Celebrating Teachers: The Thirteenth Annual Ceremony

As part of our effort to recognize outstanding education at the University of Maryland, the Center for Teaching Excellence hosted its thirteenth annual Celebrating Teachers Ceremony this May. Each of twenty premier students from eleven colleges offered brief remarks about two teachers—at least one of whom teaches at the University—whose remarkable work contributed significantly to the student’s intellectual and professional growth inside and outside the classroom. The ceremony provided the rare opportunity to let the best teachers know what their dedication means to appreciative students. Donna Hamilton, Associate Provost for Academic Affairs and Dean for Undergraduate Studies, observed, “[a]n event like this makes me think of my own teachers... We remember our teachers. That tells us the kind of impact we have as teachers, the huge debt we owe our teachers, our responsibility to our students.”

In their thoughtful observations, stu-

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This special issue of the CTE *Teaching and Learning News* commemorates, celebrates, and honors good teachers and good teaching. On behalf of the CTE staff, I congratulate the many individuals who have been recognized for exemplary teaching and scholarly success during the past year. You helped to make our work at CTE rewarding, fun, and meaningful. This final issue also serves to bring closure to an academic year and in doing so reminds us of the cyclic and perennial nature of academic life. Students join us and graduate at other times, but fall and spring mark the beginning and end of the academic year for most faculty and students.

In this perennial cycle, what makes for excellence in teaching? Are there common features or traits? Or is each case as distinct as the individuals who are recognized as exemplary teachers? Certainly each situation is unique, but there are aspects that are common to many (perhaps all) of them. The teachers who have been recognized in ceremonies and with awards all care deeply about teaching and their students, and in doing so they connect to students in ways that are meaningful. In the words of Parker Palmer, “Good teachers join self and subject and students in the fabric of life, and good teachers have a capacity for connectedness. They weave a complex web of connections among themselves, their subject, and their students so that students learn to weave a world for themselves.”

In addition to their testimony on the ways teachers care and connect with students, we have heard from students who say exemplary teachers “challenged me to achieve,” “helped me to see my successes when I had doubts,” “provided advice,” “encouraged and believed in me.”

Being a good teacher is more than being an expert in a particular discipline; it requires enthusiasm, organization, thoughtfulness, compassion, and the will to engage in the hard work of teaching. To be a great teacher requires a deep passion to share one’s knowledge and wisdom with others, the courage to reach out to others and share that passion, the ability to see in students their potential to accomplish great things, and a willingness to do these things without selfishness or expectations of recognition. Good teaching is its own best reward. As we begin the cycle again in August, please reflect on the things that make you a good teacher and consider the ways the resources at CTE can help you be a better or more efficient teacher.

Finally, one special group of individuals who I wish to thank is the staff at CTE for making my first year as director a successful and enjoyable one and for doing all the hard work. They are Nora Bellows, Dave Eubanks, Jessica Klenk, Rupa Ravindran, Cynthia Shaw, Peggy Stuart, and Allison Warner.


“Highly Effective Teachers care. They care about their students, their work, and themselves. They treat others with dignity; they respect others’ integrity. They give high priority to benefitting others. They affirm others’ strengths and beings; it’s a kind of love.”

- Linc. Fisch

students spoke about the ways their teachers had contributed to their lives. The strength of feeling expressed indicated the value of what teachers do on a daily basis. The lasting influence of these teachers was made evident throughout the ceremony. Spencer Benson, Director of the Center for Teaching Excellence, reminded attendees that “[t]eaching and learning are much more than books and facts. They are a human endeavor. Today is one of those special occasions that allow us to say thank you to our teachers.”

Here are a few of the things students had to say about their best teachers:

- “He’s an incredibly busy guy. . . despite this, he makes time for his students. He’s awe-inspiring. He’s got so much passion. He inspires you to be passionate and find what you want to do in life.”

- “Both of them have one thing in common: they saw potential in me and they took the time to encourage and develop that potential.”

- “She is an incredible woman, and an incredible teacher. She took time to encourage and advise me, and to sign me up for awards. I owe it all to her. Both of these teachers have had a huge impact on my life. I am grateful for this time to say thank you.”

