

T&L center

Teaching To Learn & Learning to Teach

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Forget About the Start of Fall Semester – It's Time to Think About Next Summer

by Jim Robinson, Director, T&LC

I entered the town not sure of where I was going. Yet I was sure if I kept on the state route I would stumble upon the campus. When the road dead ended at the T intersection it looked like there was no more town left to search off to the west. But I headed that way thinking that in country this beautiful, on a gorgeous May afternoon, missing the campus would not be a distressing experience. Then there it was, UW-Richland, the home of Faculty College.

Being at Faculty College is not something I can easily explain. You have to feel it to understand.

True, it could be described as similar to a long conference but that would be an anemic analogy.

I believe Faculty College is more like academic summer camp with the best camp counselors and acquaintances. Perhaps as we are all part of UW-System, it explains why attendees commonly feel like they already share a bond with their peers even though they've never met most of them. But it runs deeper than that. It is the start of summer. Everyone has just finished the academic year and the pressure is off. Everyone is away from their home institutions so all the ubiquitous responsibilities; phone calls, e-mail, meetings, classes, research, are gone. The campus offers aesthetic splendor nestled amid the high hills and narrow valleys of the driftless area of Wisconsin. Food and drink are always available – anytime you are thirsty, just go to the frig and get something to drink.

In such a setting each participant gets to be a student and teacher – learning from the presenter, contributing ideas, and learning from peers. You'll likely find others have similar problems and can sound them out as to possible solutions. It is not just networking for the future; it is having multiple sounding boards from people like you that contribute to the richness of the experience.

Each year Faculty College offers four topical sessions from which you choose two. You then attend two sessions per day for three days. There is time set aside throughout the day for processing new ideas, reflection, or networking. Meals are communal. I believe this rich environment fosters the development of insights in an effective and truly enjoyable manner.

There are two ways to participate in Faculty College. Each UW-System campus is allowed to send six participants; four are

chosen from a call for nominees and two attend as part of their responsibilities as the UW-Parkside Wisconsin Teaching Fellow and Scholar. To be a nominee you should notify the Teaching & Learning Center of your interest with the call for participants typically occurring in March.

Those who attend as part of the Wisconsin Teaching Fellows/Scholars Program also participate in additional workshops that address the SoTL research projects they work on throughout the year.

The parameters for the Wisconsin Teaching Fellows and Scholars are as follows:

The Wisconsin Teaching **Fellows** group will include outstanding early-career, untenured faculty and teaching academic staff who show exceptional promise as college teachers. They should be interested in SoTL research and in examining the issues faced by early-career faculty.

The Wisconsin Teaching **Scholars** group will include tenured faculty and teaching academic staff with at least 10 years of college teaching. Candidates must

be exceptional teachers who already contribute their expertise and leadership publicly. They should be familiar with Scholarship of Teaching and Learning (SoTL) research. Each Fellow and Scholar undertakes a significant SoTL project, records the project's progress on an electronic poster tool, and disseminates the results in public forums. Teaching Fellows and Scholars are expected to serve as leaders and mentors in UW System SoTL work. Each Fellow and Scholar will receive \$4,000 in financial support from their institution and a \$500 S&E grant from OPID.

To Apply

Interested faculty and academic staff members should contact Jim Robinson at the Teaching and Learning Center at robinson@uwp.edu or 595-2068 as soon as possible. The campus deadline for applications is Monday, November 5. Applications are available at the Center and online at the T&LC website: <http://www.uwp.edu/departments/teaching.center/>

Faculty College Reflections from Two 2007 Participants

Dr. Shi Hae Kim is an Assistant Professor, Teacher Education Department

It is a common sense that learning and teaching should go side by side. However in reality, those two are not balanced. Teaching is more weighted than learning for me. Attending the Faculty College made it possible for me to see the desired balance since over there I learned a lot about how to make those two to be balanced. Big learning experience for me.

