

Connections

TLC News

UWB's Teaching and Learning Center

www.uwb.edu/tlc

Winter 2007

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**JOIN US FRIDAY, JANUARY 19,
10 AM to 3 PM**

**Quarterly Friday with the TLC: Information,
Workshops, Lunch and Collegiality**

This Winter, the Teaching and Learning Center will hold a Quarterly Friday on January 19. The meeting will run from **10 AM to 3 PM**.

From 10 to 11:15, Ron Krabill and Andreas Brockhaus will provide a workshop on how they've integrated the use of "clickers" into a course Ron offers in IAS. Clickers enable faculty to take quick surveys and polls during class and use the responses to guide discussions.

From 11:30 to 12:30, we will build on our September workshop on "Preventing Plagiarism through Pedagogy" and the web seminars we hosted on this topic. Our goal is to find venues and strategies for discussions of the ethics that surround matters of academic integrity and approaches to developing assignments and providing classroom instruction that support our expectations of students.

From 12:30 to 1:30, we will provide lunch and an opportunity for informal conversation.

Finally, from 1:30 to 3, Becky Rosenberg will provide a workshop on working with students who are non-native speakers of English. We have gathered a great deal of information from students themselves as well as the extensive literature on language acquisition and academic writing in English and will discuss both the cultural and linguistic issues this raises in the classroom.

Please contact Becky with ideas for future workshop topics.

To RSVP for January 19, email the TLC at tlc@uwb.edu by January 15.

Safe Zone training by Q Center Staff— Friday, January 26, 1 to 4 PM

The Q Center at UW Seattle will provide a Safe Zone Project Training at UW Bothell on January 26 in the Library, room 205. The Center "facilitates and enhances an open, safe, inclusive, and celebratory environment for bisexual, lesbian, gay, queer, Two-spirit, transgender, intersex, questioning, same-gender-loving, differently oriented, and allied students, faculty, and staff."

As the Center describes it, "The Safe Zone Project, through education, advocacy, visibility, and skill development, supports faculty and staff to become allies for glbtqti students and colleagues. The Project is designed

to radically reduce prejudice and discrimination on the basis of sexual orientation, gender identity, and gender expression at the University of Washington campus and create a safe and affirming campus."

While the training is usually limited to faculty and staff, the Center has agreed to allow us to invite students to join us for this event. All participants who complete the 3-hour workshop will be given Safe Zone placard.

To preregister, email tlc@uwb.edu by January 22.

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

Funding Opportunity Through the TLC

Attend Workshops or Conferences

Deadlines: February 12 and April 23.

<http://www.uwb.edu/tlc/teaching/Workshopattendanceapp0607.pdf>



Attend workshops and/or conferences related to teaching and learning issues or to present teaching-related research at conferences in their own disciplines. Conferences and workshops of interest are listed on the TLC website at <http://www.uwb.edu/tlc/teaching/wshops.html>.

Plan now for Winter SGIDs: Student feedback when you can use it—at mid-quarter

Small Group Instructional Diagnoses (SGIDs) are an opportunity for faculty to hear about how a course is working for the students when there's still time to make adjustments that meet students' needs. 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. They've been provided with very positive responses from the faculty and students whose classes have been visited.

SGIDs are conducted by a trained colleague who designs the questions with the faculty member and meets with the class for confidential and anonymous student responses. 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, recognizing 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.