- “Even though it’s been years, he’s never lost touch with me (and all of us). He checks to see how we’re doing. He’s been faithful to showing how much he cares about us. It’s rare for a teacher to do that.”

- “She cares tremendously about her students. . . takes time to instill character, integrity. She inspired me to stick with it. She helped me step out of my shell. She took an interest in me as a young adult.”

- “She is the reason I chose to major in microbiology. She took the time to make the lab exercises interesting. I decided to keep learning about it... She had the whole class over to her house for dinner. She remembered our names. . . she’s the only professor I saw tailgating.”

- “It was not my intention to come to Maryland to study Chinese language. I did not know what to expect. I went from zero background to now being able to read a Chinese newspaper. I have traveled twice to China. She challenged me to grow. . .”

- “She was the rare teacher who related on a real and individual level. Even as a sixth grader, my voice was important to her. I wanted to live up to her standards and even exceed her expectations. She made me feel so special. I wanted to tell her about my accomplishments.”

- “She was the reason I didn’t drop out of high school. . . my experiences in theater made it tolerable. She was fabulous.”

- “So many students swim along. No one knows who they are, but she really was
one of those professors who makes a student feel like a person. She remembers most of her students; she is the only professor who invited me to her house for coffee in order to talk about my future. She wrote personal notes on my paper. She saw that I could be so much more. In large part because of her, I’ll be going to Yale law school next year.”

The observations of Patrick Grzanka, a student in the Philip Merrill College of Journalism, are worth including at length, because they exemplify the depth of appreciation students conveyed at the ceremony.

Grzanka began, “First of all, I want to say how grateful I am to CTE for giving me the opportunity to recognize the two most important people in my academic career and personal development.

“I met Vince Watchorn when I was a 13-year old freshman entering West Nottingham Academy in North Eastern Maryland. Vince served as an advisor, teacher, and friend for my time at Nottingham and beyond. Vince is intelligent, passionate about what he does, and one of the most generous people I have ever met. But I have to say that what makes him different from all of the fantastic educators I’ve worked with in my life, is that Vince is completely dedicated to fostering potential. When he meets a new group of freshmen every year, his eyes don’t immediately gravitate towards the obvious stars—he seeks out the students who have active minds and creative energy and who are searching for an outlet for their untapped abilities. He turns their potential into inevitable success. What he did for me was relentlessly encourage me to pursue all my passions—regardless of how daunting the challenge—and go after my dreams. I am who I am because he saw the person I could become before I was quite there yet. If you were to trace most of my successes back to their roots, you’d find that they started with some late night discussion in Colora, Maryland of a vague idea and a comment from Vince Watchorn that was as simple in its intent as ‘You can do it.’

“Tanya Jung picked up where Vince left off. As the Assistant Director of the Honors Humanities program here at Maryland, I began to interact with Tanya from my first semester on campus. Tanya’s role in my life has also been as a supporter and friend, but Tanya gave me two other things that played pivotal roles in my development. One is that Tanya has nothing short of a brilliant mind, and as a budding scholar I was incredibly fortunate to spend countless hours bouncing ideas off of her and getting insight into all of the new theories and experiences I was encountering in the college classroom. In addition to that, and even more importantly, Tanya made tangible my academic interests and has spent the past three years not just finding—but creating—avenues for me to write, teach, be a leader, and think. She gave me the keys to my future here and beyond, never let me give up, and helped transform me from a curious 17-year-old into a confident, young scholar. She won’t take credit for it, but I am the student I am because of her.”
On May 12th, the Center for Teaching Excellence hosted its annual Distinguished Teaching Assistants Ceremony at the Clarice Smith Performing Arts Center. Those at the reception were selected for special recognition by their departments because their outstanding work, as reflected in student evaluations and mentor observations, contributes profoundly to undergraduate education at the University. These Distinguished TAs represent the strongest ten percent of the University’s Graduate Teaching Assistant population. Here are this year’s Distinguished TAs:

**College of Agriculture and Natural Resources**

**School of Architecture, Planning, and Preservation**
*Architecture Program:* Kimberly Lee, Nicolas Mansperger, and Susan Gibson.

