

Connections

TLC NEWS

UWB'S TEACHING AND LEARNING CENTER

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JOIN US FRIDAY, NOVEMBER 9

Quarterly Fridays with the TLC: Let's talk about teaching ethics & about new technologies in the classroom

This year, the Teaching and Learning Center will reinstitute its Quarterly Fridays, beginning on November 9. The meeting will run from **9 am to 3 pm**.

From 9 to 10, we will expand our previous conversations on plagiarism to the broader question of how we integrate ethics into courses across the curriculum and into campus-wide discussions. This is an opportunity to share what you've been doing, hear what others have done and brainstorm plans for furthering this topic through the year and beyond.

From 10 to 11, Martha Groom and Andreas Brockhaus will share a Wikipedia assignment developed for two upper-division courses.

From 11 to 12, Jane Van Galen will share some of the fruits of her

sabbatical: her work on digital storytelling and the course that utilizes it.

Noon to 1: food and conversation. From 1 to 3, we will turn to "Massaging New Media: Exploring the Digital at UWB/CCC." The New Media Teaching Circle (Leslie Bussert, Amanda Hornby, Gray Kochhar-Lindgren and Justin Young) will guide a discussion asking (and answering) questions like: What is new media? What effects or possibilities does it alter or create? How are you and your colleagues using new media in teaching and learning? How can it affect the way our students interact and learn? How is it changing your discipline and your research or pedagogy?

To RSVP, call 425-352-3501 or write to tlc@uwb.edu.

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Student feedback when you can use it—at mid-quarter

The TLC continues to offer Small Group Instructional Diagnoses (SGIDs), with very positive responses from the faculty and students whose classes have participated. SGIDs provide faculty with mid-quarter feedback from students on how their courses are going. Faculty can seek general feedback or can ask about specific issues (e.g., how well students are seeing the connection between the classroom and course readings). The feedback can then be used to make changes in the course or to clarify for students the goals and methods of the course.

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. Students who are asked to assess their experience in a course greatly appreciate being asked, understanding the request as evidence of faculty commitment to student learning. They take very seri-

ously their responsibility to provide concrete, constructive feedback on what they value about the course and what changes they recommend. The discussion among students is thought-provoking for them because they often hear for the first time different perspectives on teaching practices and learning styles.

For faculty, the opportunity to surface issues in an entirely confidential and safe format is very valuable. Faculty have been pleased by how often what they hear from students is very positive—and how constructive suggestions for change are.

The student feedback is summarized for the faculty member, who meets with the consultant a day or two after the consultant's meeting with students. Together they brainstorm responses to the student feedback.

If you'd like someone to visit your class, or if you'd like to participate in training in order to provide SGIDs to colleagues, please contact Becky Rosenberg.

Course Planning

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 UW Bothell.

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).

Teaching & Research

If you haven't already signed up, there's still time. October 12 is the deadline for creating or joining a circle. As in the past, circles meet approximately once every 2 weeks for an hour and a half (about 18 hours for the academic year). Teaching circles are generally formed around a shared concern or a curricular need. For example, cross-program groups have addressed effective use of small groups in the classroom, developing reflective writing assignments, or integrating visual literacy into courses. Program needs have led to a group that formed to address the new MBA curriculum and another that revised the IAS program portfolio assignment. Some circles' work has culminated in publications in the scholarship of teaching and learning area.

Research circles are generally less focused. Think about whose feedback you would like on a proposal, publication or other project—and whose work you'd like to know more about.

Organizing meetings are scheduled for Monday 10/2 at 11 am and Tuesday 10/3 at 4:30 pm. If you can't attend, please contact Becky Rosenberg to form or join a circle.

Justin Young—New Writing Center Director Has Moved In!!



Dr. Justin Young

Justin Young has written and studied writing all over the country. He started in Olympia, Washington at The Evergreen State College, where he completed a BA. focused on literature. He then moved to New York City to enter a creative writing MA program at the City College of New York, where he intended to emulate the great writers he loved.

Although he soon found that he wasn't likely to write the next Great American Novel, Justin did realize that he wanted to make a career out of writing, teaching, and learning about writing. And so, after completing his degree at City College, he moved from NYC to Norman, Oklahoma to begin a PhD in Composition, Rhetoric, and Literacy at the University of Oklahoma. After finishing the degree at OU, where his studies focused on digital literacy and critical pedagogy, he returned to the Northwest to direct the Writing Center at the UW Bothell. He now enjoys sharing his passion for writing, as well as his interest in digital rhetorics and student-centered teaching, with the faculty and students of UWB.

Making Teaching & Learning Visible— Showcasing your work on the TLC webpage

At long last, we are turning some serious attention to expanding the usefulness of the TLC webpage. Over the summer, we created a section on Community-Based Learning & Scholarship (CBLS), which provides information, resources, a limited list of courses that offer community-based components and profiles of several campus-community collaborations. We are eager to have a more comprehensive representation of what's happening at UW Bothell. Please forward information on your courses and community partnerships.

We are turning now to documenting collaborative undergraduate research. We will also expand resources and provide information about and materials from our campus workshops and the many workshops and conferences faculty are attending. Last but not least, we would also like to devote space to any materials you would like to contribute to share that come out of your teaching—assignments, syllabi, student work (with their permission, of course)—any artifacts that repre-

sent your work and provide models for others.

We are eager to make the TLC's page a rich documentation of your work and the work of your students. Please share!

Astronaut Clayton Anderson with Woodin Elementary students at the North Creek Events Center, 6/2007—one of many features from the new CBLS webpage.





UWB's Teaching and Learning Center

Mission Statement:

The Teaching and Learning Center fosters a culture of critical reflection on teaching, which engages all members of the UW Bothell 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.

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Opportunities to share with your students

In conjunction with Cascadia, we're trying something new this year. We're inviting students to twice quarterly discussions of community service. It's intended in part to provide a more grounded understanding of the communities in which our students are providing service, and the surrounding issues—social, political, economic—that account for community needs. We hope to involve students who are interested in service (but not yet engaged) and students who are already involved in service but have no curricular connections to their service—and, of course, any student already participating in service-learning will be welcome. This quarter we'll be holding sessions

on Oct. 16, 3:30 to 5 and on Oct 17, 6 to 7:30 and again on Nov. 13, 3:30 to 5 and on Nov. 14, 6 to 7:30. (Students will be asked to attend one of the October and one of the November meetings.)

Please encourage interested students to attend. Faculty and staff are, of course, welcome as well. And a reminder: we have two small funding opportunities for students:

- AmeriCorps Students in Service educational grants to students providing community service
- Travel grants to attend professional conferences

Please refer students to the TLC!

UWB grant opportunities for faculty & instructional staff

Once again, the TLC will offer **travel grants** to 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. Grants are limited to \$800 per person for the year. Funds are limited to \$2,400 per quarter. Deadlines are October 30, February 12 and April 23. The application form is available at <http://www.uwb.edu/tlc/teaching/FacultyWorkshopGrantApplication.doc> and a current list of upcoming events is available at <http://www.uwb.edu/tlc/events.xhtml>.

The UWB Collaborative Undergraduate Research Program is providing grants to faculty-student research collaborations. The collaborations can be driven by faculty research agendas, but must involve undergraduates as partners, enabling them to author or co-author publications or conference presentations. Applications are due on **October 26** (see attachment).
