

Connections

TLC NEWS

UWB'S TEACHING AND LEARNING CENTER

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(left) Anthony Hughes, a student of Becca Price, collects samples of *Nucella lamellosa* in a collaborative undergraduate research project titled "Launching a Student Working Group by Studying Shell Repair." See: <<http://www.uwb.edu/tlc/cur>> for more about this and other projects.

JOIN US FRIDAY, FEBRUARY 29

Quarterly Fridays with the TLC: Let's talk about service-learning & about new technologies in the classroom

This quarter the TLC Quarterly Friday will be somewhat abridged, given the very busy Friday schedule—but we are going forward on Friday, February 29.

From 11:30 to 12:30 on that date, we are putting together a panel of faculty and staff to talk very briefly about some of the technologies they've incorporated into their teaching. Our goal is for those in attendance to get a taste of some of the options and variety available in order for the group to help us decide what we should be showcasing in greater depth in the

Spring and thereafter.

As always, we will serve lunch, this time only from 12:30 to 1. The afternoon session, from 1 to 3 PM will be "Service-Learning 101," an introduction to some of the central components of effective service-learning courses, including nurturing reciprocal relationships between campus and community partners and guiding student reflection. Ron Krabill will be joined by IAS's new community partnership coordinator, a long time Carlson Center staffer, Michelle Cruver.

Making your work visible

Thanks to the efforts of Michael McConaha, an IAS alumnus who's been working with the TLC, our webpage is taking shape. We are continuing to enhance it with documentation of the variety of exciting teaching going on on our campus. Please contact the TLC to enable us to include your work!



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 seriously 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>.

Travel Grants to Faculty and Students

TLC **travel grants** are available 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 February 19 and April 23. The application form is available at <<http://www.uwb.edu/tlc/teachingFacultyWorkshopGrantApplication.doc>> and a current list of upcoming events is available at <<http://www.uwb.edu/tlc/events.xhtml>>.

Grants are also available to students, through a partnership between ASUWB and the TLC. If you have students interested in attending and/or presenting at conferences, please encourage them to apply for funds. The application and guidelines can be found at <<http://www.uwb.edu/tlc/StudentTravelGrantApp1.doc>>.