**College of Arts and Humanities**

**College of Behavioral and Social Sciences**
*Department of Government and Politics:* Avital Shein, Brad Hays, Chris Whitt, Eduardo Frajman, and Marie Fritz. *Department of Sociology:* Christopher Boccanguso, Darlene Iskra, and Michael Danza. *Department of Geography:* Ronald Luna and Barbara Kearney. *Department of Criminology:* Danielle Harris.

**College of Computer, Mathematical and Physical Science**
*Department of Astronomy:* Ashley Zauderer and Meredith McCarthy. *Department of Mathematics:* Gunay Dogan.

**College of Education**

**College of Life Sciences**
*Department of Biology:* Colin Rose, Daniel Fergus, Gary Dodge, and Laura Craig. *Department of Entomology:* Isaac S. Winkler, Laura S. Monti, Lisa M. Clark, and Megan J. DeOcampo. *Department of Cell Biology and Molecular Genetics:* Yuda Anriany, Sean Conrad, and DorothyBelle Poli.
A. James Clark School of Engineering


College of Health and Human Performance

Department of Family Studies: Kate Kuvalanka and Lis Fost Maring. Department of Kinesiology: Amanda Harne, Jason Melnyk, Joseph Mahan, Michael Hamberger, and Michael Lockard. Department of Public and Community Health: Ilona Novoselova and Pamela Homiak.

School of Languages, Literatures, and Cultures


Only the top 10% of Graduate Teaching Assistants in each department are eligible for the Distinguished Teaching Assistant Award

KNES Distinguished TAs Michael Hamberger, Amanda Harne, Michael Lockard, Joseph Mahan, and Jason Melnyk (in alphabetical order), with Professor Elizabeth Brown

GVPT Distinguished TAs Eduardo Frajman, Marie Fritz, Brad Hays, Avital Shein, and Chris Whitt (in alphabetical order)

ENGL Distinguished TAs Kathleen Barker, Rebekah Benson, Edmund Chang, Robert Ford, Margaret Kozicharow, Rhondda Thomas, James Wynn (in alphabetical order), with Professors Linda Coleman and Mary Helen Washington
The Lilly Fellows Group established The Departmental Excellence and Innovations in Teaching Award in 1994 to recognize notable improvements in undergraduate education. The award, funded by Undergraduate Studies, honors the combined efforts of an academic unit. Each year’s CTE-Lilly Fellows select winners from departmental submissions describing current educational activities or innovations that have made important contributions to undergraduate education during the past two to three years. This year’s awardees are the Department of Dance, the Department of Theatre, and the Center for Political Communication and Civic Leadership in the Department of Communication.

The Department of Dance received the 2004 Departmental Excellence in Education and Innovations in Teaching Award in recognition of its work to develop and implement a new assessment tool for 4th semester majors, in which students prepare a portfolio and present it to a faculty review team. This has helped students gain greater ownership of their education and has made them partners in the activity of assessment. The assessment has been instrumental in building community within the department. The Department of Dance will receive $3000 from Undergraduate Studies for further enhancement of undergraduate education initiatives. In addition, the department’s name will be added to the Departmental Excellence and Innovations in Teaching Award plaque, which will reside in the department until May of 2005.

The Department of Theatre and the Center for Political Communication and Civic Leadership were selected for Departmental Excellence and Innovations in Teaching Recognition Awards.

The Department of Theatre is recognized for its work to better meet the advising and mentoring needs of students and to foster communication among all members of the theatre community. The department has established a weekly newsletter for its majors, developed a web-based student handbook, and is focusing on counseling and mentoring to improve communication between students, faculty, and alumni. The Department of Theatre will receive $1000 from Undergraduate Studies for further enhancement of undergraduate education initiatives in the department.

The Center for Political Communication and Civic Leadership in the Department of Communication is a recipient of the Departmental Award for Excellence and Innovation because of its efforts to integrate undergraduate research, civic engagement, and service learning. The Center’s undergraduate initiatives have included the Political Leadership for Undergraduate Studies project, the Recovering Democracy Project and – to be launched in Fall 2004 – the Political Advertising Resource Center (a non-partisan website that analyzes political advertisements) and the Voices of Democracy project. The Center for Political Communication and Civic Leadership in the Department of Communications will receive $1000 from Undergraduate Studies for further enhancement of undergraduate education initiatives in the department.

