The UNC Teaching and Learning Fair, sponsored by the Center for the Enhancement of Teaching and Learning (CETL), is a forum for the exchange of ideas, strategies, assignments, projects, and other teaching and learning tools of use and importance to university faculty, TA/GAs, and other academic staff. Presenters highlight an activity, case study, or any deliverable teaching tool, technique, or pedagogy that demonstrates education in action.

**Agenda:**
- **11:00 – 11:15** Lunch, Opening Comments and Introductions
- **11:15 – 12:15** Lightning Rounds
- **12:30 – 1:30 pm** Keynote Address by Dr. Michael Wesch
  - *Teaching Upside Down: Lessons from Students on the Art of Deep Learning*

**Lightning Talks:**

- **11:15 – 11:20** Dr. Amie Cieminski
  - Educational Leadership and Policy Studies
  - Amie.Cieminski@unco.edu
  - *Help Students Take a Stand*

How can you discuss controversial topics without the conversation turning into a debate and hurting the community of learners that you are trying to build? Agree-Disagree Line Ups add structure to discussions and allow equitable opportunities for all students to participate, justify their positions, listen to the perspectives of others, and build community. Here is how it works: you choose controversial statements on the current topic or quotations from a piece of text and design a scale such as strongly agree to strongly disagree. Students share their opinion by placing themselves on the continuum/line as each statement is read. You create ways for students to share their reasoning with people standing near them and facilitate a conversation between different perspectives (parts of the line). I will model the process, share examples, and variations so participants will be equipped to use this structure in any subject.
11:23 – 11:28 Dr. Sarah Goodrum
Criminology & Criminal Justice
Sarah.Goodrum@unco.edu

**Research Hypotheses**
Assessment data from Spring 2016 revealed that students in CRJ 380: Justice Research and Statistics I had difficulty identifying the independent and dependent variables in research hypotheses, even at the end of the semester. To improve student learning, faculty began introducing the concepts earlier in the semester and provided more hands-on activities to practice the skills needed to identify variables and construct hypotheses. This lightening talk will describe one of the engaged-learning activities for identifying and applying research methods concepts, using home video footage and a guiding question. The activity can be adapted to other courses and content.

11:31 – 11:36 Ashley Heim
Ph.D. student, Biological Education Program
Ashley.Heim@unco.edu

**Comparing student, teacher, and expert perceptions of learner-centeredness in STEM classrooms**
There has been a growing emphasis on the implementation of active learning techniques in biology courses, with a simultaneous shift away from traditional lectures. The learner-centeredness of a classroom can be characterized by the level of bilateral learning in a course, and whether students have a role in this process as active learners rather than passive participants. Studies are lacking which tie together student, faculty, and expert observer perceptions of learner-centeredness. In the current study, five tools (2 for faculty, 2 for students, and 1 for expert observers) were used to evaluate the learner-centeredness of a non-majors general biology course. We predict that overall, data from all five tools will allow us to cross-validate perceptions regarding the learner-centeredness of a classroom. Incongruities we discover between faculty, students, and expert observers may provide insight into how instruction can encourage deep learning approaches and ultimately lead to a more positive learning environment.

11:39 – 11:44 Dr. Keiko Krahne and Dr. Donald Gudmondson
Monfort College of Business, Department of Management
Keiko.krahne@unco.edu and Donald.Gudmondson@unco.edu

**Shift the Worldview of Business Ethics Education**
Business has long valued rational, analytical ways of knowing. We have analyzed, measured, and made decisions based on the mathematical and scientific analysis. We prefer certainty and often operate in an “either or” and “causal determinism” mindset, but we have become aware that not all human behavior and psyche can be measured and understood with science alone. There have been some shifts occurring in the business world. A more holistic worldview is increasingly valued, and notions such as creativity, empathy, and mindfulness are receiving more attention as important aspects of people in organizations. In an increasingly complex world, business leaders need a different set of skills, deeper awareness, and higher consciousness to navigate through new challenges. In this session, we explore the role of aesthetics in organizational learning and ask the question, "How can aesthetics expand our hearts and minds, and help us to unleash our untapped potential?"
The Enrichment Quest: A Structured Approach to Maximizing Students’ Academic Conference Experiences

