

# Connections

## TLC News

UWB's Teaching and Learning Center

Winter 2005

Volume 3, Issue 1



## Applications due 1/18 for undergraduate research partnerships

The UWB pilot project in Collaborative Undergraduate Research is accepting its first round of proposals on Tuesday, January 18. Faculty and staff with research projects that would benefit from and offer benefit to undergraduate student collaborators are invited to propose their projects. Students selected for this program will be provided with foundational research skills (tailored to the research projects on which they will work) in a 2-credit course that will be offered prior to Autumn quarter, so that they will be ready to begin work during Autumn quarter. For more information and applications, go to the TLC website (<http://www.uwb.edu/tlc/>) or contact the project leaders (Linda Watts and Jerelyn Resnick).

## Fund Opportunities Through the TLC

### Course and Curriculum Development Projects:

Rolling deadline through March 1

Details at [http://www.uwb.edu/tlc/teaching/curr\\_and\\_course\\_appl\\_0405.doc](http://www.uwb.edu/tlc/teaching/curr_and_course_appl_0405.doc)

While all proposals are welcome, the TLC is particularly interested in proposals that address community partnerships/service learning.

### Faculty Development Opportunities

Deadlines: January 15, March 15 and May 1.

Details at [http://www.uwb.edu/tlc/teaching/faculty\\_develop\\_appl\\_0405.doc](http://www.uwb.edu/tlc/teaching/faculty_develop_appl_0405.doc)

Bring faculty and instructional staff together in any format that encourages innovation and excellence in teaching and learning.

### Attend Workshops or Conferences

Deadlines: January 15, March 15 and May 1.

[http://www.uwb.edu/tlc/teaching/funding\\_workshop\\_appl\\_0405.doc](http://www.uwb.edu/tlc/teaching/funding_workshop_appl_0405.doc)

Attend workshops and/or conferences related to teaching and learning issues or to present teaching-related research at conferences in their own disciplines.



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### Winter Quarter

#### Calendar of Events (details on back page):

- Tue., Jan. 18, 3:30-5:30 PM: Including Disability as Diversity in our Teaching
- Fri., Jan. 28, 10 AM-2:30 PM: Assigning/Assessing Research & Presentations; Posters/discussion on teaching & learning; food & collegiality
- Thurs., Feb. 3, 3:30-5:00 PM: Academic Integrity Panel

## Conferences & Workshops—Locally and Nationally



*If you aren't able to attend this event when it's offered at UWB on Jan. 18, you have another opportunity:*

### **Including Disability as Diversity in Our Teaching**

*CIDR's Winter Quarterly Forum on Teaching and Learning*

**Tuesday, January 25, 3:30-5:00 p.m.  
Walker Ames Room**

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*Annual Conference of the Washington Center for Improving the Quality of Undergraduate Education*

*Education for a World Lived in Common:  
Environmental, Economic and Social Justice  
February 17-19, Olympia, WA*

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Association of American Colleges and Universities

**GENERAL EDUCATION AND ASSESSMENT:  
Creating Shared Responsibility for Learning Across the Curriculum**

February 17-19, 2005  
Atlanta, Georgia

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### **American Association of Higher Education**

*Courage, Imagination, Action:  
Rallying the Trendsetters in Higher Education  
March 17-20, Atlanta, GA*

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UW Bothell will host two conferences this Spring:

**Pacific Northwest Writing Centers  
Association Conference  
When the Margin Moves to the Center  
April 16**

**Earth Rites: Imagination & Practice in  
Sci-Arts & Eco-Cultures  
May 19-21**

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

For the past two years, a small group of trained UWB and Cascadia faculty and staff have offered Small Group Instructional Diagnoses (SGIDs), with very positive responses from the faculty and students whose classes have been visited. 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 to conduct an SGID this quarter, please contact Becky Rosenberg.