Five graduate teachers were recognized at this year’s Distinguished Teaching Assistant Ceremony for having completed the requirements of the University Teaching and Learning Program (UTLP). Nora Bellows (English), Danielle Harris (Criminology), Timothy Helwig (English), Susan Longerbeam (Counseling and Personnel Services), and Joshua Woodfork (American Studies) satisfied the UTLP criteria this year. In order to complete the program, teachers serve as mentors for new TAs and are mentored by faculty, use peer and faculty consultations to acquire feedback on teaching, engage in the scholarship of teaching and learning, complete a teaching project, collaborate with other teachers, and compile a teaching portfolio. For more information regarding UTLP, contact Peggy Jerome Stuart at the Center for Teaching Excellence (x41283 or mjstuart@umd.edu).
Each year, the Center for Teaching Excellence puts out a call to departments for the names of faculty members and graduate students who have been selected for teaching awards. Please join us in celebrating the accomplishments of all of the excellent teachers below, each of whom has merited particular distinction.

In the Asian American Studies program, Dae Young Kim and Lisa Mar each received a teaching improvement award.

In the Computer Science Department, Bobby Bhattacharjee received the Teaching Excellence Award For Faculty, Fawzi Emad received the Teaching Excellence Award for Instructors/Lecturers, and Brian Krznarich and Evan Machusak received the Teaching Excellence Award for Graduate Teaching Assistants.

John Merck, of the Geology Department, was honored with the Dean’s Award for Excellence in Teaching (Instructor).

Human Development’s Melanie Killen, was named Undergraduate Research Faculty Mentor of the Year, awarded by the Associate Provost and the Dean of Undergraduate Studies.

James M. Wallace, Professor of Mechanical Engineering, won the University System of Maryland 2004 Regents Award for Teaching. Professor James Duncan was a 2004-2005 Distinguished Scholar-Teacher. Associate Professor Guangming Zhang earned the 2003 Poole and Kent Company Senior Faculty Teaching Award.

Assistant Professor in Civil and Environmental Engineering Ahmet Aydilek was honored with the 2004 American Society of Civil Engineers (ASCE) Outstanding Engineering Educator Award, as well as the Outstanding Achievement Award from the Industrial Fabrics Association International (IFAI) in the geosynthetics projects category for his work on a U.S. EPA Superfund site. Also from Civil and Environmental Engineering, Associate Professor Kaye Brubaker was the recipient of the 2003 E. Robert Kent Outstanding Teaching Award for Junior Faculty.

In the Electrical and Computer Engineering department, Rajjeev Barua, Min Wu, and Sankalita Saha were selected for The George Corcoran Award for Excellence in Teaching.

Classics’ Kelly Jeanne Cox is this year’s Outstanding Graduate Teaching Assistant.

The Honors Program gave its Outstanding Honors Teacher award this spring to Professor Verlyn Flieger, English.

In the Robert H. Smith School of Business, Joseph Bailey (Logistics, Business, and Public Policy) won the 2004 Krowe Teaching Award and the 2004 Legg Mason Teaching Innovation Award. Ian O. Williamson (Management & Organization) received the Krowe Award for Excellence in Teaching. Joyce E.A. Russell (Management & Organization), Hugh Courtney (Management & Organization), Kenneth A. Gabriel (Management & Organization), and Patrick G. Maggitti (Management & Organization) were each distinguished with the Krowe Award for Teaching Excellence. Professor David J. Kressler (Management & Organization) won the University of Michigan’s Rackham Teaching Award from the Rackham Graduate School. Finally, James D. Spina was the Shady Grove Undergraduate Business Program’s Professor of the Year.

In the Department of Sociology, Suzanne Bianchi received the 2003-2004 Distinguished Scholar Teacher Award. Sonalde Desai was recognized with the Morris Rosenberg Mentoring Graduate Students Award, and Reeve Vanneman won the 2003 Morris Rosenberg Mentorship Award. Professor John Pease received the 2003 Faculty Award from the National Society of Collegiate Scholars.

Chemistry and Biochemistry’s Bryan Eichhorn was named a Distinguished Scholar Teacher. Elizabeth Patton, Pedro Bueno were Albertus Magnus Awardees. Carmen Beildeck and Jennifer Kuebler were James M. Stewart Awardes.

