

Nakatani Teaching and Learning Center (NTLC)

supports research & faculty development through . . .

NTLC Year-long Research

Infusing Diversity across the Curriculum

A multiphase program designed to integrate diversity-based concepts across curriculum. Seventeen faculty developed strategies, & created assignments & assessment tools that are helping students become more culturally cognizant.



Inquiry Based Learning

A method used to engage student voices at a deep and meaningful level. This process utilizes multiple instructional strategies such as problem-based learning, case method instruction, active learning, discovery learning and team-based learning (Malone, 2008). The end result is a process that asks & pursues generative questioning.

Using Lesson Study to Collaboratively Implement Reflective Teaching

A process developed by Japanese teachers to systematically examine their practice, with the goal of producing more effective student learning. Our faculty worked collaboratively to develop & assess team projects.



Illustrated Novels

An innovative teaching method that allows students to creatively incorporate personal areas of interests and strengths in learning difficult subjects such as science & technology.



Scholarship of Teaching and Learning (in action)

Research sponsored by NTLC and UW-Stout ONLINE



Universal Design (UD) across Campus

10 Faculty worked to move beyond the traditional disabilities model of simply accommodating students who self-proclaim a learning challenge that limits their ability to access course materials to becoming instructors who preemptively present course content in ways that address and account for defined and/or undefined accessibility challenges.

Research Questions

How does the application of Universal Design principles differ from “just good teaching” in the classroom and across the curriculum? How could specific assignment design be utilized to enhance accessibility and improve student learning?

What would different UD based course assignments look like coming from diverse disciplines?

How can UD be applied and assessed in ways that positively impact student learning and enhance the quality of the teaching environment for both students and faculty?

Although the study is in progress, some insights include:

- 1) Each classroom of students is unique relative to UD needs & they must be studied prior to designing meaningful learner-centered UD- based assignments;
- 2) Teachers must be selective in choosing UD applications that positively impact their particular student audience and not fall victim to overwhelming them with “technology;”
- 3) Meaningful UD application must offer students different options (choice) for demonstrating course content understanding while still creating meaningful rigor (challenge) in the classroom.

Faculty Development Opportunities:

Sharing Communities

- Critical Friends across the Campus
- Exploring Racism, Colonialism & Empire
- Interdisciplinary Teaching Circle
- Learning Objectives Based Grading
- Mothers and Academic

Co-sponsored workshops

- Fostering a Culture of Academia Rigor & Integrity
- Prior Learning Assessment
- Undergraduate Program Assessment
- Write Here, Write Now: Using Informal Writing as a Tool for Learning

Co-sponsored speakers

- Reagan Gurung – Invigorating Student Learning: How Should Students Study?

Social Media, Learning and Living: How Facebook and Texting Can Rewire Your Brain

- Thomas Angelo – The Language, Practice & Importance of Formative Assessment

Instructor programs

- New Instructor Workshop
- First Year Faculty Program
- MayDay Event

