

## DRAFT - Carl Berger breakout questions/discussion

### *Questions for up to 8 groups*

#### Theme One: Sharing Knowledge and Teaching Practice (assign to two groups)

- Think about an example of an instructor you have worked with who has characteristics of a millennial instructor. How do the approaches to working with these individuals differ from work with other fac/staff?
- Can we assume that the millennial instructor plays the role of Influencer with other faculty? How can we encourage millennial instructors to share innovative teaching practices with others? What sharing resources can we suggest?
- What can we do to help faculty engage in the scholarship of teaching (research, teaching, and service)?
- How do we learn from faculty ideas and expertise?
- What are 3 important takeaways as we think how to best support faculty on the UW-Madison campus?

#### Theme Two: Instructional Support strategies/How faculty like to learn (assign to two groups)

- Think about an example of an instructor you have worked with who has characteristics of a millennial instructor. How do the approaches to working with these individuals differ from work with other fac/staff?
- Reflect on the changing role of instructional support. Are there general support tactics or strategies that tend to be successful? In what ways can we provide the best help?
- How do we help faculty critically approach the use of technology in the classroom in order to arrive at the best match of tools, resources, and best support for student learning?
- What do we know about how faculty like to learn? How does this impact the work that we do? How do we discover what faculty need? List key campus resources (across all types) that are helpful for faculty.
- What are 3 important takeaways as we think how to best support faculty on the UW-Madison campus?

#### Theme Three: Breaking through institutional barriers (assign to two groups)

- Think about an example of an instructor you have worked with who has characteristics of a millennial instructor. How do the approaches to working with

these individuals differ from work with other fac/staff?

- Describe a few scenarios where we helped faculty break through the fence, and effectively reduced barriers to effective use of technology for teaching and learning. What do these scenarios tell us?
- How can we help steer faculty around institutional barriers and connect them to campus staff partners and resources when appropriate?
- What are 3 important takeaways as we think how to best support faculty on the UW-Madison campus?

#### Theme Four: Connecting to Learners (assign to two groups)

- Think about an example of an instructor you have worked with who has characteristics of a millennial instructor. How do the approaches to working with these individuals differ from work with other fac/staff?
- Reflect on progress with delivering “media rich ways of learning” at UW-Madison. Share ideas around:
  - student role with content, sharing, or content delivery
  - the time to adopt for faculty
  - what’s in place to reduce barriers
  - faculty/staff roles
  - what tools or resources were in place to make it happen?
- What are 3 important takeaways as we think how to best support faculty on the UW-Madison campus?