## Institute for Teaching Excellence— A weeklong UW teaching institute

Each year, the UW's Office of Undergraduate Education invites applications from faculty to its weeklong Institute for Teaching Excellence retreat, in a beautiful setting, with a stipend for participation. What a deal!

The deadline for applications for June 2005 is March 4. 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.

If several people are working on related issues (e.g., service learning), it might be worth applying simultaneously and potentially having time to work collaboratively.

Presentations and workshops offered typically include course design, techniques for using drama, active learning, service learning, and technology in the classroom. But there's also a great deal of unstructured time for work on the project you've brought with you—and lots of access to institute leaders and participants with whom you can consult. The culmination of the week's work is a day of "show and tell" by the participants.

It is a tremendously valuable experience. If you want to hear more about it from UWB folks who have attended, here's the roster: Mary Abrums, Jean Eisele, Dan Jacoby, Becky Rosenberg, Kelvin Sung, and Carol Zander.

**To apply to the Institute for Teaching Excellence (for more see <http://www.washington.edu/oue/academy/ite.html>):** All faculty members are eligible and welcome to apply. Priority for admission will be given to senior faculty (Professors, Associate Professors, Assistant Professors and Senior Lecturers) with extensive experience in undergraduate teaching.

The deadline for applications for the Institute is **Friday, March 4, 2005**. To apply, faculty should make a brief proposal (no more than 1 typed page) describing aspects of their teaching that they would like to improve, or how they would plan to retool a course (say, using technology such as the Web), or design a new course. Submit applications to the UW Teaching Academy, Institute for Teaching Excellence, 220 Mary Gates Hall, Box 352800.



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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:** Mary Abrums, David Goldstein, Cinnamon Hillyard, Chuck Jackels, Pete Nye, Suzan Parker, David Shapiro, Jane Van Galen, and Alan Wood

## TLC Calendar of events for Winter



### **Tues., January 18, 3:30-5:30 PM, UW2-131:**

#### **Including Disability as Diversity in Our Teaching**

A multi-campus interdisciplinary panel, using examples from their own teaching, will showcase some of the ways Disability Studies can make positive contributions to teaching and learning in a variety of disciplines. Presenters: Kanta Kochhar-Lindgren, UWB Interdisciplinary Arts & Sciences; Dennis Lang, UWS Rehab Medicine and Disability Studies; Joanne Woiak, UWB Interdisciplinary Arts & Sciences; Ami Vidali, UWS English Department; Sara Goering, UWS Philosophy Department; Susan Neely-Barnes, UWS School of Social Work.

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### **Fri., January 28, 10 AM to 2:30 PM, UW2-131:**

#### **Winter TLC Friday**

**10 AM to noon: Keeping Our Eye on the Ball: Designing and Assessing Research Assignments: Bill Condon of Washington State University's Writing Program and Critical Thinking Project.** This workshop will offer a framework for aligning what we assign with what we value and teach—resulting in enhanced student learning and research projects that we can assess with greater confidence—and efficiency.

**Noon to 1 PM: Lunch and poster session:** Many faculty and staff have received funding from the TLC to attend conferences and workshops over the past couple of years. Some of them will share ideas and materials they've collected.

**1 to 1:30 PM: Teaching Disability and Human Rights:** In July 2004, Kanta Kochhar-Lindgren attended a Summer Institute in Potsdam, Germany entitled "Disability and the Legacy of Eugenics." She is eager to share some of what she learned and discuss what it means for her teaching and ours.

**1:30 to 2:30 PM: What Your Students Ask About Classroom Presentations:** Academic Services staff has recently been working intensively, both through training and direct work with students, on helping students develop engaging and productive classroom presentations. Join us for a discussion of what we've learned about students' concerns and help us support their work more effectively.

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### **Thurs., February 3, 3:30-5:00 PM, LB1-205:**

#### **Academic Integrity at CCC and UWB: A Panel Discussion on the Culture of Academic Integrity**