From the College of Agriculture and Natural Resources, Lisa Sadar (Nutrition and Food Science) won the 2004 AGNR Alumni Outstanding Graduate Student Award, and Y. Martin Lo (Nutrition and Food Science) won the 2004 AGNR Alumni Excel...
lence in Instruction Award. Terry Poole, of MCE Frederick County’s West Region, was honored with the Search for Excellence in Small Farms Programs- NACAA National Award. Terry Serio, also from MCE Frederick County’s West Region, received the NAEFCS Para-professional Award.

In the Department of Government and Politics, the following faculty and graduate students were recognized for their notable teaching: C. Fred Alford won the 2003 Outstanding Teaching in Political Science Award, presented by the APSA and Pi Sigma Alpha, and was a 2003-2004 BSOS Academic Scholar Mentor. Charles Butterworth received a 2004-2005 GRB Semester Award, was a Fellow of the UM Academy for Excellence in Teaching & Learning, and was a 2003-2004 BSOS Academic Scholars Mentor. Ken Conca was a Fellow of the UM Academy for Excellence in Teaching & Learning and a 2003-2004 BSOS Academic Scholar Mentor. Stephen Elkin, Marcus Franda, Mark Graber, Karen Kaufmann, Miranda Schreurs, and Ron Terchek were distinguished as 2003-2004 BSOS Academic Scholar Mentors. Dorith Grant-Wisdom served with the Summer Institute on Integrating East Asia into the Undergraduate Curriculum. Virginia Hauffer won a 2004-2005 GRB Semester Award and Scott Kastner won a 2004 GRB Summer Award. Joe Oppenheimer received the 2004 BSOS Excellence in Teaching Mentorship Award and was a 2003-2004 BSOS Academic Scholar Mentor. Margaret Pearson received the 2004 BSOS Excellence in Teaching Award. Warren Phillips became Professor Emeritus in 2004. George Quester won the 2004-2005 Distinguished Scholar-Teacher Award. Ronald Walters was recognized with the 2003 Career Award from the APSA Convention. Jonathan Wilkenfeld earned the 2004 Distinguished Scholar Award from the International Studies Association’s Foreign Policy Section. Linda Williams was promoted to the rank of Full Professor and won the distinguished W.E.B. DuBois Best Book Award. Ernest Wilson became Full Professor. Thomas Ellington received the Conley H. Dillon Memorial Award Fund. Lynne Garcia was a recipient of the Military Spouses Education Grant. J. Celeste Lay was honored with the Jean Elizabeth Spencer Award. Bradley Hays won the Roger H. Davidson and the 2004 BSOS Excellence in Teaching Award; he was also a 2003-2004 Academic Scholar Mentor. Avital Shein earned the 2004 BSOS Excellence in Teaching Award.

Elke Frederiksen, of the School of Languages, Literatures, and Cultures (Germanic Studies) has been made a Fellow in the Academy for Excellence in Teaching and Learning.

All of the above have contributed to the University’s mission to “[c]ontinue to elevate the quality of undergraduate education in order to provide all students an enriched and challenging educational experience.” These awards demonstrate their recipients’ dedication to that mission.


Beginning with this, the annual Special Awards Issue, Teaching and Learning News will be distributed as an electronic document. We at the Center for Teaching Excellence are excited about the transition from paper to electronic publication of our newsletter, and we hope to continue providing our readers with the best support possible.

Current and past issues will be available as .pdf files at http://www.cte.umd.edu/teaching/newsletter.html.

Our decision to make TLN electronic promises a number of benefits, including the opportunity to reach a broader readership, to offer immediate connection to a wide library of resources available online, to take advantage of the technology available for electronic publication, and to limit paper waste in your office or home.

Look forward to a new TLN, but a newsletter informed and guided by its history as a reliable resource for faculty, Graduate Teaching Assistants, and administrators at the University of Maryland and beyond.
Each academic year, CTE and the Graduate School award a number of small grants to departments and colleges working to improve the development, support, and recognition of Graduate Teaching Assistants (GTAs). This year, grants were given to GTA programs in the departments of Theater, Family Studies, and Electrical and Computer Engineering.

