The Impact of Service-Learning as a Class Text at the University of Maryland

by Chad Garland, Office of Community Service-Learning

Have you ever wondered whether the texts and projects you assign in the courses you teach are the most effective for meeting your course objectives? Does your syllabus grab and hold students’ interest? Do you worry about whether your students are really “getting it”? Are you looking for experiences or activities that encourage critical thought?

If your answer to any of the above was “yes,” you should consider the potential role of service-learning in your class. Service-learning combines service that meets human and community needs with structured opportunities for learning. This form of experiential education can contribute dramatically to a student’s personal and social development, create a strong positive change in the greater community and its organizations, and impact significantly a student’s academic understanding, career growth, and sense of civic responsibility. While service-learning is not suitable for every course, it can be used in virtually every discipline. For example, in UM service-learning courses, students have:

- Acquired valuable computer and marketing skills by developing databases and marketing plans for non-profit agencies,
- Applied engineering principles by designing and building mechanical devices to assist people with disabilities,
- Learned about molecular structures of organic compounds by teaching basic biochemistry to middle-school students, and

“Service-Learning...” continued on page 11
As I talked with the various individuals who worked with the Center for Teaching Excellence last semester to improve their classes, I was reminded that not every solution worked for every teacher; some strategies worked well, and others, though rewarding for some, did not. Indeed, it’s clear that some methods that are effective for many teachers (e.g., humor) never work for me.

Teaching is not about spontaneously finding a single instructional method or approach that works for you. I find that most pedagogical changes or enhancements have to be adjusted for each class. So, if you tried something last semester, and it didn’t work, it may be worth retrying it in a slightly different form or context. Good teaching, like nearly everything else, requires the courage to try new things, to implement thoughtful reiterations, and to persevere. In my own teaching I often need two or three tries before I get the right balance. If you are looking toward the semester’s classes and planning exactly the same pedagogies, assignments, and content that you used last time you taught the course, consider the value of revisiting those approaches.

If you have developed a course plan that is optimal for you (i.e., one that is personally satisfying and results in maximal student learning), perhaps a course design of which you are especially proud, please consider writing a short article for TLN describing the course and your approach. Others might like to give it a try, and contributions to the campus-wide discussion of teaching help improve the work we do for our undergraduate students. If you are refining your teaching and would like some guidance or feedback that might help to improve your teaching, please stop by CTE, browse through our resource library and talk with me or any of the CTE staff. We always like to hear what is working and enjoy brainstorming with faculty about how to enhance student learning and academic engagement at Maryland. Have great semester.

By Spencer Benson
Director of CTE

WANT TO IMPROVE YOUR TEACHING?

WORK WITH A CTE FACULTY TEACHING CONSULTANT!

The Faculty Teaching Consultation Division is designed to help provide support for campus instructors who would like to improve their teaching. Teachers work one-on-one with a Faculty Teaching Consultant, based on their own goals. The requesting teacher determines the issues to be explored, and the consultant provides an outside perspective, peer support for a plan of action, and suggestions for additional resources.

Any faculty member who teaches for the University of Maryland at College Park can request a teaching consultation, and they are completely confidential. For more information, contact the Center for Teaching Excellence at 301-405-9356 or via email cte@umd.edu.
OIT estimates that forty-seven percent of the campus uses WebCT course-management software to provide access to class information such as reading lists, course calendars, and syllabi. Now, the UM Libraries are in on the action by bringing library information and content right to your WebCT doorstep! As of October 6, some WebCT users have access to a course designed specifically to help instructors create links to Library resources and information. As instructors start to design their courses or create their reading or reserve lists, they can quickly and easily access the Libraries to get the information they need.

Faculty, instructors, and TAs who have permission to create a WebCT course (called WebCT Designers) will notice a new course listed in WebCT among their Ongoing Groups called UM Library Resources. Within this course are links to Instructor Resources, Student Resources (meant to address students’ questions about the Libraries) and Need help? Contact a Librarian, which allows them to contact a Librarian for fast assistance. Eventually, this course will be available for students as well as instructors.

The Instructor Resources link is designed to help the instructor incorporate the Libraries’ resources into his or her WebCT course. It provides links to Library hours, times, locations, subject specialists, and guides, as well as detailed information about how to use UM search tools such as the Catalog, Research Port, Find It, and UM Digital Collections. It even gives information about how faculty can submit to Digital Repository at UM (DRUM). The UM Library Resources Course puts library information in instructors’ hands when and where the instructors really need it.

