KEYNOTE SPEAKER

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University of WISCONSIN STOUT

MELTing Zombies, Toasting Bats: Using the RSD to Communicate Across Contexts
MELTing Zombies, Toasting Bats: Using the RSD to Communicate Across Contexts
PRESENTED BY:

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Wednesday, 13 December, 2017
TLL Dept. @ UW – Stout

Fall – 2017:
9,401 Enrolled
86% - Undergraduate

http://www.uwstout.edu/about/facts.cfm

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US map retrieved from:

https://www.wisconsin.edu/campuses/
Winter in Menomonie, WI

› Tuesday – December 12, 2017 @ 12 am: -11 C
› No worries – it gets colder later in the season!
About Me

› 20 years in K-12 (US) – Technology Education
  › drafting, aerospace, welding, etc.
  › students as partners in learning

› UW – Stout in 2006
  › Teach graduate & undergraduate courses
  › Focus on:
    › Impacts of Technology on Learning
Major Points Today

› RSD used in many contexts
  › modified & scaled across disciplines
  › common language
› Collaboration & community critical to success
› Implementation requires visible thinking
Monday – John asked us:

What does research look like from your context?

Depends:

- CoP with peers
- Integrating Research into undergrad courses
- Working with in-service teachers
- Spreading the word
My Story

› My story ≈ elements from your stories
› Make visible the progression and change

› Came to UW- Stout in Fall of 2006
› Creative Original Research Experience co-chair
  › Grassroots – faculty
  › Undergraduate research as sound pedagogy
  › Research experiences for all students
System – wide Research

› 2011 UW- System receives grant
› 60 faculty, academic staff, administrators
› Improve undergraduate research (UR)

› 2012 – Institutionalize UR
› WisCUR created- system wide
https://plonedev.uwosh.edu/zmi43/WISURCouncil
What is Research? Reenactment

› What does research look like for you?

› Compare/contrast with neighbor

› What does research look like for your students?

› Please share

12 minutes
Similarities/Differences?

› Share insights please
2006 – 2014 Define Research

Do you do research?

Yes

What does it look like?

That's not what it looks like for me.

We need to define research.

University Level
System Level
Department Level
2011 – 2014 WisCUR & Research Climate

› WiSCUR
  › Part of state-wide/system-wide initiative
  › Grant – funded across the UW - system
› Chancellor charges CORE committee:
  › professional development for faculty
  › implemented by fall 2014
  › integrate with system-wide initiative
› Emerging Research Institution
  › Improve student research/critical thinking
  › Incorporate undergraduate research into courses
RSD Community of Practice

› John Willison – summer workshop 2014
› Adapted University of South Pacific’s
  *RSD @ USP 200 – Level Courses - Handbook for workshops, December 2013*
› 3 faculty members co-chair RSD CoP
  › met bi-weekly
  › Nakatani Teaching and Learning Center
  › SoTL research incorporated into lessons/classes
Participants Across Campus

› Academic Librarian
› Biology
› Education
› English & Philosophy
› Introductory Speech
› Journalism & Mass Communication
› Operations Management – Marya Wilson (not pictured)
› Political Science

Jessy Polzer
Academic Librarian

Kate Edenborg
Journalism/Mass Com

Kim Zagorski
Political Science

Anne Kerber
Speech

Kitrina Carlson
Biology

Sylvia Tiala
Education
CoP Findings

› RSD serves as Lingua Franca
› Differing levels of IRB experience
› Scope – lesson/course/program
› Librarian involvement – key to success
› Tied to mission/values of university
› RSD = Neutral Territory
Symposium – December 2015

› John Willison & Dorothy Missingham
Impacts - Campus

» CoP members integrate RSD into courses
» Geocaching/Infocaching the RSD
» RSD Instructional Module – NTLC
» RSD @ New Instructor Workshops
» RSD @ January Professional Development
» RSD presented @ department level
  › English & Environmental Science
Impacts – State Level

› RSD framework presented to CTE teachers
› MELT framework WTEA conference presentation
› UW – Eau Claire – Biology, Psychology, Math, Music map curriculum RSD
› State Conferences – OPID/Political Science
› Integrate RSD/MELT into Fab Lab professional development
Impacts – National Level

› Present at CUR – Summer 2016
  › Tiala & Willison
› Utah Valley University – Fall 2016
  › Willison & Tiala
“Template” Evolves

› Consider audience to address (context)
› Collaborate – bring resources together
› Community – right individuals

+  
› Make participant thinking visible
› Use expertise to guide to outcome
2 Specific Examples

› MELTING Zombies

› Toasting Bats
MELTing Zombies – Making Your Thinking Visible

› What are zombies?

› Do you ever feel like students, peers, administrators think like zombies?
Compare & Contrast Activity

Disengaged versus Engaged - examples

Zombies are us: the living dead as a tool for pedagogical reflection

Use zombies as an analogy as a “lens to consider the relationships between teachers, students and other key stakeholders working within higher education”

Shaun Kimber - pgs. 230 & 231
Before Using MELT

- Impacts of Technology
- General education course
- Elementary educators
- Research:
  - Annotated Bibliography
  - 3 page research paper
  - Assessment focused on APA
  - Integrate history & technology

** Thanks to students providing permission to help make this presentation possible.
After using MELT

› Impacts of Technology – SoTL Research
› Research:
  › Annotated Bibliography
  › Primary & secondary research
  › Learning, technology, 1 human (min)
  › 5 minute video

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Tom Wujec: Wicked Problems & Toast

› Draw making toast - https://www.drawtoast.com/
› Visual models to get at individual’s thinking
› Analyze complex problems
› Work in groups – sometimes silently
Culturally relevant curriculum

- Fab Labs as social change (process not product)
- Bats endangered species
- Middle school students researching
- Toast elements used to brainstorm curriculum connections
- Focus on making “things”
Analysis to Unpack

› Cribbage board project
› Meaningful for instructor but for students?
› Tie to math standards
› Make connections to history after discussion
› Visible thinking critical to move beyond project for project’s sake.
Strategies for Visible Thinking

› Hiking Utah/Hiking Wisconsin
› Geocaching/Infocaching RSD
› Draw what research looks like
› Elements of Wujec’s Toast activity
Why Make Thinking Visible?

› Can’t assess/improve what you can’t see
› Can’t provide guidance to students
› Reflective practitioner
› Work with library professionals
   › expertise blindness
   › information literacy
Cultural Shifts – Teaching & Research

› CORE Committee = RSD professional development
  › Collaboration – research, presentations
  › Community – RSD interests
  › Context – individual events
› RSD – tied to SoTL research
› Research is a process – not product – scaffolded over time:
  › Commonly known
  › Commonly not known
  › Totally unknown
Credits

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› Presentation template by SlidesCarnival