

Connections

TLC News

UWB's Teaching and Learning Center

Spring 2003

Volume 1, Issue 2



Service Learning Workshop Thurs., April 10, 1:30-4:30 PM

Faculty members in all UWB's academic programs have created service-learning opportunities for students, but we have not as a community explored how to design those opportunities, what kinds of learning they provide and what kind of support students and faculty need to make them successful. Those are precisely the themes that we will take up in this workshop.

The Teaching and Learning Center is taking advantage of the presence of the Campus Compact's regional conference in Bellevue to hold a service-learning workshop on campus. The presenters will include Kent Koth, Service-Learning Program Coordinator

Haas Center for Public Service; Nola Freeman, Activities Director for the Pike Market Senior Center, a service learning partner to UWB; Michaelann Jundt, Director of the UWS Carlson Leadership and Public Service Center, which coordinates partnerships between UW and the community; Ron Krabill, IAS faculty member who uses service-learning extensively; and Becky Reed Rosenberg, TLC Interim Director. We will also hear from students about their experiences in service-learning projects.

We encourage faculty and staff to attend all or part of this workshop. To register, call 425-352-3551 or write to tlc@uwb.edu.

John Bean on Designing Effective Assignments—May 7, 1:15-3:15

On May 7, John Bean, Professor of English and Consulting Professor in Academic Writing at Seattle University, will be at UWB to offer a workshop on designing effective writing assignments. Bean's book, *Engaging Ideas: the Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*, is probably the book most often named in answer to the question, "What book do you recommend on designing courses and assignments that support student learning?" Bean will offer his insights and help us think about assignment design in courses across the curriculum.

To register, call 425-352-3551 or write to tlc@uwb.edu.

Workshop on Using a portfolio in course design—May 30, 10-2

Before we all scatter for the summer, the TLC is offering a workshop on how to use a portfolio to design or revise a course. The workshop will offer some inspiration as your plans for next year's courses simmer—and will give you a great starting point when you're ready to get down to active planning.

Carmen Werder, Director of the Teaching-Learning Academy at Western Washington University, will conduct this workshop.

To register, call 425-352-3551 or write to tlc@uwb.edu.

Contents: {UPDATE}

The TLC Website	2
UWB faculty training	2
Service Learning Workshop	2
Funding for Faculty Travel	3
Institute for Teaching Excellence	3
Open House	3
Our Mission	4
TLC Calendar of Events	4

Spring Quarter Calendar of Events

• [UPDATE]

The TLC website—and how you can help



The TLC website is up and running. It is and will remain a work in progress. Here's a quick guide to what's there:

TLC Events: Find an updated listing of what we have planned including . . .

Teaching Resources—Find such links as:

- “Faculty consultation” for guidelines on how you might use the TLC in your own course and assignment development
- “Publications and websites” categorized by topic
- “Workshops and Conferences” related to teaching and learning (*and the TLC can help with funding*)
- “Discussion/Bulletin Board”: that takes you to a Blackboard site where we hope faculty will participate in conversations about concerns, questions, insights, etc. about teaching and

learning at UWB.

- “Suggestion Box & Submission”: which will create an e-mail to the TLC. We want your suggestions and also hope that you will share with us teaching materials you develop, information of interest, etc.

Teaching Showcase—Find links to course and assignment websites for UWB faculty. We'd like to grow this part of the website and invite submissions as you develop materials you are willing to share.

And while we're on websites, if you haven't visited it already, please check out the **Faculty Teaching and Research Toolkit (www.uwb.edu/toolkit)**. Academic Services has created the site to help UWB faculty navigate the wealth of resources.

Don Wulff, CIDR, to offer UWB faculty training on peer feedback—February 28



Small Group Instructional Diagnostics (SGID) or Midterm Class Interview is a method for drawing out useful student feedback so instructors can revise, improve, and extend their course design. The University of Washington's Center for Instructional Design and Research (CIDR) describes the goal of SGID as “align[ing] expectations to improve teaching and learning.” SGIDs are generally performed one-third of the way through the term or at midterm.

Many UWB faculty have made excellent use of SGIDs, which have been conducted by CIDR staff. At this point, CIDR's director, Don Wulff, would like to offer training here so that we can conduct our own SGIDs. Ideally, we'd like to find at least one faculty member from each academic program, so that faculty members seeking SGIDs can choose to ask someone in their own program and from another program. Cascadia fac-

ulty will also participate in the training and would be available to trade services. In the SGID, a trained consultant meets with the instructor to discuss specific questions the instructor would like addressed. The consultant then interviews the students, in the absence of the instructor, for 25-30 minutes, during which the consultant elicits strengths in the class, areas for change, and ways of making suggested changes. The consultant summarizes the information for the instructor, and together the consultant and instructor discuss pedagogical options for addressing the feedback. Finally, the instructor follows up with the students by commenting on students' responses and discussing how changes may be made.

SGID is not used to evaluate the instructor. No copy of the report is made available to University Administration, and the report should not be a part of any teaching portfolio, although instructors may choose to quote from it.

If you're interested in training for this service, please contact the TLC at tlc@uwb.edu.

Service Learning workshop when Campus Compact comes to Everett

Campus Compact, the major national organization for service learning, will be holding its annual meeting in Everett this April, and UWB is taking advantage of its proximity to hold a workshop for our campus. Ron Krabill of IAS, MichaelAnn Jundt, Director of the Carlson Center at UWS, and Becky Reed are planning a workshop that will:

- provide information about service-learning projects at UWB
- help faculty think about how to design service-learning projects that support their teaching goals in a range of courses
- hear from faculty at other schools about service-learning mod-

els they've developed

- understand what services the Carlson Center can provide to UWB and what UWB will need to do to support service learning

The Campus Compact conference is April 9 through 11 and the UWB workshop will be held on the afternoon of Thurs., April 10, time to be announced. Please contact the TLC if you're interested in attending or participating in either or both events.