One of the most exciting features included in the course is called Create Course Reserves and Reading Lists. This feature guides the instructor or TA through the process of creating or revising a course reserve or reading list, assisting in locating print or electronic copies of readings, and creating links to them. Your students will love having links to their readings, and you will love how easy it is to create and maintain the links!

Consider this example: A new semester is approaching, and it is time to revise and recreate an outdated course reading list. The instructor has a list of citations for print material that he has traditionally provided via a course reading pack. The instructor goes to the Create Course Reserves and Reading Lists page in WebCT and by following the steps is able to determine that the Libraries provide electronic access to several of his readings. He is able to use Find It to create a link directly to each of these articles (using Save citation and link). A few items are not available electronically, but he finds that he can fill out an online request form to have the Reserve Desk at McKeldin scan the article and provide him with a URL and password to provide to his students. Finally, he has a couple of films and music clips that he’d like to make available. Searching UM Digital Collections shows that one is available online, and the other can be placed on Reserve. Providing a link to the reserve catalog gives students quick access to information about all of the items he has placed on reserve. Last, but not least, the instructor is made aware of copyright restrictions applicable to the items on the reading list, ensuring that he and his students use the material appropriately. Within minutes the instructor has converted his list of citations to links that can be included in his WebCT course and accessed easily from both on and off-campus (movies and the music may not be available from off-campus because of bandwidth and licensing restrictions). And best
TEACHING ABOUT PLAGIARISM: WHOSE JOB IS IT, ANYWAY?

by Diane Harvey, Undergraduate Studies Librarian

Whose job is it to teach our students how to avoid plagiarism? The Freshman Writing Program? The Student Honor Council? Librarians? High school English teachers? This was the question discussed and debated at a CTE workshop on November 9. I was joined by Andrea Goodwin, Assistant Director for Academic Integrity in the Office of Student Conduct, and Nancy Comorau, Freshman Writing instructor and doctoral student, to look at what our students are learning about plagiarism and academic integrity. A lively audience from across campus shared their experiences and came away with new ideas on how to help students research and write with integrity.

Most faculty assume that students learn about plagiarism and academic integrity in ENGL 101, but more students are being exempted from taking that course on the basis of their SAT and AP scores. ENGL 101 instructors devote varying amounts of time to the issue, which might also be covered in courses such as UNIV 100 or in library instruction sessions. High school instruction about plagiarism varies from school to school, and we cannot depend on students applying what they learned in high school in the university environment.

Perhaps the most effective instruction on researching and writing from sources takes place in the discipline-based classroom. Faculty who model responsible research and citation practices, and who devote in-class time to helping students understand how to research, paraphrase, and cite, report some success with helping students avoid plagiarism. These faculty members also take time to discuss the University’s academic integrity policies, and follow through by reporting cases of suspected plagiarism to the Office of Student Conduct.

During the first week of lab in BSCI 105 (Principles of Biology), all students complete a lab session devoted to plagiarism and paraphrasing. In the sciences, use of direct quotation is discouraged, so the ability to paraphrase correctly is particularly important. Teaching Assistants in BSCI 105 present information on what constitutes plagiarism and students practice proper paraphrasing and citation. After completing the lab, students sign a worksheet that acknowledges that they understand the information presented, that it is their responsibility to seek help with questions about paraphrasing and citation, and that they may be prosecuted through the Office of Student Conduct if they violate the rules of paraphrasing and plagiarism (Lanford, 2004).

I would like to hear from other faculty who are teaching about plagiarism in their undergraduate courses so that best practices can be more widely disseminated. Please contact me at dkharvey@umd.edu. For more information about the BSCI 105 program, please contact Pam Lanford (planford@umd.edu).

Resources:

...for your review: Calls, Conferences, & Courses

2005-06 Lilly-CTE Teaching Fellows Program
We are pleased to announce that the Center for Teaching Excellence and the Office of Undergraduate Studies seek applicants to the 2005-06 Lilly-CTE Teaching Fellows Program. These fellowships have been a University highlight for more than twelve years, and it is a pleasure to announce their continuation. The Lilly-CTE Fellowship Program provides the opportunity for up to ten faculty members from the College Park campus to meet regularly during the academic year to discuss and work on important issues in undergraduate education. Each fellow will receive $3,000. More information is available at http://www.cte.umd.edu.

