

Striving for Excellence

April 11, 2012

Volume 7 Issue 2

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Wisconsin Teaching Fellows and Scholars

by Jim Robinson, Director, T&L Center

ON Thursday, April 5, 2012 there was an OPID sponsored poster session in Madison highlighting the scholarship of teaching and learning (SoTL) projects of Wisconsin Teaching Fellows and Scholars (WTFS) across the state. An honorary dinner followed the poster session with a keynote by Senior Vice President Mark Nook.

Teaching fellows are composed of early career faculty and scholars are tenured faculty with over ten years experience. Representing UW-Parkside as the Wisconsin teaching Fellow was Teresa Coronado, Assistant Professor in English.



Partial Wordle from WTF poster

Representing UW-Parkside as the Wisconsin Teaching Scholar is Michael Gurtman, Professor in Psychology. His SoTL research was an investigation of the impact of incorporating the NY Times newspaper into the introductory psychology classroom. Students identified psychology-related articles in the news, and wrote a series of reflection pieces that also included critical thinking. Analyses indicated that students were successful in identifying psychology-relevant research and applying critical thinking. Both Michael and Teresa will present their posters and discuss their WTFS projects at a Brown Bag on Wednesday, April 25, in the Hickory Room, Student Center.

The UW-Parkside Wisconsin Teaching Fellow for next year is Claire Hicks, Lecturer in Modern Languages. The Teaching Scholar is Megan Mullen, Professor in Communication. Claire's project will address student motivation in foreign language programs. Megan's research question will investigate whether the current "blended" delivery format of her COMM 360: Contemporary Media Industries offers a flexible learning model appropriate for the needs of UW-Parkside students. If so, what are the effective attributes of this model, especially as might be replicated in other courses?

Online Course Developers to Continue in Summer 2012

by Megan Mullen, Professor, Communication Department

The Teaching & Learning Center is very pleased to announce the list of those taking part in this year's Summer Online Faculty Developers Workshop:

Fay Akindes, Communication and Ethnic Studies, Karin Andersen, Liberal Studies, Sylvia Beyer, Psychology, Ami Bouterse, Music, Alex McNair, Modern Languages and Liberal Studies, Jonathan Olsen, Political Science and International Studies, Ubaldo Quevedo, Computer Science, Helen Rosenberg, Sociology/Anthropology, John Skalbeck, Geosciences.

The workshop, now in its third year, is co-directed by Jim Robinson, Director, Teaching & Learning Center and Megan Mullen, Professor, Communication. Participants were selected based on the specific courses they proposed to develop for online instruction, how those online courses might contribute to the university's mission, support from their departments or programs, and previous experience using the D2L course management software.

A primary goal for the workshop is to help online course developers remain mindful of quality learning outcomes as they shift to a new mode of delivery. There are always a few

challenges to doing this! Training and experience in online teaching techniques and course design can be very beneficial, though, as this encourages instructors to focus on and further develop coherence in course structure, well-planned assessment methods, creative uses of new technology, and other aspects of good teaching.

During the month of June, participants will puzzle over exercises such as taking a favorite activity from the "live" classroom and developing an online activity that addresses the same learning outcome. They will ponder such teaching environment-related concerns as how an online instructor might establish and maintain a "presence" or "persona" to keep students feeling connected. And they will immerse themselves in the environment of D2L and related technologies as never before, so as to move beyond a simple text-based interface for interactions among class members.

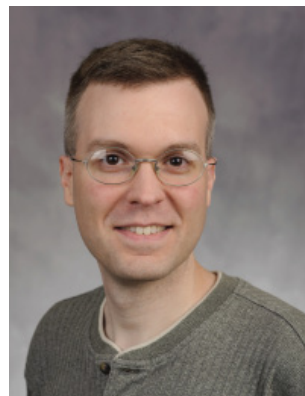
By the end of the summer, all workshop participants will have developed fully online courses ready for delivery in 2012-13. The campus community will have the opportunity to see the new courses at a fall showcase.

Featured Teacher : Teaching Philosophy

by Rich Karwatka, Lecturer, Learning Assistance, Mathematics

It is my belief that the most productive teaching and learning of mathematics occurs when instructors strive for clarity in their presentations of mathematical content and engage students in such a way as to engender the confidence they require to adapt and apply that content independently and successfully. Broad as it may be, it is this fundamental statement that undergirds and informs the entirety of my instructional practice.

