**BLENDED LEARNING RESEARCH AND NEWS**

**MAKING MATHEMATICS MEANINGFUL FOR FRESHMEN STUDENTS**

Engaging students in university mathematics classes can be a challenge for professors. One pedagogical technique is the use of pre-class videos in a flipped classroom. The students are exposed to the concepts and theories before attending class so that class time can be devoted to interacting with the content to better understand it.

[blendedtoolkit.wisc.edu/mathematics/](blendedtoolkit.wisc.edu/mathematics/)

**INVESTIGATING ENGAGEMENT IN A BLENDED LEARNING COURSE**

Proponents of blended learning paint an ideal picture of participants leisurely learning and reflecting on how they can apply their new knowledge. The reality is, of course, much more complex. This study analyzes the experience of 123 participants as they interacted with elements of the blended environment.

[blendedtoolkit.wisc.edu/investigating-engagement/](blendedtoolkit.wisc.edu/investigating-engagement/)

**QUOTES FROM CAMPUS**

“Health care is in an unprecedented era of change. These changes are affecting not only how our doctors care for patients, but also how we train future generations of physicians. The University of Wisconsin School of Medicine and Public Health is committed to innovations that will prepare our students to meet society’s evolving health care needs and become leaders in the health care systems of the 21st century.”

Robert N. Golden, Dean
School of Medicine and Public Health

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**2016-2017 EI SMALL GRANTS ANNOUNCED**

Educational Innovation is pleased to announce another year of the EI Small Grant Program. The program supports faculty and staff in their efforts to experiment with new technologies and new ways of learning. The program is modestly funded and plans to award 8-10 grants. The maximum amount for each grant is $10,000. This year, the program will focus on implementing and/or enhancing a blended or online course. The deadline to submit proposals is Friday, Oct. 28, 2016. Funding decisions will be made by early December, followed by notifications to all applicants thereafter. Please direct any questions to Mo Bischof, Associate Vice Provost ([mo.bischof@wisc.edu](mailto:mo.bischof@wisc.edu), 608-265-4413). More information about the program and how to submit a proposal can be found online at:

[edinnovation.wisc.edu/ei-small-grant-program/](edinnovation.wisc.edu/ei-small-grant-program/)

**REGISTER NOW: ACTIVE LEARNING IN THE CLASSROOM**

DoIT Academic Technology presents the *Active Learning in the Classroom* series to support pervasive active learning on campus.

- **October 5 | 2:30 - 4:00 | 302 Middleton Building**
  REGISTER: [at.doit.wisc.edu/event/active-learning-in-the-classroom-session-one/](at.doit.wisc.edu/event/active-learning-in-the-classroom-session-one/)
  **Muddiest Points**: Facilitate reflection from a lecture, discussion, homework or lab on what students find most confusing.
  **Application Cards**: Find out how well students understand and can apply what they have learned.

- **October 12 | 2:30 - 4:00 | 302 Middleton Building**
  REGISTER: [at.doit.wisc.edu/event/active-learning-in-the-classroom-session-two/](at.doit.wisc.edu/event/active-learning-in-the-classroom-session-two/)
  **Minute Papers**: Get students to recall what they have learned and to self-assess how well they have understood that content.
  **Quiz Questions**: See what content students consider most important, what they understand to be fair test questions, and how well they can answer the questions they have posed.

- **October 19 | 2:30 - 4:00 | 302 Middleton Building**
  REGISTER: [at.doit.wisc.edu/event/active-learning-in-the-classroom-session-three/](at.doit.wisc.edu/event/active-learning-in-the-classroom-session-three/)
  **Think/Pair/Share**: Get students to stop and reflect on content, have them compare and contrast their understanding of content with others in low-risk settings, then share results with the class.
  **Opinion Polls**: Discover students’ opinions on course-related issues with some degree of anonymity.
OCTOBER EVENTS

ACTIVE LEARNING IN THE CLASSROOM

SESSION TIME: 2:30PM-4:00PM
LOCATION: 302 MIDDLETON BUILDING

OCTOBER 5: MUDDIEST POINTS & APPLICATION CARDS
at.doit.wisc.edu/event/active-learning-in-the-classroom-
  session-one/