Will Zheng is an Assistant Professor, Department of Business

Faculty College was a wonderful experience that benefited me greatly in my

teaching. Meeting faculties from other campus in UW-System was really exciting and helpful. During the faculty college, we discussed issues that faculties often have in their curriculum and exchanged ideas about how to handle them. Through the other faculties' sharing, a junior faculty like me learned a lot about the tactics and tips useful in classroom. It would take years before I could understand and get those excellent classroom insights myself.

Richland center is also a beautiful place to get away. It is distance neutral to every campus in US system and provides excellent facilities and food to everybody in the faculty college.

By Patricia Cleary, Assistant Professor, Geosciences

Having never been to anything like the SENCER Summer Institute, I had no idea what the event would be like. Luckily for me, it turned out to be a great opportunity to explore different teaching strategies, course development and community engagement activities. To start things off, the opening ceremonies explained what the SENCER Institute is about: Science Education for New Civic Engagements and Responsibilities, which essentially breaks down to radically changing the way anyone would approach course development in the sciences. Of course, UW-Parkside was well represented with 7 attendees from the Chemistry and Geosciences departments, the Teaching and Learning Center, the Center for Community Partnerships, and blessed with the presence of the Dean of Arts and Sciences. Clearly, SENCER is in line with a lot of the objectives of the Parkside campus: to participate in the community outside academe and provide services to the community through creative course design. As a very new faculty member, attending this institute proved a worthwhile introduction to the world of community partnerships. In some ways, I felt like it was the best way to infuse the ideas of creative course design into my impressionable mind, where I'd heretofore never concerned myself with course content.

The plenary talks spanned the range of different perspectives on civic engagement in science curriculum, from Cora Marrett, the new director for education and human resources at the NSF, to Robert Full, a UC-Berkeley professor who introduced robotics design in freshmen classes, to Barbara Tewksbury from Hamilton college who presented a more practical how-to course development seminar, to finally John Bransford at the University of Washington who described

some interactive learning initiatives he'd explored in his engineering classes. Cora Marrett addressed the necessity for civic engagement in university coursework and the commitment of the NSF to encourage such activities. The two professors from large research institutions seemed to show how one can embrace creative course design which incorporates cutting-edge technology or research into large classes. I found Barbara Tewksbury's plenary lecture the most suited for the general audience of the conference, which were educators at smaller undergraduate colleges who want to bring inquiry and service into classrooms that may be more diverse, containing more non-traditional students or working students. I feel like she really showed the audience how to approach course design and gave us tools for success in our own disparate courses at our unique institutions.

The concurrent sessions also offered a wide variety of topics – from the nitty gritty of designing a SENCER course in 9 steps (where we had to work in groups – a bit of a challenge for us independent academicians!), to highlighting courses that have already been developed (such as Uranium and Native Americans, or Public Health and Social Justice, or GREED), to effective assessment strategies and follow up discussions with the plenary speakers. What I enjoyed most were sessions that engaged the audience, forcing us to do something during the sessions – what I'd like to call a 'practice what you preach' approach. One session was about examples of community engagement in the classroom, and it was apparent that UW-Parkside served as a prime example by implementing a great deal of community-based education. The conference also scheduled 'homeroom time' where participants could discuss ideas with others in a small cluster (the UW-Parkside

team constituted half of our homeroom). This proved to be a great time to explore ideas with others.

Ultimately, the SENCER Summer Institute was a very friendly, collaborative atmosphere that encouraged discussing and sharing ideas. I found a lot of people interested in helping me approach course design and activities that fit into civic engagement and active learning strategies. What I found the most helpful was talking to other educators about the courses I will

soon be teaching and getting feedback on my ideas. I hope attending such a conference so early in my career will prove beneficial in giving me the intellectual freedom to explore course design. The SENCER Summer Institute certainly exposed me to a radical way of approaching course design and community engagement with the knowledge that it is an effective pedagogy.

Featured Teacher

By Bonnie Peterson, 2007 Stella Gray Teaching Excellence Award Recipient

I see myself as a facilitator whose purpose is to assist students in the discovery of their individual potential, while they learn the skills they will need to be successful and productive human beings. To assist a student in discovery is much different from “telling students what I think they do or don’t do well”. I pride myself on consistently creating a “Universal Design” learning environment where all students feel free to explore, share, reflect and grow.