Like any teacher of mathematics, I want my treatment of the material to be clear, and the quest for that clarity extends far beyond the simple



delivery of a set of carefully-constructed lectures. True, I spend a significant amount of time and effort writing examples that I believe will be illustrative of the topics I present in my courses, but that preparation is only the beginning. I want my students to take ownership of the content as it is developed, so after being

admittedly fairly directive in the demonstration of an initial example or two, I try as much as possible to transform the lecture from a monologue into a conversation by soliciting student input at each stage in the solution process for every subsequent problem we engage that day. Especially at the beginning of a semester when students might be unaccustomed to this more interactive style of lecture, this approach sometimes leads to what the outside observer might construe as some excruciatingly long awkward silences, but it has been my experience that the majority of students adapts relatively quickly to the daily norm of our courses and soon forms an engaged and vocal community that is an active participant in its own learning. By the time they receive their daily homework assignment at the end of the lecture that their own participation has helped to craft, my students have built technical experience and, perhaps as importantly, confidence to meaningfully engage the problems I will collect from them for grading and feedback at the beginning of the following lecture.

This notion of building confidence, then, is what I consider to be the often unheralded partner to clarity in fostering student success in mathematics courses, for even the most inspired explanation of content will likely do little for students who are convinced that mathematics is somehow inherently beyond their understanding. In an effort to break down the myth of mathematics as a monolith of technical facts seemingly disconnected from human reality, I have become something of an informal student of the history of mathematics, sharing with my students the stories of some of the historic figures who developed the ideas we study in an effort to make the point that the system of mathematics is a human construct whose elements can therefore be accessible to ordinary people. Once students have at least subliminally absorbed this notion, I have found that they are far more willing to engage our course content, and so that the further confidence they derive from this engagement is indeed legitimate, I ask much of them in the problems they complete for me. Even when my students visit my office hours to seek help in working the exercises with which they have difficulty, I attempt to guide them to their own construction of solutions via a sequence of pointed questions, again underscoring the fact that, with occasional minimal scaffolding, they are capable of overcoming their own

mathematical misconceptions. Simply believing that they can master mathematical content increases the probability that students will put forth the effort required to do so.

Like any instructor attempting to realize the dual goals of achieving content clarity and fostering student confidence, I still, of course, have a lot of work to do. Knowing this, I complete a detailed analysis by the end of each semester on student achievement in my courses, both in terms of the semester overall and as regards performance on individual assignments and assessments. This information has been useful to me in adjusting my approach to particular topics in an effort to improve student understanding and performance in subsequent semesters. What is more, since 2007 I have been repeatedly afforded the opportunity here at UW-Parkside to experiment with differing course formats including the Augmented, Learning Community, and Student Support Services versions of MATH 111 (College Algebra I) and the Structured Learning Assistance and Supplemental Instruction versions of ACSK 015 (Elementary Algebra). I also as of 2010 took on the role of mathematics consultant to the UW-Parkside Tutoring Center, offering the mathematics tutors refreshers on content from algebra to calculus in addition to facilitating discussions on the merits of a question-based approach to guide students in formulating their own solutions to problems they find challenging. I firmly believe that these engagements beyond the confines of the classroom have been vital to efforts to improve my practice to the benefit of future students.

To conclude, I love my subject, and I relish the continuous challenge of effectively sharing it with others. I am, of course, deeply honored to have received the Stella Gray Teaching Excellence Award for 2010-2011, but much more than this, it is a daily privilege to be part of a community of so many devoted educators across departments and disciplines at the very University that set me on the path to my higher education and beyond.

Rich Karwatka is a recipient of the 2011 Stella C. Gray Teaching Excellence Award.

UW-Parkside submitted three applications for OPID Conference Development grants and all were funded. The following three articles outline those events.