SGID training

For the 2002-03 academic year, the TLC has allocated \$7,000 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 something valuable that they learned or to offer a précis of the presentations they made.

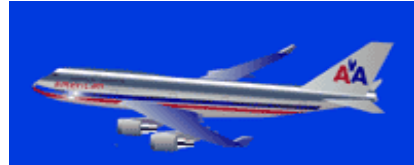
The initial deadline for applications was January 10, and the TLC received and approved conference/travel fund requests for Ron Krabill and David Goldstein-Shirley.

Another \$4,000 is available to bring speakers and workshop leaders to campus. The TLC committed \$1,500 to bring Prof. Harvey Brightman to campus in the Spring to offer a one-

day workshop on improving teaching and student learning.

The next deadline for both funds is March 31. Please think ahead to workshops and/or conferences in the Spring and Summer.

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.



Institute for Teaching Excellence— A week-long UW teaching institute

Each year, the UW's Office of Undergraduate Education invites applications from faculty to its weeklong Institute for Teaching Excellence retreat. Shortly, faculty should be receiving the call for applications for June 2003. Those who have attended in the past have found it an energizing and productive opportunity to retreat with experienced and gifted faculty, exchange ideas, participate in workshops on topics of concern, focus, eat well, and make substantial progress on a teaching project. The application is a simple one-page letter describing a course, activity or assignment design or revision. Institute planners consult participants in order to design sessions that address the challenges of the teaching projects that the participants want to work on that week.

Dan Jacoby of IAS attended in 2001, and in 2002, six

UWB representatives attended the retreat: Mary Abrums from Nursing, Jean Eisele from Education, Kelley Forrest from IAS, Becky Reed from Academic Services, and Kelvin Sung and Carol Zander from CSS. They joined eight faculty members from the Seattle campus and one from UW Tacoma's Nursing program. Presentations and workshops offered included course design, techniques for using drama, active learning, service learning, and technology in the classroom. The culmination of the week's work was a day of "show and tell" by the participants. It was a tremendously valuable experience and participants encourage UWB faculty to apply when the call goes out for this year's retreat. The TLC will be organizing continued discussions among the participants, some means of assessing the impact of the retreat on their teaching, and an opportunity for them to share the experience with the campus.

Open House: Visit TLC Space—and thank Don Wulff and CIDR



The Teaching and Learning Center is sharing space in the Library with Cascadia's Teaching and Learning Academy. We're located in rooms 306 through 309, on your right as you go through the third floor skyway and right before you reach the Reading Room. The space includes a small collection of books in a room with a couch and coffee pot, a meeting room with space for 10 to 12, and a work room with a couple of computers and tables.

We are staffed on a very part-time basis, but the Center is available Monday through Wednesday 9 AM to noon and Thursday 9 to 11 AM, or by appointment.

On Friday, February 28 from noon to 1 PM, we will have an Open House for you to see the space, to thank Don Wulff for his generous support of our efforts and to share lunch. If you would like to attend, please contact the TLC at tlc@uwb.edu.



UWB's Teaching and Learning Center

LBA—Rooms 306-309
Box #358565
University of Washington, Bothell
Bothell, WA 98011-8245

Phone: 425-352-3551
Fax: 425-352-5211
Email: tlc@uwb.edu
Website: www.uwb.edu/tlc

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-

Getting on board with SGIDs

Recently, a group of UWB and CCC faculty and instructional staff participated in a day-long training session offered by Don Wulff, director of the 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.

Some of us are now very eager to provide these sessions in classes and ask that you take a few minutes to think about whether such a session would be useful for one of your Spring 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 to engage in this

plan for it as soon 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 and, in Don's experience, is most effective when it occurs at the end of a class meeting.

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

TLC Calendar of events for Spring

Thur., April 10—1:30 to 4:30 PM: Service learning workshop focused on where service learning can work (i.e., in what kinds of courses); designing projects; working with placement sites and with the UW Carlson Center. (See page 1 for more.)

Fri., April 18—9 AM to 3 PM: Supporting Students Writing About Quantitative Concepts. In collaboration with the Washington Center and the State Board for Community and Technical Colleges, the TLC will host a workshop that focuses on best practices in quantitative reasoning—particularly helping students use language to learn and to express quantitative concepts. We have invited faculty from four schools (Central Washington Univ., Seattle Central Community College, Edmunds Community College and UWB) to share with us best practices and assignments they've identified on their campuses and in research in the field. Following these presentations, we will develop a rubric for good writing assignments in quantitative reasoning. Lastly, we will use that rubric to revise assignments that workshop participants bring with them.

Wed., April 23—1:15 to 3:15 PM: [SYD—please pull in some of the text from the flyer]

Wed., May 7—1:15 to 3:15 PM: Workshop on Designing Effective Writing Assignments. [I have to add a sentence here] (See page 1 for more.)

Fri., May 16—10 AM to 2 PM: Workshop on Teaching and Course Portfolios. Presenter: Carmen Werder, Western Washington University. [I have to add a sentence here.] (See page 1 for more.)



process build it into their course from the outset—

Don recommended that, when possible, faculty who want to engage in this process build it into their course from the outset—setting aside class time for it as they plan and making arrangements with a colleague before the quarter begins. The in-class piece of the process is about 30 minutes, when the consultant meets with students and, in Don's experience, is most effective when it occurs at the end of a class meeting.

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

Many thanks.