One priority for our undergraduate and graduate programs in Sociology is to encourage students to present their research at regional or national conferences. Attending a conference not only provides students with valuable presentation experience, but also exposes students to a wealth of opportunities to bolster their professional socialization and make important connections. Having established successful pathways for preparing our students to submit their research to conferences, however, Dr. Angie Henderson (Associate Professor of Sociology) and I realized that we had no formal method of helping guide our students through the full conference experience once they were accepted to attend. Thus, we designed an “enrichment quest” to help students maximize their experience of conference activities including plenary sessions, poster and paper sessions, and networking events. In this “lightning talk,” I will share details about the “enrichment quest” and discuss feedback from students who completed the exercise.

Using Service-Learning to Enhance Students’ Learning and Cultural Competency

Service-learning provides a unique platform for engaging students with the community as well as enhancing students’ academic skills and cultural competency (Warren 2012; Novak, Markey, & Allen, 2007). This presentation provides an overview of a service-learning project in which mental health and school counseling masters-level students provided counseling services to immigrant and refugee teens. Participants will learn about the service-learning model and the impact of community engagement on counseling students and counseling programs. The goals of this program include the following: 1) Provide an overview of service-learning and the impact of service-learning on student outcomes, 2) demonstrate the application of a service-learning model in a theories and techniques course, 3) demonstrate the effectiveness of service-learning on enhancing academic skills as well as addressing cultural competency and language challenges, and 4) demonstrate ways to connect service-learning to faculty research.

Knowledge Visualization for Teaching and Learning

There are many applications and techniques where Art makes the inherent component. Knowledge Visualization is one of such instances, as a group of techniques for creating visual communication through images, graphics, and animations. Applications of visualization may include data-, information-, and knowledge visualization; scientific visualization; visual analytics; educational visualization, and many other ways to create sensory, often interactive representation of abstract data. Visualization supports cognition, reasoning, hypothesis building, and problem solving. Simulation often serves for education, for example in teaching coding, 3D modeling, and training drivers or pilots with flight simulations. Big multinational software developers create virtual, 3D reality, augmented reality interactive software, as well as immersive 3D displays and mobile applications. Simulation allows designing scenarios for disastrous events or military training. Rapidly evolving 3D printing technologies support developing visually rich materials. Research and educational materials often present scientists and students with multi-dimensional presentations.
12:11 – 12:16 Robin Weber, MA  
Center for the Enhancement of Teaching and Learning  
Robin.Weber@unco.edu  
*Flight of the Phoenix; Rising from the Ashes (Our 3D Printing Journey)*  
One year later: We have had ups and downs, successes and failures, and have learned from them all. We are now printing items for our faculty and letting the campus know that we have a 3D printing Makerspace available. Join us for the update and to share experiences. The purpose of this session is to talk about the ongoing journey at UNC with 3D printing; our successes and failures, things we learned as a result. Outcomes: Pitfalls to avoid, things to plan for and learn about, view 3D print examples, share experiences

12:19 – 12:24 Rachel Dineen & Stephanie Wiegand  
University Libraries  
Rachel.dineen@unco.edu and Stephanie.Wiegand@unco.edu  
*Collaborating to Overcome Information Literacy Obstacles*  
Struggling in the classroom with how to effectively address the concepts of evaluating authority and communicating as a professional, teaching librarians employed grassroots collaboration to resolve our collective instructional issues. We found that sharing ideas and expertise allowed us to develop strategies for building student understanding, confidence, and skill application. We designed engaging, group-oriented classroom activities that can be adapted to multiple teaching scenarios. This presentation will discuss how we turned our shared pedagogical needs into portable classroom solutions.

12:30 Keynote Address  
Dr. Michael Wesch  
*Teaching Upside Down: Lessons from Students on the Art of Deep Learning*