Internationalizing the Curriculum

by Farida Khan, Professor, Economics

The internationalizing the curriculum workshop was held on March 23, Friday from 9AM- 4PM. The program started with the findings of the strategic planning grant which allowed the organizers of the workshop – Professor Peggy James, Professor Farida Khan, and Dr. Consuelo Clemens, to carry out an inventory on the extent of internationalization of the curriculum. Throughout the day, internationalization was cast as a cultural competency, and the goal was a transformative one, such that students would learn to question their notions of the self and the other. Dr. Francine Klein from UW–La Crosse gave a presentation “Reaching Out to the World: An

Intentional Path Towards an Internationalized University”. Following this, a session on best practices was held. During lunch the audience watched a movie on the imperialistic nature of Western education. Lively discussions followed; a sample syllabus was changed by the facilitators and the group, with many ideas exchanged regarding internationalization and assessment. Apart from the organizers and presenters, eleven faculty and staff attended the entire workshop. All participants have been encouraged to follow up to apply to attend the General Education workshop in the summer.

UW-Parkside Campus Untangles Racism

by Fay Akindes, Director, Center for Ethnic Studies

“Hearing people’s stories, on a personal level, lifted my spirits.”

-- anonymous conference participant

The Center for Ethnic Studies (CES) was awarded a \$500 mini-conference OPID grant to support its spring conference, **Untangling Racism: Reflection, Dialogue, Synthesis**, on Thursday, March 8, in the Student Union Cinema and Ballroom. Four sessions addressed scholarly research -- the history of lynching, racial segregation, racial profiling, and the prison industry; digital stories, multi-perspective dialogues, and structured small-group discussions. More than 800 students, faculty, staff, administrators, alumni, and community members participated in the conference. Professors from multiple disciplines – sociology & anthropology, psychology, business, communication, geography, music, criminal justice, humanities, English, women’s studies, and health, exercise science & sports management --brought their classes to engage in

difficult and uplifting dialogues about racism.

The conference opened with an a cappella performance of *Strange Fruit*, an anti-racist song made popular by Billie Holiday in 1939, sung by UWP music major *Michaela Usher*. Ethnic Studies minors *Whisper Jackson*, *Michelle Lascon*, *Billy McCollum* (editor), and *John Worrell* shared powerful digital stories. The morning panel consisted of *Billy McCollum*, *Brandi Liantonio*, *Dr. Jennifer Correa*, and *Dr. Edward Twyman*. Sharing research on race-related topics were *Dr. Jennifer Correa*, *Dr. Kenny French*, *Dr. Laura Khoury*, and *Dr. Guadalupe Vidales*. The afternoon panel consisted of *Mary Fogarty*, *Alfredo Sandoval-Flores*, *Dr. Maria Martinez* and *Dr. Dean Yohnk*. The conference ended with structured small-group dialogues facilitated by faculty and staff: *Linda Crafton*, *Won Ha*, *Jordania Leon-Jordan*, *Farida Khan*, *Daun Kihslinger*, *James Kinchen*, *Peter Knight*, *Katie Lohre Rose*, *Maria Martinez*, *John Moore*, *Adrienne Viramontes*,

and students: Delicia Evans, Whisper Jackson, Michelle Lascon, John Worrell. Jonathan Shailor facilitated dialogues throughout the day.

Feedback from participants reinforced the need for structured and organized opportunities for different cultures to interact. The CES is

planning follow-up events to continue the dialogue.

Educator Development Learning Community

by Pat Hoffman, Director, Teacher Preparation and Professional Development

On January 19, 2012 the Office of Teacher Preparation and Professional Development was able to host an important meeting with the many stakeholders who have worked on the design of the new 21st Century Educator Development Program. The faculty, staff, community and K-12 partners met to review the work to date and provide critical feedback to the

staff and the Coordinating Council. This meeting, held in the Student Center Ballroom, served as a celebration of work accomplished and as an inspiration for work yet to be done.

Summer Grant Development Workshop

by Julie Dresen, Director, Research Administration and Grants

Five faculty members were selected to participate in the first UW-Parkside Grant Writing Workshop. The goal of the workshop is to provide participants with the ability to develop high quality grant proposals.

Professor Patricia Cleary

Title: "Expanded investigations of ozone profiles over Lake Michigan"

Funding Source: National Science Foundation

Patricia Cleary is interested in acquiring more instrumentation aboard the Lake Express to better monitor air pollution over Lake Michigan. She hopes to develop a balloon-launching program to assess vertical profiles over the Lake as well and will seek funding from the National Science Foundation.

