

# Symposium Sample Proposals

## Sample Proposal 1

Renee Calkins, Classics/FLL

Birds-of-a-Feather

*Making it Personal: A Conversation on Building Student Community in Large Lecture Courses*

### Session Abstract

We will discuss promotion of interpersonal engagement and mitigation of the sense of anonymity for students in large lectures

### Session Description

Large lecture courses tend to be impersonal by their very nature and are also heavily populated by students in their first few years, who often struggle to find a sense of belonging within the University. Even before addressing the issue of promoting successful completion of coursework, the challenge of getting these students to attend and engage in class are hurdles that often seem insurmountable to overcome. Many common strategies, such as using sign-in sheets or clickers, help reinforce the importance of attending class but typically do so in ways that do little to ameliorate the impersonal nature of large lecture courses.

The first phase of the session will be a group discussion aimed at thoughtfully examining both environmental and cultural norms that encourage students to inhabit their own silos. I would like to begin by having attendees imitate walking across campus to class while completing tasks on their mobile phones. After a brainstorming session in which we examine factors that likely contribute to isolating students amidst their peers, the second phase of the session will be devoted to discussing the resources available to us for breaking through the silos.

For many instructors, myself included, a common barrier to the implementation of strategies that have been proven to engage students is the time required for us to set them up. My own experiences, however, have shown me that there are also small things we can do to help personalize large lectures. No one would expect an instructor to learn the names of more than 100 students in a lecture, for example, but it is absolutely feasible to make a point of asking the name of any student who comes to speak to us. Teaching assistants are another underutilized resource within the large lecture setting. Rather than having them sit silently in class, we can have them actively engage students during built-in opportunities for discussion throughout the lecture. If clickers are used in lecture, group competitions are another effective strategy to encourage students to interact with one another. My hope is that sharing some of my own strategies will merely be the springboard that prompts attendees to imagine innovative ways to personalize the experience of attending lecture for our students.

## Session Learning Objectives

By the end of this session, attendees will be better able to:

1. Identify opportunities to make large lecture courses more personal for students
2. Help students realize the connection between engagement in class and mastery of course material

## Sample Proposal 2

Renee Mazurek, Kinesiology-IHCP

Renee Reckelberg, Kinesiology-IHCP

Monna Arvinen-Barrow, Kinesiology-IHCP

Wendy Huddleston, Kinesiology-IHCP

Birds-of-a-Feather

*Three Years in the Making: Lessons Learned from a Collaborative Teaching Development Program Faculty and Academic Staff Peer Review Process*

## Session Abstract

We will lead a discussion related to strengths and barriers of a comprehensive faculty and academic staff peer review process.

## Session Description

Three years ago, our academic unit developed a peer review program for our teaching staff. Grounded in the constructive alignment of teaching and learning (Biggs, 1996), our program provides faculty and academic staff a comprehensive peer review including assessment of many aspects of teaching and learning. These include, but are not limited to: review of online and in-class activities, rubrics, formative assessments, and group projects. Our process aims to leverage existing expertise within the unit in three ways (1) to facilitate optimal teaching and learning, (2) maximize instructor impact in a timely manner, and (3) minimize service workload with a collaborative rather than punitive model. Having implemented this process within our department for the past two years, the purpose of this presentation is to provide the audience with a brief background of our Collaborative Teaching Development Program, and to discuss the key lessons learned from the process. This will then be used as a foundation for a facilitated discussion about faculty and academic staff peer review process in general, including its purpose, effectiveness, and potential barriers for successful implementation.

## Session Learning Objectives

By the end of this session, attendees will be able to:

1. Reflect on the effectiveness of current peer review programs within one's one department
2. Identify potential barriers to effective peer review programs, and possible solutions to mitigate them
3. Create a list of desirable qualities of an effective peer review program

## Sample Proposal 3

Vipavee Thongpriwan, College of Nursing

Pamela Treisman, College of Nursing

### Interactive Session

*Using Formative Assessment to Enhance Students' Learning in Large Class Sizes*

### Session Abstract

The goal of this teaching demonstration is to introduce audiences to using formative assessments in large class sizes.

### Session Description

Formative assessments can be viewed as a collection of different techniques, activities, and procedures focusing on eliciting student learning and guiding instructional practice (Andersson & Palm, 2017\*). Formative assessment strategies range from quick, easy ways to evoke students' curiosity to strategically created activities that promote deeper understanding of content (Greenstein, 2010\*). However, within the context of large class sizes of students from diverse backgrounds, promoting implementation of formative assessment involves difficulties due to time constraints (Andersson & Palm, 2017\*; Duers & Brown, 2009\*). We intend to introduce audiences to utilizing formative assessment in large classrooms. We also will create a platform for sharing effective assessment techniques among audience members. The formative assessment strategies that will be shared during the session are flexible. UWM instructors from different departments can adapt them to fit their assessment needs and students.

During this 60 minutes teaching demonstration, we will do the following:

1. Foundations of Formative Assessment (15 minutes): We will discuss about (a) what is formative assessment, (b) questions and answers about formative assessment, and (c) the context of our course (NURS 419 Evidence-Based Nursing Practice) for teaching demonstration. NURS 419 focuses on an integration of concepts relevant to research and evidence-based nursing practice. In Fall 2017, we have 115 students enrolled.
2. Teaching Demonstration (30 minutes): We will demonstrate a variety of formative assessment classroom techniques that we have used in NURS 419 and how these techniques have enhanced student learning.
3. Making Connections and Creating Change (15 minutes): A handout of selected formative assessment strategies will be distributed to audiences. Subsequently, we will provide audiences an opportunity to create formative assessment strategies that can potentially be implemented in their own classroom settings. We will end the session with a debriefing and a question and answer period.

\*References are available upon requested.

### Session Learning Objectives

By the end of this session, attendees will be able to:

1. Differentiate between summative and formative assessment and the importance of formative assessment.
2. Identify quick, easy ways of formative assessment strategies in large class sizes.
3. Develop strategies that can potentially be implemented for their own classrooms.