

# Connections

## TLC News

UWB's Teaching and Learning Center

Autumn 2003

Volume 2, Issue 1



### JOIN US FRIDAY, OCTOBER 24 Quarterly Fridays with the TLC: Information, Workshops, Lunch and Collegiality

This year, the Teaching and Learning Center is trying a new format by consolidating activities into a half day of activities one Friday each quarter. The meetings will run from **9 AM to 2 PM on October 24**, January 30, and April 23. The Autumn session will begin with updates on what UWB is doing with **community based service learning** and **undergraduate research** and a report from the library about **new search tools for our databases**. We'll show a brief **videotape of UWB students** discussing their experience moving from education in their countries of origin to the U.S.—and discuss steps we can take to more fully

integrate their rich experiences into our classrooms and our campus life.

Lunch will be provided and will offer an opportunity for conversation, after which participants will have a choice of break out sessions including one on **“Effective and Fair Grading”** facilitated by Bruce Kochis and Becky Rosenberg and another in which James Burton, Mary Huneke, Pete Nye, and Gowri Shankar will share what they learned at a Harvard seminar on **“The Art and Craft of Discussion.”**

To RSVP, call 425-352-3551 or write to [tlc@uwb.edu](mailto:tlc@uwb.edu)

### Course Planning Consultations

One of the goals of the TLC is to give faculty easy access to campus and University-wide teaching resources. As you are planning your courses, developing assignments, constructing syllabi, or any other piece of the process, we'd like to help you connect with the range of resources and support staff available at UWB.

At the TLC, we have a small library of materials on teaching and learning, and files of UWB syllabi and assignments. We can arrange team meetings with the faculty and staff who can be most helpful as you design the course and think about integrating critical thinking, information literacy, reading, writing, quantitative reasoning and technology into your courses. Contact Becky Rosenberg for help with planning and resources ([brosenberg@uwb.edu](mailto:brosenberg@uwb.edu)).

### Support for Community- Based Service Learning

With the help of Michaelann Jundt, Director of the UW Carlson Center for Service Learning, the TLC is working on creating a UWB structure for developing community partners and supporting faculty and students in community-based service learning (SL). This year, Jundt and the Carlson Center are committed to supporting up to five courses at UWB, helping to develop community partnerships, providing a registration and evaluation systems for students, and assisting generally.

SL can take a wide range of forms—from becoming a structure of a course to serving as a small element. If you are interested in incorporating SL into a class at UWB, the TLC can serve as an information center, helping you to access resources throughout the university, as well as putting you in contact with colleagues at UWB and elsewhere who have experience teaching SL courses.

#### Events of Interest

##### Locally:

- Making Connections: Mathematics in the Disciplines, Washington Center Mathematics Consortium, November 20-21, 2003
- Writing Pedagogy Forum: Hearing Our Students' Voices—Multiple Literacies and the use of Learning Autobiographies Across the Curriculum, December 5, 2003 (at UWB)

##### Events of Interest Nationally:

- Outreach Scholarship 2003: Excellence through Engagement October 12-14, 2003
- The Association of American Colleges and Universities 2004 Annual Meeting —Practicing Liberal Education: Deepening Knowledge, Pursuing Justice, Taking Action, Jan 21-24, 2004
- National Service-Learning Conference: Citizens Not Spectators: Fulfilling the Promise of Democracy, March 28-31, 2004
- AAHE Learning to Change Conference: Learning in 3-D: Democratic Process, Diverse Campus, Digital Environment April 1-4, 2004



## Mission Statement:

The Teaching and Learning Center fosters a culture of critical reflection on teaching, which engages all members of the UWB community in pursuit of our commitment to excellence, innovation and collaboration in teaching and learning.

The success of the TLC will be measured by its contribution to transformative teaching and learning at UWB over the short- and long-term.

**Advisory Board:** Leslie Ashbaugh, Andreas Brockhaus, Catherine Crain-Thoreson, David Goldstein-Shirley, Nancy Place, Rosemary Rankins, Gowri Shankar, Venta Silins, Kelvin Sung, Alan Wood

## Getting on Board with SGIDs

Last year, a group of UWB and CCC faculty and instructional staff participated in a day-long training session offered by Don Wulff, director of the UW Center for Instructional Development and Research. We spent the day on how to conduct Small Group Instructional Diagnoses (SGIDs), also known as mid-quarter evaluations.



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Some of us were able to provide these sessions in classes and the faculty for whom they were provided found them very useful. Here's what a couple of faculty wrote about their SGID experiences:

"Participating in a SGID is a great way to clarify students' expectations and to uncover misapprehensions. The students found it very helpful and empowering, and we were able to generate several suggested changes that significantly improved the course, suggestions that I suspect never would

have seen the light of day until I read the course evaluations--too late for all of us!"

"...it was very helpful to have [a colleague] act as the messenger for the students and to have a chance to discuss strategies. Overall, I found the process very positive and will try to continue to use the SGID in many of my classes."

The SGID and its outcomes are entirely confidential and are not intended to be used in any kind of merit, tenure or promotion process. They are a terrific opportunity to talk about your course and your teaching with a colleague and get thoughtful student feedback at a point in the quarter when it can be used to make constructive changes.

In Don's extensive experience, SGIDs make for richer relationships between students and instructors because of the opportunity they create to talk to students about their learning and about instructors' learning goals for them. He recommends that faculty who want SGIDs plan for them as early in the quarter as possible—setting aside class time for it and making arrangements with a colleague. The in-class piece of the process is about 30 minutes, when the consultant meets with students, usually during the last part of a class meeting.

For that reason, we're asking that anyone who would like to plan for an SGID in a Fall course please contact the TLC ASAP so that we can discuss who might best provide it, when it would be conducted, etc.

Contact Becky Rosenberg to discuss an SGID.

## Travel Funding Requests

For the 2003-04 academic year, the TLC has allocated \$12,000 for UWB full- and part-time faculty and instructional staff who wish to **attend** workshops and/or conferences related to teaching and learning issues or to **present** teaching-related research at conferences in their own disciplines. Recipients of these funds will be asked to present at a TLC meeting something valuable that they learned or a précis of the presentations they made at the workshop of conference.

Another \$5,000 is available to bring speakers and workshop leaders to campus.

The next deadline for applications for both of these funds is October 1. Subsequent deadlines will be December 1,

March 1 and May 1. Think ahead to workshops and/or conferences between now and next summer and email the TLC for an application at [tlc@uwb.edu](mailto:tlc@uwb.edu).

If you are curious about what's going on locally or nationally that might be of interest to you, see what we have listed at <http://www.uwb.edu/toolkit/training.html>. If you know about something that we haven't listed, please let us know.

