



KEYNOTE SPEAKER

ASSOCIATE PROFESSOR SYLVIA TIALA
University of WISCONSIN STOUT

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

The background features several overlapping, semi-transparent geometric shapes in various colors including blue, green, yellow, orange, red, and purple. These shapes are arranged in a way that creates a sense of depth and movement, with some appearing to be layered on top of others. The overall aesthetic is modern and vibrant.

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



PRESENTED BY:

Sylvia Tiala

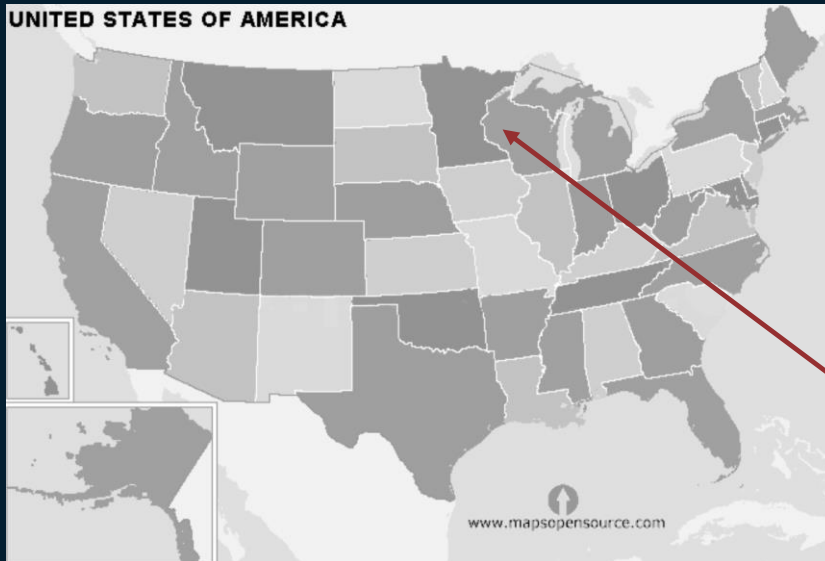
University of Wisconsin – Stout

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Wednesday, 13 December, 2017



TLL Dept. @ UW – Stout



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US map retrieved from:
<http://www.mapsopensource.com/usa-states-outline-map-black-and-white.html>

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

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



<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

Context

- › 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



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



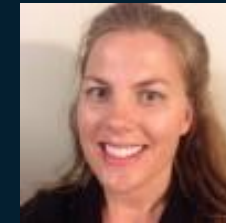
Jessy Polzer
Academic Librarian



Anne Kerber
Speech



Kate Edenborg
Journalism/Mass Com



Kitrina Carlson
Biology



Kim Zagorski
Political Science



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 Thinkin Visible

- › What are zombies?
- › Do you ever feel like students, peers, administrators think like zombies?



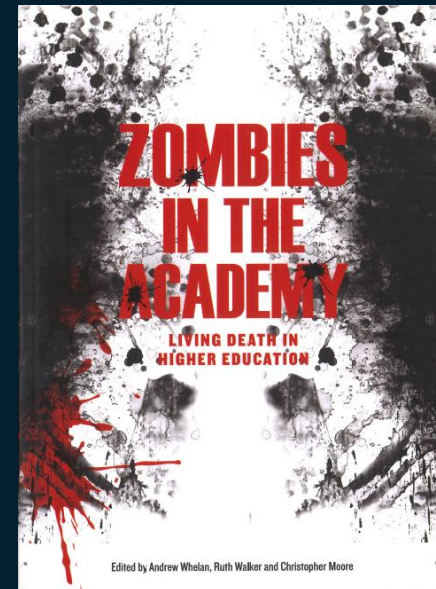
Compare & Contrast Activity

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

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

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

Special thanks to all the people who made and released this presentation template for free:

- › Presentation template by [SlidesCarnival](#)