2005-06 Improvement of Instruction Grants (IIG) Program
The Office of Undergraduate Studies and the Center for Teaching Excellence are pleased to sponsor the Improvement of Instruction Grants (IIG) program for the 2005-2006 academic year. IIG selection criteria give priority to proposals that contribute to the University’s efforts to improve undergraduate education, and we solicit projects that have the potential to produce the greatest impact. Individual faculty members, as well as departmental or interdisciplinary clusters, are invited to apply. More information is available at http://www.cte.umd.edu.

UNIV798: Introduction to University Teaching, Spring 2005
This two-credit seminar course will look at current topics and thinking in teaching and learning at the university level; its survey will be applicable to a variety of disciplines. The format of the course will be student-led discussions stimulated by weekly assigned readings. Dr. Spencer Benson, Director of the University’s Center for Teaching Excellence will facilitate the class. The class will meet 7:00-9:00 PM on Wednesdays. Enrollment is limited to 15 students. For more information contact sbenson@umd.edu.

12th Annual Teaching With Technology Conference

- Has your teaching been impacted by technology?
- Is student academic creativity or exploration being fostered by technology in interesting or novel ways?
- Have you found ways to assess outcomes of technology-enhanced pedagogical experiences?

The Teaching With Technology Conference offers opportunities for University of Maryland faculty, teaching assistants, and instructional technology support staff to discuss, demonstrate, or debate such topics. Celebrating its 12th anniversary in 2005, this year’s conference is sponsored by the Center for Teaching Excellence, Office of Information Technology and University of Maryland Libraries, and will be held at McKeldin Library.

*The Call for Proposals for the April 8th conference is underway between December 10, 2004 and February 12, 2005.* Visit the conference Web site for proposal details and submittal form: [www.oit.umd.edu/TWT/call4proposal.html](http://www.oit.umd.edu/TWT/call4proposal.html). For more information, contact the Conference Coordinator at (301) 405-2945 or zdeb@umd.edu.
News from CTE’s Graduate Student Teaching Programs

2005-2006 Graduate Teaching Assistant Development Grant Recipients Named

For six years, CTE and the Graduate School have awarded Graduate Teaching Assistant Development Grants to departments and colleges seeking to improve their development, support, and recognition of graduate teaching assistants. This year, the following received Graduate Teaching Assistant Development Grants:

Daniello Balón and the Department of Electrical and Computer Engineering received $2,000 for a proposal entitled “Engineering Teaching Assistant Training and Development Program.”

Rachel Jablon and the Comparative Literature Program received $500.00 for the proposal “Teaching Portfolio Sessions.”

Miles Lepping, Jessica Hines, and the Department of Entomology received $1,500 for “Digital Resource Manual for BSCI 120: Insects.”

Morva McDonald, Janet Coffey, and the Department of Curriculum and Instruction received $1,500 for their proposal “Supporting Doctoral Students to Become Teacher Educators.”

Kimberlee Staking and the Curriculum Transformation Project received $1,750 for the proposal “Using Engaged Pedagogies to Link Student-Centered Learning Approaches and Diversity Issues in the Classroom.”

Congratulations to all recipients!

University Teaching and Learning Program

The University Teaching and Learning Program (UTLP) is an elite cohort of graduate teaching assistants who come together informally to discuss aspects of teaching and learning, engage in mentoring relationships, and create their teaching portfolios. UTLPers have a common commitment to improving undergraduate education and an eagerness to make their classes the best that they can be.

Supported by the Office of the Provost, UTLP is administered by the Center for Teaching Excellence and coordinated by Peggy Jerome Stuart, a graduate student from the department of Education Policy and Leadership. For more information about the UTLP, contact her at mjstuart@umd.edu.

Winter News from the UTLP Community

Erica Lamm (UTLP – Communication) sat on a panel for “Communication Labs: An Instructional Research Perspective” at the Maryland Communication Association conference. At the National Communication Association conference, she demonstrated her teaching in a presentation entitled, “Using invented dialogues to teach the basic communication models.”

Allison Coffin (UTLP – Biology) has been awarded a three-year, $130,000 Ruth L. Kirschstein National Research Service Award by The National Institute on Deafness and Other Communication Disorders (NIDCD) of the National Institutes of Health. She will use this award to investigate unconventional myosin distribution in inner ear hair cells.

Graduate Teaching Assistants, don’t miss CTE’s Graduate Student Forum, an open discussion for all graduate students who teach. Come with questions and ideas.