Casey Kaleba and the Graduate Council Association for Students of Theater were awarded $1,000 to create a Digital Visual Database to compliment the Department of Theater’s “Fundamentals Core” initiative. The Fundamentals Core will integrate themes, historical movements, and dramatic works across five core undergraduate classes. This grant enables Theater GTAs to work together to compile a CD-ROM of visual resources that can be used by GTAs and professors who will teach these core classes. The CD-ROM will include examples of scene, lighting, and costume designs; theater architecture; marketing materials; multicultural theater styles; as well as other images.

Marta McClintock-Comeaux, Kate Kuvalanka, and the University of Maryland Council of Family Relations were awarded $2,000 to send fifteen Family Studies GTAs to the Association of American Colleges and Universities Annual Meeting, “Practicing Liberal Education: Deepening Knowledge, Pursuing Justice, Taking Action.” Through this grant, Family Studies GTAs can gain a common understanding of how to address equity issues in the classroom and can use this common understanding as a point of departure in their conversations about diversity and teaching.

Elisabeth El’Khodary and the Department of Electrical and Computer Engineering were awarded $3,000 to develop and administer a workshop series for GTAs in the Department of Electrical and Computer Engineering. This workshop series will feature speakers from the University of Maryland and other universities who have successfully used innovative pedagogy in science, technology, engineering, and mathematics. This grant enables the Department of Electrical and Computer Engineering to focus its GTAs’ professional development on discipline-specific pedagogy.

CTE and the Graduate School encourage GTAs and departments to apply for GTA Development Grants. Grant criteria include the following: Evidence that the project meets a need that is currently not being met by other departmental/college programs or is an improvement upon an existing program. Evidence that the project is specifically directed toward helping graduate teaching assistants to improve their teaching, providing support for graduate teaching assistants to reflect on their teaching, and/or providing recognition for graduate teaching assistants. Evidence that the project focuses on systemic or departmental level change and serves to reach a broad audience. Evidence of departmental/college support for the project.

More information about the GTA Development Program and examples of past grant projects are available at the CTE website. The deadline to apply for 2004 GTA Development Grants is December 1.
Celebrating Teachers Ceremony Honorees

Agriculture and Natural Resources: Catherine Staley honored Ken Conca (Government and Politics) and Mary Hershey (Middletown High School).

Architecture: Kristin Corbett recognized teachers Karl F.G. Du Puy (Architecture) and Elaine Gottschalk (Notre Dame Preparatory).

Arts and Humanities: Paul Colombini celebrated the good teaching of Sharon Gerstel (Art History) and William Evans (Sherwood High School). Ashley Neely thanked Jung-Jung Lee-Heitz (Asian and East European Languages and Cultures) and Cortland Jones (James Madison Middle School). Kaarli Sundsmo gave an appreciation of Anne Warren (Dance) and Helen Gillespie (Mulick Park Elementary).

Behavioral and Social Sciences: Sheena Flot honored Charles Gelso (Psychology) and Randal Ferguson (Riverside High School). Celeste Hernandez-Gerety thanked Judith Lichtenberg (Philosophy) and Debbie Kierst (Albuquerque High School).

Robert H. Smith School of Business: Judy Leung recognized Roxanne Lefkoff-Hagius (Business Marketing) and Chris Lyons (North County High School). Erin Swaney celebrated Eric Studer-Ellis (Decision and Information Technology) and Pat Cleveland (Business). Christopher Troilo honored Rick Edgeman (Decision and Information Technology) and Father John Denny (Villanova University).

Computer, Mathematical, and Physical Sciences: Meghan Carr thanked teachers James Fey (Mathematics) and Richard Hollenbeck (Curriculum and Instruction).

Education: Lindsay Ganter recognized Lisa Bote (Curriculum and Instruction) and Barbara Markham (Padua Academy).

A. James Clark School of Engineering: Keir Lauritzen honored Jon Orloff (Electrical and Computer Engineering) and James Toretti (South Carroll High School). Stephen Mihalcik honored Arthur Johnson (Biological Resources Engineering). Christine Smit commented on the outstanding teaching of Bruce Jacob (Electrical and Computer Engineering) and Rocco Menella (Eleanor Roosevelt High School).