OCTOBER 12: MINUTE PAPERS & QUIZ QUESTIONS
at.doit.wisc.edu/event/active-learning-in-the-classroom-
  session-two

OCTOBER 19: THINK/PAIR/SHARE & OPINION POLLS
at.doit.wisc.edu/event/active-learning-in-the-classroom-
  session-three

ACTIVE TEACHING LAB
REGISTER AT: at.doit.wisc.edu/faculty-engagement/
  active-teaching-lab/

SESSION TIME: 8:30AM-9:30AM
LOCATION: 120 MIDDLETON BUILDING

• October 7 - SoftChalk
• October 14 - Kaltura MediaSpace
• October 21 - Universal Design
• October 28 - Online Rubrics

DESIGNING LEARNING EXPERIENCES STUDIO
REGISTER AT: at.doit.wisc.edu/faculty-engagement/
  designing-learning-experiences-studio/

SERIES: ADDRESSING COMMON TEACHING CHALLENGES
SESSIONS: 9:30AM-11:00AM
LOCATION: B1144B BIOCHEMISTRY

REPEATED: 2:30PM-4:00PM
LOCATION: 302 MIDDLETON BUILDING

• October 6 - Engaging ideas through classroom discussions
• October 13 - Using collaboration and teamwork
• October 20 - Making lectures more interactive and engaging.

SERIES: CHANGING STUDENTS’ THINKING SKILLS
SESSIONS: 12:00-1:30PM
LOCATION: 302 MIDDLETON BUILDING

• October 7 - Encouraging and facilitating student inquiry
• October 14 - Developing pathways to students’ critical thinking
• October 21 - Developing students’ disciplinary thinking

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DESIGN+TEACH+ENGAGE SITE

There is a new online teaching and learning resource where you can explore strategies and resources for designing, teaching and engaging students in online courses. You can also find many useful ideas for blended and face-to-face courses. The Design+Teach+Engage site, developed by the Division of Continuing Studies, is a compilation of newly created instructional content and materials from previous professional development programs across campus, including the TeachOnline@UW program. It was designed to offer an accessible but comprehensive set of information and best practices for you and the instructors you work with regarding online teaching and learning.

wdesigntechengage.wisc.edu/

WISCONSIN EXPERIENCE CORE CONCEPTS AND EXPECTATIONS FOR UNDERGRADUATE STUDENTS

The notion of the Wisconsin Experience – an experience that encompasses the academic and co-curricular undergraduate experience, and is grounded in the Wisconsin Idea – has been around for a number of years. The original articulation referred to the indescribable “something” that is unique to UW-Madison. However, many on campus remain unclear about what exactly “that something” is, while others have taken it upon themselves to tailor the definition to apply to various local contexts. In an attempt to situate “that something” in a broader, cross-campus context, hundreds of faculty, staff and students have been engaged in discussions over the spring semester through committee meetings and an open forum. Feedback from these sessions is helping to reframe and more clearly define the Wisconsin Experience for prospective students, current students, faculty and staff. Provide feedback on this effort at: uwmadison.co1.qualtrics.com/jfe/form/SV_1ZU0s6yrisMyrYh

DESIGN THINKING IN THE SCHOOL OF NURSING

GEORGE JURA AND PAMELA McGRANAHAN

In many disciplines, design thinking has become a preferred approach to solving complex problems. Initially developed at Stanford by Rolf Faste, the five-step process (empathize > define > ideate > prototype > test) has been used by students and faculty to “take on the world’s messy problems together.” While it is entirely possible to use the five-step design thinking approach in any course, fully implementing it can be time-consuming and resource-intensive. In the School of Nursing, George Jura (15-16 Blended Learning Fellow) and Pamela McGranahan show how students in a Community Health Nursing course are introduced to the concept in just two class periods in a way that gives them a solid grasp of the method and lets them apply its principles in practice.

https://blendedtoolkit.wisc.edu/teaching-design-thinking-in-two-hours/