Winter News from the UTLP Community

Wednesday, February 16th.
2:00 - 3:30 in the Maryland Room, 0100 Marie Mount.
An Interview with Seth Coleman, Graduate Teaching Assistant and University Teaching and Learning Program Graduate

This is the first in an occasional series of interviews with exemplary graduate student teachers at the University of Maryland. We hope to publicize and celebrate the significant contributions to undergraduate education made by our graduate students.

Seth Coleman is a doctoral candidate in the Behavior, Ecology, Evolution and Systematics Program (BEES); his research in satin bowerbird behavior has appeared in a number of publications, including Nature and NationalGeographic.com. Seth has completed the University Teaching and Learning Program (see p. 6) and participates in the Graduate Teaching Mentor Program.

TLN: Tell us a little about your teaching experience at the University of Maryland. What sort of classes have you taught? In what capacities (e.g., traditional TAship, autonomous teaching) have you worked?

SC: For four years I was a Teaching Assistant for Bioscience 106, a course that introduces students to evolution, ecology, and animal behavior. My autonomous teaching experience came in Spring 2003 when I taught Psychology 403, Animal Behavior. I doubt I have ever been so busy as that spring, but neither have I ever felt so rewarded. Any doubts I had about wanting teaching to play a central role in my career vanished.

TLN: The uneasy balance between the demands of graduate work and those of teaching is probably one of the most familiar anxieties in the life of the TA. Given your experience, are there particularly useful ways to be both a successful teacher and a strong graduate student?

SC: Preparation, preparation, preparation. The academic and research rigors of graduate school demand a great deal of preparation on the part of the student. When you add the demands of teaching, it can seem overwhelming. I found that the only way I could effectively balance all of the demands was to have a strategy for getting it all done. At the beginning of the semester, I would sit down with my course syllabi, dissertation outline, and teaching schedule, and I would set deadlines for myself: “October 10: First-draft of research paper; November 20: Finish grading lab reports; November 25: Finish thesis Chapter 2…” While this may seem extreme, I found it quite reassuring to be able to look at my calendar (which was/is in a prominent location above my desk) and know exactly what I needed to get done that day/week, and what sort of demands I could expect in the coming days and weeks.

TLN: Of course, the challenges of leading a life off campus while completing a graduate degree and teaching undergraduates may be equally daunting. Have you developed or discovered effective approaches to maintaining a “real life” outside of the classroom, office hours, the library, and the lab?

SC: I’m a big fan of the statement, “Sleep on it.” I do better work, and work more efficiently, if I allow myself some time each day to enjoy something that has nothing to do with graduate school. The demands of graduate school can seem overwhelming at times, and it is at these times when I find it especially important to remove myself from my work; take a long walk, take a nap, go to a museum or art gallery, work out, go to a movie, go out to dinner. I find I return to my tasks with renewed vigor. And, while I just wrote that these activities should have nothing to do with graduate school demands, some of my best research and teaching ideas have come while walking in the woods. These ideas/thoughts, however, should not be anxiety provoking (if they are, then you need to find an activity where your mind is occupied with other things: hit a few balls at the batting cage or the driving range, shoot some hoops).

TLN: While outlining a teaching philosophy would demand more space than we have here, could you

“Coleman...” continued on page 13
“But My Roommate Got a B”: Rubrics for Grading  
Friday, February 4th

It is a familiar student fantasy. Several copies of the same paper are given to several faculty members, who determine independently that the assignment deserves several grades. The student, having demonstrated the unchecked arbitrariness of grading, revels in comeuppance, and our hypothetical several teachers are left with a bad mixture of disdain for colleagues who clearly got it all wrong and uncertainty about their own grading standards. Worse yet, and perhaps less fantastic, a teacher returns a set of graded assignments, only to find the next office hour congested with students who have compared grades and determined that some inconsistence has clearly been committed.

This workshop will include exposure to grading rubrics (that is, publicized standards against which student work is evaluated) in several disciplines. A distinguished faculty and staff panel will also discuss ways to develop individual rubrics and address ways to make those standards clear to students. The workshop is appropriate for those who have already produced rubrics as well as for those who have not done so. Workshop participants should expect to leave the session with at least a partial draft of a rubric.

Graduate Teaching Assistant Orientation Reunion and Roundtable  
Wednesday, February 16th

For this session, CTE will open the floor to questions, concerns, and observations about classroom management, student motivation, academic dishonesty, and keeping your head above water as a GTA. The discussion will be moderated, and a number of presenters from our fall GTA Orientation will participate. These include Distinguished Teaching Assistant Ed Chang; Ombudsperson for Graduate Students, Joanne Desiato; Barbara Goldberg of the Counseling Center; and Andrea Goodwin of the Office of Student Conduct. We invite GTAs and graduate student Lecturers to attend, regardless of whether they attended Fall GTA Orientation.

