.m.:** Session 1: Smartboards/Learning Tech Center
- **Feb. 6, 2-3:30 p.m.:** Session 1: Smartboards/Learning Tech Center
- **Feb. 12, 12:30-1:50 p.m.:** Session 2: Grading with Word Editing Tool/Learning Tech Center
- **Feb. 13, 1-2:30 p.m.:** Session 2: Grading with Word Editing Tool/Learning Tech Center
- **Feb. 26, 12:30-1:50 p.m.:** Session 3: Group Work/Faculty-Staff Lounge
- **Feb. 27, 1-2:30 p.m.:** Session 3: Group Work/Faculty-Staff Lounge
- **Mar. 4, 12:30-1:50 p.m.:** Session 4: Using Case Studies as Teaching Tools/Faculty-Staff Lounge
- **Mar. 5, 1-2:30 p.m.:** Session 4: Using Case Studies as Teaching Tools/Faculty-Staff Lounge
- **Mar. 12, 1:00-2:30 p.m.:** Session 5: Effective Questioning Techniques
- **Apr. 1, 1-2:30 p.m.:** Session 5: Effective Questioning Techniques

## Schedule of Upcoming Teaching/Learning Events

- Feb. 8-10, 2008:** 2008 Lilly Conference on College and University Teaching: Learning By Design/Greensboro, NC
- Feb. 21-23, 2008:** Integrative Designs for General Education & Assessment/Boston, MA
- Apr. 1-4, 2008:** The Chair Academy's 17<sup>th</sup> Annual International Conference: Soaring to New Heights through Exemplary Leadership/Denver, Colorado
- Apr. 10-12, 2008:** Discovering, Integrating, And Applying Knowledge: Effective Educational Practices for Today's Students & Tomorrow's Innovation/Austin, TX
- Apr. 17-18, 2008:** Symposium on Cultural Diversity in the Curriculum: Sharing Ideas and Best Practices Across the UW System/UW-Milwaukee

## OPID CALENDAR/2008

- ❖ Feb. 15, 2008: UTLG (Undergrad. Teaching & Learning Grant) Meeting
- ❖ Mar. 7, 2008: OPID Council-Spring Meeting, J.F. Friedrich Center, Madison
- ❖ Mar. 14, 2008: Conference Development Grants-Proposals for Fall 2008 due
- ❖ Apr. 1, 2008: Faculty College 2008-Nominations due
- ❖ Apr. 4, 2008: Lesson Study Meeting, LaCrosse
- ❖ Apr. 11, 2008: Analyzing Written & Spoken Data Workshop/Madison Pyle Center
- ❖ Apr. 17-18, 2008: Symposium with IRE, UW-Milwaukee
- ❖ May 27-30, 2008: Faculty College 2008, UW-Richland
- ❖ Jun 23-27, 2008: 2008-09 Wisconsin Teaching Fellows & Scholars-Summer Institute
- ❖ Jun 30, 2008: Conference Development Grants-Final Reports for Spring 2008 due

