

UW-STEVENSONS POINT TEACHING CONFERENCE AGENDA

FRIDAY, JANUARY 15, 2021

Keynote presentation 10:00 - 11:30 a.m.

The UWSP Interactive Theater Project presents

Learning During COVID-19

Created and presented by UW-Stevens Point undergraduate students

Ka Yang, Eva Bower, and Ian Okamoto

Time	Virtual Room A	Virtual Room B
Noon - 12:45 p.m.	Teaching Students "How to College" - an Interactive Conversation Trisha Lamers, Lisa Michalec	How Students Navigate Canvas Mark Tolstedt, Krista Slemmons, Cady Sartini, Sarah Ross, Holly Petrillo, Lyna Matesi, Brian Krolczyk, Rachel Brashier
12:45 - 1:00 p.m.	Break	
1:00 - 1:45 p.m.	Fostering Courage & Curiosity When We Just Want to Nap Kym Buchanan, Shanny Luft	Squirrel-Net: Improving Research Skills by Involving Students in a National Study of Squirrel Behavior Christopher Yahnke, Brian Barringer
1:45 - 2:00 p.m.	Break	
2:00 - 2:45 p.m.	Shifting Center - Perspectives on Creating an Anti-Racist Department from an All-White Faculty Lisa Golda, Jim O'Connell, Sarah E. Ross	"Backwards Design", "Flipped Classroom", and "Modular Design": Rebuilding a Class to Comply with COVID Restrictions Michael Demchik
2:45 - 3:00 p.m.	Break	
3:00 - 3:45 p.m.	Empowering Teachers to Discover Artificial Intelligence (AI) in STEM/STEAM in a Pandemic Era Kele Anyanwu	How Students Use and Respond to Zoom Mark Tolstedt, Krista Slemmons, Cady Sartini, Sarah Ross, Holly Petrillo, Lyna Matesi, Brian Krolczyk, Rachel Brashier
3:45 - 4:00 p.m.	Break	
4:00 - 4:45 p.m.	Embodying Compassion, Embracing Laughter: Building Community in a Virtual Classroom through Laughter Yoga Valerie Barske, Judi Olson	The Use of OneNote Class Notebooks to Promote Group Work and Real Time Feedback in Synchronous Online Courses Erin Speetzen, Amanda Jonsson

Zoom links for each presentation will be available on the Teaching Conference Web Page on the day of the conference:

<https://www.uwsp.edu/citl/Pages/UWSP-Teaching-Conference.aspx>

Virtual Room A

Teaching Students “How to College” - an Interactive Conversation

Trisha Lamers, Lisa Michalec

Many new college students need guidance in order to successfully navigate and get the most out of their college experience. Some students lack the foundation and the social capital needed to reach their educational goals. In addition, our current online learning environment has exacerbated the situation, by distancing students from their peers.

As educators we want to support our students and could benefit from having a resource that we can offer our students to ensure that their foundation is strong. The TLC and ACAC are in the process of building a Canvas module that everyone (students, faculty and staff) could access to introduce the “basics” of “How to College.” We need your help in developing this tool and hope to use this session as an interactive conversation where we share what has been created so far and brainstorm ideas on how to develop a module that faculty, staff, and students will find both useful and meaningful.

Fostering Courage & Curiosity When We Just Want to Nap

Kym Buchanan, Shanny Luft

Courage and curiosity are powerful ingredients in teaching and learning. However, it's harder than ever to nurture them in ourselves and our students. Let's circle back to why these dispositions matter. Then let's talk about how we grow them. Hint: playfulness helps.

Shifting Center - Perspectives on Creating an Anti-Racist Department from an All-White Faculty

Lisa Golda, Jim O'Connell, Sarah E. Ross

Representatives of the Department of Theatre and Dance Advocacy, Allyship, and Access Committee will discuss recent work aiming to dismantle racist and inequitable practices and policies within the department. This action was prompted by students demanding change and advanced through research and connecting with UWSP programs already promoting anti-racism. Representatives will share resources and facilitate discussions on how other departments can and are encouraging anti-racism and social justice throughout the institution.

Virtual Room B

How Students Navigate Canvas

Mark Tolstedt, Krista Slemmons,
Cady Sartini, Sarah Ross, Holly Petrillo,
Lyna Matesi, Brian Krolczyk,
Rachel Brashier

A moderated discussion, including students, about how students are navigating online Canvas courses.

Squirrel-Net: Improving Research Skills by Involving Students in a National Study of Squirrel Behavior

Christopher Yahnke, Brian Barringer

Squirrel-Net modules can be used effectively during the pandemic to safely involve students in a nation wide Course-based Undergraduate Research Experience (CURE). Individual students observe squirrels using a standardized methodology and upload their data to a national dataset. This data is then used for individual or collaborative research reports and presentations. Students from 13 universities, including UWSP, submitted data for the CURE we will discuss.

“Backwards Design”, “Flipped Classroom”, and “Modular Design”: Rebuilding a Class to Comply with COVID Restrictions

Michael Demchik

The Forestry 432 Silviculture class has generally been composed of two hours of “large classroom” lecture per week and four sections of lab for three hours per week each. I decided to rebuild the course to comply with the new reality of COVID restrictions. The class was redesigned using the concepts of a “flipped classroom”, “modular design”, and “backwards design.” Overall, from an instructor perspective, this was an amazingly positive transformation for this class.

How Students Use and Respond to Zoom

Mark Tolstedt, Krista Slemmons,
Cady Sartini, Sarah Ross, Holly Petrillo,
Lyna Matesi, Brian Krolczyk,
Rachel Brashier

A moderated, student discussion of how students use and respond to Zoom in synchronous, online courses.

Virtual Room A

Empowering Teachers to Discover Artificial Intelligence (AI) in STEM/STEAM in a Pandemic Era

Kele Anyanwu

In this session, teachers will discover new ways to engage students remotely in STEM/STEAM discipline of Artificial Intelligence (AI) using innovative “no code revolution” state of the art tool recently released by Google.

Embodying Compassion, Embracing Laughter: Building Community in a Virtual Classroom through Laughter Yoga

Valerie Barske, Judi Olson

Have you laughed today? Have you laughed intentionally with your students? How might laughter help us to connect and to build community with our students in the virtual classroom? Presented by two certified Laughter Yoga Leaders, this session models examples for how to incorporate laughter as an innovative pedagogical approach to encourage embodied learning in a digital world. We will guide participants through a laughter session and then provide a space for discussing how these techniques might be incorporated into courses across the campus. Our time together will be shaped by the foundational principles of hasya (laughter) yoga that seek to create a truly inclusive environment by suspending all judgments of ourselves and others. Please join us, come as you are because that is more than enough. Very good, very good, YEAH!

Virtual Room B

The Use of OneNote Class Notebooks to Promote Group Work and Real Time Feedback in Synchronous Online Courses

Erin Speetzen, Amanda Jonsson

One challenge faced in the transition to online learning is how to facilitate meaningful group work and provide real time feedback, especially for subjects involving math and/or drawing. In this session, we will discuss the use of OneNote class notebooks in introductory and upper level chemistry courses as a means to disseminate/organize handouts, facilitate group work, and provide real-time guidance and instruction to students during synchronous online class sessions. The benefits and challenges of the features we used during Fall 2020, as well as of using phones, tablets, and computers to access the notebooks will be discussed, along with ideas for additional features that we plan to implement in the spring, and how class notebooks could be used in asynchronous courses.

*Thank you,
presenters and participants.*

Your resiliency is visible in the flexibility, innovation, and compassion you have shown to your students and colleagues during these challenging times.



Center for Inclusive Teaching and Learning
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