I think it is important to expand the focus of the educational experience, to include as many learning and teaching methods as possible. Credit for Experiential Learning (CEL) allows students with work experience to prove they have already mastered the skills in a given course in their work place and receive credit for those lessons learned in the working environment. Using the University of Wisconsin-Parkside policy for Credit for Experiential Learning as the base, I developed concrete standards for CBL in Public Speaking.

Before 2004, Public Speaking classes, at UW-Parkside, although required by many majors, did not have competencies that related to General Education at UW-Parkside. In an effort to have Public Speaking better reflect the needs of General Education; I created the

rubric of competencies and goals in General Education for Public Speaking.

My philosophy of teaching and learning extends to the act of creating new and exciting course designs. In 2004 I became a recipient of the Provosts Community Based Learning Fellowship. The Provost’s Fellowship allowed me to create a course that developed a student’s understanding of civic involvement through the use of critical thinking, interviewing and research skills. Student’ examined the experiences of those already successfully involved in the process of civic engagement in the areas of politics, corporate, not-for-profit, and civil rights/diversity. Individuals in the community become **living textbooks**, and the students, themselves, became an integral part of the teaching/learning of the class. I have included the Communication and Community Engagement syllabus. Please note the difference between the two course schedules for the same semester. The course schedule, itself, grew and changed as the students grew and changed. More than just listening to a group of speakers, students were required to write reflective assignments culminating in a final group project synthesizing what they had learned.

I feel it is important to take what I have learned and share it with my colleagues, both at the University of Wisconsin-Parkside, and beyond. I co-authored the article, Community Based Learning at University of Wisconsin-Parkside with Helen Rosenberg and Joy Wolf. I was also a part of the panel at DePaul University's **Linking Adults with Community: Service Learning Symposium**. My topic was the creation of Communication and Community Engagement, which I presented with the other members of the panel; Ann Statham (moderator), Helen Rosenberg and Joy Wolf.

Confucius said, "Learning without thought is labor lost; Thought without learning is perilous". It is paramount, for me, to do whatever I can to provide opportunities for a student to reflect on their progress. I will begin or end a class by asking, "What have you learned". Reflective questions cause students to openly discuss their progress.

Peer Review stimulates reflective discussion. It is fundamentally wrong to teach students of the absolute importance of audience analysis in the construction of their speeches, and then violate the very

principle of audience analysis, by being the only one to evaluate the speech. I, as the instructor, am not the only member of the audience. Students are required to provide open feedback to each other about the speech's strengths and weaknesses. I also give feedback.

I video tape my students progress and require they view the tape and complete an evaluation sheet. To encourage students to think, speak and write about their progress and the progress of their peers, improves analytical skills and critical thinking.

Please do not assume that my students are the only ones who reflect on their learning experience. I continually seek to improve my lectures, teaching style, organization and any other aspect of my teaching and learning process. If it works, it stays. If it hinders, in any way, it must go. Nothing is sacred. I have kept Public Speaking a fresh and exciting course, even after teaching it for almost twenty years, because I constantly change and improve.



Call For Proposals: 2008 Lesson Study Training Grants

The Office of Professional and Instructional Development (OPID) invites applications from UW System faculty and teaching staff for grants to support small teams of instructors to engage in *lesson study* to focus on the design and study of lessons that address essential liberal education learning outcomes in introductory courses.

In lesson study a small group of teachers jointly designs a class lesson and explores how it affects student learning and thinking. Although the focus is a single lesson, instructors question,

examine and reflect on the entire teaching and learning process. The lesson study culminates in a scholarly report that describes the lesson, explains student performance and recommends how to further improve the lesson.

UW System Faculty and teaching staff with at least .50 FTE appointments are eligible to apply, including instructors who have previously received a UW System Lesson Study Training Grant. Applications must be submitted by a lesson study team (i.e. 3-5 individuals who do a lesson study together during the academic year). More than one team from an institution is

allowed to apply, however, each team should submit a separate application.