Health and Human Performance: Marshall Pike thanked Elaine Lindsay (Kinesiology) and Dave Bender (Southern Garrett High School).

Philip Merrill College of Journalism: Raymond Flandez celebrated Greig Stewart (Journalism and Executive Director, College Park Scholars) and Constance Elliott (Edison Middle School). Patrick Grzanka recognized Tanya Jung (College Park Scholars and Honors Humanities) and Vince Watchorn (West Nottingham Academy).

Life Sciences: Kari Linstrom celebrated teachers Ann Smith (Cell Biology and Molecular Genetics) and Linda Squier (Eleanor Roosevelt High School). Lauren Wilson thanked Reid Compton (Director of Undergraduate Studies, Biology) and Ron Solman (Canonsburg Middle School).
2004-2005 Instructional Improvement Grant Recipients

Maile Neel, Natural Resource Science and Landscape Architecture
  *Technological Reinforcement to Enhance Education of Students: Resources for Online Contributions to Knowledge*

Mark Varner and Tom Porter, Animal and Avian Sciences

Ana Patricia Rodriguez, Spanish and Portuguese
  *AA/Latino Washington, DC Metropolitan Area: Intersecting Histories, Cultures, Social Theories, & Public Policy*

Robert Levine and Laura Rosenthal, Department of English
  *Establishing a Training and Mentoring Program for CORE - ENGL Literature Courses*

Lindsay Yotsukura, School of Languages, Literatures, and Cultures
  *Expanding the Japanese Language Curriculum Through WebCT*

Jo Paoletti, American Studies
  *Incorporating Digitized Collections into American Studies Courses*

Lillian Doherty and Gregory Staley, Classics
  *Enhancing Visual Resources for Classics Courses in Translation*

Elke Frederiksen and Katrin Komm, School of Languages, Literatures, and Cultures
  *Gender & Globalization: Europe, Asia, Latin America*

Marjorie Venit, Art History and Archaeology
  *Transforming Learning: Innovative Teaching with Technology in Large CORE Courses*

Mark Arnold and Lea Chartock, Department of English
  *An Instructional Guide to the New Media Classroom*

Andrew Blum, Government & Politics
  *Capstone Session Curriculum Development for the Minor in International Development and Conflict Management*

Shawn Bushway, Criminology & Criminal Justice
  *Statistics As Opportunity Not Obstacle: A Focused Inquiry into Student Learning*

Charles Flatter, Human Development
  *College of Education Summer Faculty Development Institute in Teaching with Technology*

*To be supported by the Dean’s Fund*
The 2004 University of Maryland Award for Innovation in Teaching with Technology

Co-sponsored by the Office of Information Technology and the Office of Undergraduate Studies, this award recognizes innovative uses of technology in the teaching/learning process at the University of Maryland. The following awardees were selected and recognized at a ceremony during the Teaching with Technology Conference on April 9, 2004.

The 2004 UMITT award winners are Rebecca Oxford, Ph.D. and Yesim Yilmazel-Sahin, Ph.D. candidate, of the Second Language Education program within the College of Education Curriculum and Instruction Department. These teachers developed a new approach to teaching a well-respected teacher education course so that it would integrate technology as an important instructional design feature. Armed with the telling details of a needs assessment survey administered to teacher certification candidates which showed that most respondents believed there were few and inadequate technology-training opportunities available to them in the current program, but who also indicated a belief that instructional technology could enhance student learning, these instructors reengineered EDCI788G, “Selected Topics in Teacher Education: Learning Styles, Strategies and Technology,” in a way that serves as a model for technology integration in the program, the department and the college.

The team of Oxford and Yilmazel-Sahin modeled creative ways of teaching with technology through their uses of WebCT, WebQuest projects, web page design, student-made videos, and high-end PowerPoint applications, in their teaching and by providing workshops to their students in the technical skills that enabled them to integrate such technologies into the classroom.

The overwhelming success of the class has led our award-winners to design a whole program of professional development, InTENT (Innovative Teacher Education with New Technology), to help college faculty, in-service and pre-service teachers and others learn how to integrate technology into their teaching.

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