Professor Theresa Castor

Title: "Disasters and Decision-Making Communication: Case Study Analysis of Hurricane Katrina and Other Disasters"

Funding Source: National Science Foundation

Theresa Castor has been working with a colleague from the University of South Florida on decision-making communication during

crises. The general research area involves analyzing decision-making communication when public officials are deliberating on what type of actions to take during a crisis.

Professor Suresh Chalasani

Title: "mHealth Tools to Monitor and Facilitate Better Diabetes Care for Native American and Hispanic Patients"

Funding Source: NIH (or National Science Foundation)

In the proposed project, we plan to use mobile health (mHealth) technology solutions in order to facilitate better diabetes care for Native American and Hispanic patients. The social objective of the project is to enhance diabetes care for the underserved Native American and Hispanic populations, while the technical objective is to study the impact of mHealth technologies on (i) patient-provider communication, (ii) patient self-management and adherence to treatment plans for chronic diseases such as diabetes.

Professor Zhaohui Li

Title: "Interactions Between Geologic Colloids and Pharmaceuticals in Aquatic Environment"
Funding Source: National Science Foundation
Professor Li's research is focusing on the interactions between antibiotics and geologic colloids as well as the adsorbed antibiotics to the influence of their antimicrobial activities. It was found that swelling clay minerals, such as smectite, could absorb up to 30% of their weight for tetracycline, ciprofloxacin, and antihistamine medicines such as chlorpheniramine and diphehydramine. Once the antibiotics are adsorbed into the interlayers of these swelling clays, their antimicrobial activities are greatly reduced. This reduction in antimicrobial activities might induce antibiotic resistance of soil microbes if they were in contact with

antibiotic-adsorbed clay and soils. He has extensive collaboration with colleagues in China, Taiwan, and UWM and has more than ten papers published in this area of research in the last three years.

Professor Derek Riley

Title: "Using Mobile Devices to Investigate the Use of Crowdsourcing Solutions to Challenging Computing Problems"
Funding Source: National Science Foundation
Potential Funding source: NSF: Research Experience for Undergraduates
Goal: To provide funding for a recurring summer research opportunity for undergraduate students.

Congratulations to all of the participants!

Posters Addressing Healthcare Delivery Featured at Statehouse Rotunda

by Abey Kuruvilla, Assistant Professor, School of Business

Dr. Abey Kuruvilla and his students Chris McMahan and Trevor Severson, presented their research "Improving Healthcare Delivery in the Department of Corrections" at the Posters in the Rotunda event, held at the Capitol Building in Madison on the 8th of March 2012. The research that looked at lean ways to significantly reduce the time it takes for inmates to see a healthcare provider using electronic means, generated considerable interest and discussion with lawmakers in Madison. Sen. Van Wanggard (R), offered to speak to the Secretary of the Department of Corrections, Gary Hamblin, to move the project forward to be adopted at the state level. These recommendations to increase the efficiency of the process could, if implemented, potentially save the State millions of dollars every year, resulting from printed forms to lawsuits. James Greer, the Director of Health Services for the Wisconsin Department of Corrections, remarked that this research really brought attention to the issue of inefficiencies in the system. Rep. Roger Rivard (R) remarked that it would be a no-brainer to implement an electronic system as the one proposed. Both Sen. Bob Wirsch (D) and Rep. Cory Mason (D) offered all possible help to move the project to implementation. Sen. Wirsch, requested a presentation of the project in his



(l-r: C. McMahan, T. Severson, D. Ford, A. Kuruvilla)

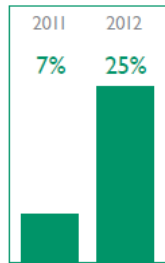
office. All lawmakers also requested copies of the poster and the presentation for their offices. Both Chancellor Debbie Ford and Provost Terry Brown personally congratulated the group and spoke of this project being an excellent example of the work of undergraduate students at UW-Parkside and offered help from their respective offices to move the project forward. The project also got a mention in UW System President Reilly's report to the Board of Regents and is scheduled to be presented at the 12th Annual UW System Symposium for Undergraduate Research, hosted by UW Parkside, on 27th April. It was also reported in the Milwaukee Sentinel as well as the Barron News Shield.