For further information visit:

www.uwsa.edu/opid/grants/CFP_2008_LessonStudyTrainingGrants.doc or you can contact the Teaching & Learning Center at

2068 if you have any questions.

The deadline to submit proposals is November 2, 2007.

Upcoming OPID Events/News

NSSE Meeting: November 12, 2007. Jillian Kinzie, from NSSE will be in Madison for a one-day meeting. The goals of the meeting are to give faculty developers, along with campus NSSE contacts, an opportunity to learn from Jillian about how to 'mine' their existing campus data and plan to use that information to work with faculty to improve student learning. Each campus will be sending a team. Those planning to attend from UW-Parkside are: Bill Blanchard, Theresa Castor, Mary Louise Edwards, Chris Zanowski, and Jim Robinson.

UTLG (Undergrad. Teaching and Learning Grant) Meeting: February 15, 2008. This meeting is open to all PI's (and whomever else they choose to bring) who received funding for their grant proposals in the 2007-08 cycle. These are all follow-up grants our Spring Conference, focusing on systematic inquiry into the first-year experience. The Leadership Site will work with the OPID staff to design a meeting where grant recipients can talk about their projects, share their ideas with one another, ask questions, receive help in methodology, project design, and whatever else we might be able to do to help them refine their work.

Lesson Study Meeting: April 4, 2008. OPID will fund a meeting for Lesson Study teams and past participants, which will be hosted by Bill Cerbin at UW-LaCrosse. The purpose of this meeting is to establish a lesson study *community* in which instructors know about one another's

work, have opportunities to discuss their work, and start to build more advanced knowledge about lesson study, investigating student learning, etc. This meeting will be one way to showcase work and connect people. In addition, it will allow us to document the successes of the Lesson Study Project, collect information on what isn't working, and look towards building a smaller group of individuals who will take leadership at the campus level for lesson study.

Symposium with IRE: April 17-18, 2008, at UW-Milwaukee. This is a joint conference with OPID and the Institute on Race and Ethnicity. It is tentatively titled, *Cultural Diversity in the Curriculum: Sharing Ideas and Best Practices Across the UW System*. This symposium will be designed primarily to provide the campuses an opportunity to learn what each other is doing since the institution of the requirement nearly twenty years ago. As in any curricular/graduation requirement, a key question focuses on the student learning outcomes that the requirement should foster, as well as the pedagogical strategies that reinforce such learning. Also, it is worthwhile to look at the variety of courses that have been developed and are offered in line with the requirement. Through concurrent sessions presented by campus teams, all the UW campuses will be able to learn more about relevant research, national trends, course and syllabi development, innovative teaching strategies, majors/minors/certificate programs, and measurement of student learning.

Two Professional Development Pedagogical Journals Available

By Jim Robinson, Director, Teaching & Learning Center

Teaching Forum is an on-line biennial publication of the University of Wisconsin System's Office of Professional and Instructional Development (OPID).



It provides a venue for peer-reviewed publication of exemplary "Scholarship of Teaching and Learning" (SoTL) work, serving as a change agent to demonstrate the scholarly nature and applied value of SoTL in higher education.

Research and applied articles are being solicited for their two 2008 issues. They are also interested in reviews of SoTL related books. Please contact the editor to propose a book prior to writing a review. They also will feature reports of SoTL endeavors on UW campuses. If there is a program you would like to have featured, please submit a one paragraph description. If you have questions about SoTL or want to discuss whether your work is appropriate for *Teaching Forum*, please contact Lori Carrell, *Teaching Forum* Editor, carrell@uwosh.edu. The deadline for submissions is January 15, 2008. Publication will be in the Spring and the Fall of 2008. The guidelines for submission can be found at

<http://www.uwsa.edu/opid/TF.htm>. The current issue of Teaching Forum, dated September 28, 2007, is available online. This issue features the following articles: *The "Great Ideas" Collaborative: A Model for Teacher Education in Social Studies; Paper or Plastic: Evidence from a Sample of Clicker versus Paper Quizzes; Classroom Action: Incorporating Relevant Research Into the Narrative Component of Grant Proposals Written*

By Students; and Student Collection of Primary Data: A Pedagogical Tool To Improve Comprehension. You can read these articles in their entirety at: http://www.uwosh.edu/programs/teachingforum/public_html/

The *National Teaching and Learning Forum* (NTLF) license has been renewed this year by OPID. You may recall due to



license agreements it cannot be made available to you from the T&LC website and instead is located in a folder on J:\Campus Info\Teaching and Learning Center. In addition hard copies are available for you in the Teaching & Learning Center.

