

Connections

TLC News

UWB's Teaching and Learning Center

Winter 2004

Volume 2, Issue 2



January 30,
9 AM to 2 PM—More talk
about good teaching

On Friday, January 30, the UWB Teaching and Learning Center will host a series of conversations, workshops, and a tasty lunch, for everyone interested in talking about teaching.

We will begin the day with a discussion of **undergraduate research at UWB**, to discover how programs and individuals are supporting it and using it to support their own research. We will be joined by Joe Shelley and Jessie Matts, IAS students who have been recruiting interested students, faculty and staff to create a UWB undergraduate research program. We will also look at what we can do as a campus to expand undergraduate research opportunities, including how it connects to the service-learning we're developing.

Carol Leppa, Andreas Brockhaus and Julie Planchon Wolf will offer a workshop

based on the Fall faculty institute they offered on **online communication and group work**, in which participants developed online components for their courses. During this workshop, they will present an overview of the institute as well as give attendees a chance to participate in a mini-version of the faculty institute. We will brainstorm ideas about online learning activities and begin developing learning goals, assignment design and assessment strategies.

Information Systems will provide information on how to use the wireless access now available in all classrooms and we will begin a discussion of the **teaching innovations possible with the new wireless technology**.

We will also hear about an upcoming campus **assessment inventory**.

To RSVP, please contact tlc@uwb.edu.

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

Last year, Don Wulff, CIDR director, prepared a number of faculty and staff from UWB and Cascadia to provide Small Group Instructional Diagnostics (SGIDs). These allow a faculty member to invite a trained consultant to meet with a class at mid-quarter for feedback on how the course is going—in general and/or specific terms; the feedback can then be used to make changes in the course or to clarify for students the goals and methods of the course.

Since last Spring, we have been able to provide these consultations with very positive responses from the faculty and students whose classes have been visited.

Students who are asked to assess their experience in a course greatly appreciate being asked, interpreting the request as an indication 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.

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 can brainstorm responses to the student feedback.

If you'd like someone to visit your class to conduct an SGID this quarter, please email or call the TLC.

Upcoming Events of Interest:

Locally

UWS, Center for Curriculum Transformation:

- January 13, Dr. Evelyn Hammonds (MIT): "The Marginalization of Experience: Women Scientists of Color in the US"
- January 21, Dr. Mari Matsuda (Georgetown Law): "Affirmative Action, Intercultural Competence and Progressive Identity Politics"
- February 10, Dr. Linda Tuhiwai Smith (Auckland): "Decolonizing Methodologies: Research and Indigenous Peoples"

Washington Center "Campus Equity and Engagement Planning Retreat," February 12-13, Federal Way, WA.

Writing Pedagogy Forum:

"Hearing Our Students' Voices—Multiple Literacies and the use of Learning Autobiographies Across the Curriculum," March 5, 9 AM to 3 PM (at UWB).

Nationally

Campus Compact Continuums of Service Conference: "Is Higher Education a Public Good? Service-Learning, Civic Engagement, and the Public Purposes of Education," March 10-12, San Diego.

AAHE 2004: "Learning to Change Conference: Learning in 3-D: Democratic Transformation, Diversity Redefined, Digital Environments," April 1-4, San Diego.

AACU Conference:

"Pedagogies of Engagement: New Designs for Learning In and Across the Disciplines," April 15-17, in Chicago.

For more, see the TLC webpage.



UWB's Teaching and Learning
Center

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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, David Goldstein, Nancy Place, Rosemary Rankins, Gowri Shankar, David Shapiro, Venta Silins, Kelvin Sung, and Alan Wood

Sustaining the Student Voice: AAHE/Carnegie Team members

The Teaching and Learning Center is seeking faculty and staff to serve as a team on a new project led by American Association for Higher Education (AAHE) and the Carnegie Academy of Scholars of Teaching and Learning (CASTL).

Last summer, UWB became a core member of a consortium of schools nationwide focused on "Sustaining the Student Voice in the Scholarship of Teaching and Learning." This is one of twelve thematic projects being undertaken by the AAHE and CASTL. The CASTL Campus Program is a three-year project in which campuses will work together to further an area of the scholarship of teaching and learning in institutional collaborations and with programs devised to suit their own campuses. Some of the other clusters are "Mentoring Newer Scholars of Teaching and Learning," "Scholarship of Multicultural Teaching and Learning" and "Supporting Scholarly Work at Learning-Centered Universities."

The project began in July with a 5-day working meeting in Snowbird, Utah, where representatives of the campuses participating in each cluster met. UWB's cluster is

led by Western Washington University, includes the University of Maryland and North Seattle Community College, and is continuing to recruit additional members, with special attention to campuses in the Northwest. The starting points for this project are that 1) our students come to the university not as blank slates, but with diverse literacies, values, and experiences that faculty and staff need to more fully recognize, appreciate, engage with and learn from; and 2) we will all benefit from adapting our formal and informal processes and structures to ensure that students are included as partners. This perfectly reflects one of the values adopted by the campus last year, that of an inclusive culture, in which "Students, staff, and faculty are all learners and teachers mutually engaged in a collective effort."

We now need a campus team to 1) determine what practices we're already engaged in that enhance the student voice and 2) propose ways to include students more fully as partners. Initial discoveries about the campus and plans for the campus will be reported at a project colloquium in late March.

Please contact Becky Rosenberg for more information—or to join the team.

Funding Opportunities

The Teaching and Learning Center has allocated funds to support UWB full- and part-time faculty and instructional staff in a number of ways:

- We have funds to enable individuals 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
- We have funds to bring speakers or workshop leaders to campus.
- We are happy to consider any proposal that furthers professional development in teaching and learning!! Don't feel constrained because we haven't defined it yet.

Deadlines for these funds for the rest of the academic year are March 1 and May 1. Contact the TLC for applications.

2004 Institute for Teaching Excellence— Applications Due Mid-February

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 2004. 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 and participants receive a \$1,000 stipend. 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. Outstanding faculty and staff facilitate workshops in which faculty members are introduced to and get to practice a wide variety of teaching approaches.

Past UWB participants include Mary Abrums, Jean Eisele, Dan Jacoby, Kelvin Sung, Becky Rosenberg and Carol Zander. Ask anyone who has attended for more information if you're considering applying!!