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iPad Initiative

by Jim Robinson, Director, Teaching & Learning Center

A survey conducted by the Pearson Foundation, an independent non-profit organization, indicated some interesting trends in tablet usage in education. Of note:



- Tablet ownership has more than tripled among college students since March 2011, with one-quarter of students now owning a standard tablet (25%), compared to only 7% in March 2011.

- Almost one-half of current tablet owners (46%) say that they intend to purchase another tablet within the next six months.

- Six in ten high school seniors (58%) have read digital textbooks, compared to 41% a year ago.*

It is with respect to this dramatic increase in tablet usage by students, coupled with the expected usage of future students, that the Provost's Office acted to initiate the iPad project. Funds were allocated to provide twenty iPad3s to innovative faculty and instructional academic staff who will explore how to improve learning outcomes through the use of the latest iPad in the classroom.

Those involved in the project represent twelve different disciplines. Congratulations to the following successful applicants:

Dirk Baldwin, Sylvia Beyer, Misti Bradford, Britnee Ramirez, Theresa Castor, Patti Cleary, Teresa Coronado, Parag Dhumal, George Li, Dennis Kaufman, Abey Kuruvilla, Michelle Gee, Sandy Moats, Megan Mullen, Peter Knight, Daphne Pham, Mary Kay Schleiter, Jonathan Shailor, Alvaro Garcia, and Nancy Whitaker.

All project participants will participate in the workshop *Learning Tour Outline: Reshaping content, Engaging students*. It will be provided by Apple, is of 3 ½ hours duration, and will be offered twice to accommodate individual's schedules; 8:30 a.m. to noon, repeated 1:00 p.m. to 4:30 p.m. In addition, Apple will provide iPads so that those not involved in the iPad initiative will be able attend and participate. If you have an interest, please contact Jim Robinson at tlc@uwp.edu to register to attend this event.

Participants in the project will be exploring the implementation of the iPad during the Fall 2012 semester. A campus-wide showcase event that will disseminate the results of the participant's investigations is planned for the Spring 2013 semester.

*View the full report at:

http://www.pearsonfoundation.org/downloads/PF_Tablet_Survey_Summary_2012.pdf

UW-Parkside/UW-Waukesha Partner in UWSA Quality Collaboratives Project

by Jim Robinson, Director, Teaching & Learning Center

Representing the UW-System in the AAC&U Quality Collaboratives project are two pairs of institutions; UW-Parkside/UW-Waukesha and UW-Oshkosh/UW-Fox Valley. There are only seven institutions participating nationwide in the Quality Collaboratives project which is sponsored by a grant from the Lumina Foundation. As participating institutions, UW-Parkside/UW-Waukesha are developing methods to investigate patterns of articulation, similarities in curriculum and

student achievement of outcomes. AAC&U's Essential Learning Outcomes, High Impact Practices, and VALUE rubrics provide a framework for this work. The pilot projects of all institutions involved nationwide will be used to test the Lumina Foundations Degree Qualifications Profile. The UW-Parkside team consists of Dennis Rome, Theresa Castor, James Robinson and Julie Dresen.

UW-PARKSIDE

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8 a.m. until 4:30 p.m.

Upcoming Teaching/Learning Events

Wed., Apr. 25: *UW-Parkside Wisconsin Teaching Fellow & Scholar SoTL Research Presentations Brown Bag, 12-1 p.m., Hickory Room – Student Center*

Fri., May 4: *End of the Year Mini-Conference: CoTL Presents the Spring Teaching Workshop on Teaching Ethics, 1-4 p.m., Hickory Room – Student Center*



T&LC Offers Formative Evaluation Service

Ever wonder what your students are thinking during the semester but you cannot find the time or are not familiar with the Qualtrics software for creating an online survey? Simply send the T&LC a word document with the questions you would like in an online survey and we will create it for you. You will receive the survey's web address and can receive the data in multiple formats. Pose either quantitative or qualitative questions or both. For more information contact us.

OPID CALENDAR/2012

- ❖ Apr. 26-27,, 2012: Center Directors & Developers Council Annual Professional Development Session, Grainger Hall, Madison, WI
- ❖ May 29-Jun1,2012: Faculty College 2012, UW-Richland
- ❖ Jun 11-15, 2012: 2012-13 WTFS - Summer Institute, Pyle Center, Madison, WI
- ❖ Jun 25, 2012: Conference Development Grants – Final Reports for Spring 2012 Due