The National Teaching and Learning Forum began publication in the fall of 1991 as a joint venture with the ERIC Clearinghouse on Higher Education. Its publisher, Dr. James Rhem, has expressed his goal of creating "a conversation about teaching" through the Forum's "anecdotes that make a point, to serious arguments for a particular point of view, to familiar essays in which a faculty member distills wisdom from experience".

You may also visit the Forum's website at: <http://www.ntlf.com>. If you would like the login and password, I have it to disseminate.



UW-PARKSIDE

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TLC CALENDAR OF EVENTS

Teaching and Learning Center/245 Wyllie

- **Oct. 29, 12-1 p.m.:** Brown Bag-Literacy for OPID Grant
- **Nov. 9, 1-4:30 p.m.:** Strategic Success Initiative Reporting Out
- **Nov. 12, 12-1 p.m.:** Brown Bag-Copyright & Fair Use
- **Nov. 26, 12-1 p.m.:** Brown Bag-Going Global: Faculty-Led Going Abroad Program (Overlook Lounge)

TLC HOURS
Mon. through Fri.,
8 a.m. until 4:30 p.m.



Schedule of Upcoming National Teaching/Learning Events

- Nov. 1-2, 2007:** SoTL Commons Conference/Georgia Southern University
Nov. 1-3, 2007: Sharing Responsibility For Essential Learning Outcomes: New Partnerships Across Departments, Academic Affairs, and Student Affairs/Savannah, GA
Jan. 15, 2008: Application Deadline for Round 2, NCAT Colleagues Committed to Redesign (C²R) Initiative
Feb. 8-10, 2008: 2008 Lilly Conference on College and University Teaching: Learning By Design/Greensboro, NC
Feb. 21-23, 2008: Integrative Designs for General Education & Assessment/Boston, MA
Apr. 1-4, 2008: The Chair Academy's 17th Annual International Conference: Soaring to New Heights through Exemplary Leadership/Denver, Colorado
Apr. 10-12, 2008: Discovering, Integrating, And Applying Knowledge: Effective Educational Practices for Today's Students & Tomorrow's Innovation/Austin, TX



OPID CALENDAR/2007-08

- ❖ Nov. 12, 2007: NSSE Meeting, Madison
- ❖ Nov 16, 2007: Wisconsin Teaching Fellows/Scholars Fall Meeting, J.F. Friedrich Ctr., Madison
- ❖ Nov 16, 2007: Conference Development Grants-Proposals for Spring 2008 due
- ❖ Jan. 31, 2008: Conference Development Grants-Final Reports for Fall 2007 due
- ❖ Feb. 15, 2008: UTLG (Undergrad. Teaching & Learning Grant) Meeting
- ❖ Mar. 7, 2008: OPID Council-Spring Meeting, J.F. Friedrich Center, Madison
- ❖ Mar. 14, 2008: Conference Development Grants-Proposals for Fall 2008 due
- ❖ Apr. 1, 2008: Faculty College 2008-Nominations due
- ❖ Apr. 4, 2008: Lesson Study Meeting, LaCrosse
- ❖ Apr. 17-18, 2008: Symposium with IRE, UW-Milwaukee
- ❖ May 27-30, 2008: Faculty College 2008, UW-Richland
- ❖ Jun 23-27, 2008: 2008-09 Wisconsin Teaching Fellows & Scholars-Summer Institute
- ❖ Jun 30, 2008: Conference Development Grants-Final Reports for Spring 2008 due