Locating the Scholarship of Teaching and Learning in the 21st Century  
Distinguished Teacher Lecture: Randy Bass, Georgetown University  
Tuesday, March 1st

Randy Bass is Assistant Provost for Teaching and Learning Initiatives at Georgetown and Executive Director of Georgetown’s Center for New Designs in Learning and Scholarship, a University-wide center supporting faculty work in new learning and research environments. He is the director of the Visible Knowledge Project (VKP), a five-year scholarship of teaching project exploring the impact of technology on learning in the humanities. Bass is Associate Professor of English and a member of the American Studies Committee at Georgetown University.

An Education in the World: Social Responsibility, Civic Engagement, and Course Projects  
Monday, March 14th

There are a number of opportunities for making social responsibility part of your curriculum. See, for example, this issue’s cover story on service-learning at Maryland. Service-learning projects, assignments that engage a larger community, and pedagogies that encourage students to contribute to those communities are all ways to foster social responsibility while contributing to improved student learning. Join us for a compelling workshop on the promising relationship between teaching, learning, and social responsibility. The panel will include experienced faculty who have implemented social responsibility in their courses.
From the Back Row to the Blackboard: Creating and Motivating Learning Communities in the Classroom
Tuesday, March 29th
Note: This session will be held from 10:30 - 12:00

Establishing a learning community in your classroom can motivate your students and encourage them to be independent learners. Learning communities can sometimes harness the power that comes from students’ shared participation in and commitment to their own learning and the learning of others. This workshop, led by experienced and distinguished faculty, will feature the ways some professors create and use classroom community.

The Nuts and Bolts of an Inquiry Based Cooperative Learning Environment
Distinguished Teacher Lecture: Janine Trempy, Oregon State University
Friday, April 15th

Do you subscribe to the banking method of teaching? Are you depositing information into your students’ brains and wondering what it is they retained? This presentation will focus on ways that change the learning environment from a transmittal of information pedagogy to a student centered pedagogy. For the past ten years, Professor Trempy has used inquiry based cooperative learning environments in her courses. Assessment data suggests this type of learning environment enhances science literacy and retention, even among students who have a negative impression of science. This presentation will provide examples of this method as well as an opportunity to discuss other student centered methods being used in higher education.

Janine Trempy is a Professor of Microbiology and the Associate Dean in the College of Science at Oregon State University. She has received numerous research and teaching awards from Oregon State University, and in 1996 she was named by the Carnegie Foundation/CASE as Oregon Professor of the Year for her development and use of innovative inquiry based cooperative learning environments.

Table for 350, Please: Good Ideas for Teaching Large Classes
Tuesday, April 26th

How do you teach fifty students at once? How do you assess the learning of one hundred students at once? How do you present information to two hundred and twenty-five students at once? What are those three hundred students saying about your teaching, your assessments, and your presentation? In this workshop, a number of faculty from across campus will discuss innovative methods and materials for improving teaching in large classes.

All workshops and lectures are held in the Maryland Room, 0100 Marie Mount Hall, 2:00-3:30, except as noted above.
Focus on the Scholarship of Teaching and Learning

by Eden Segal, Charles Sternheim and Jo Paoletti

The Scholarship of Teaching and Learning team spent last semester attending to learners’ perspectives. We increased our campus presence by talking to dozens of students at the First Look Fair and are growing our team. Nationally, we presented early research by Chip DeAtley, Jo Paoletti and Eden Segal into how people learn about issues of personal difference, and how we can improve its teaching, at two conferences. We plan to present richer findings at the Carnegie Academy of Teaching and Learning Colloquium in March.

Via an exciting Words of Engagement dialogue coordinated through The Office of Human Relations Programs (OHRP) we explored course expectations and multiple dimensions of power and privilege in higher education. Teon Abrams, a junior in Criminal and Criminal Justice and Eden Segal, a doctoral student in Education Policy and Leadership facilitated a group of undergraduates in this collaboration. We are currently planning the spring dialogue, for which we hope to recruit graduate student and faculty participants. This extended opportunity to discuss teaching and learning opportunities with students can offer unique insights. The group will meet during the spring on Tuesday afternoons from 4 to 6 p.m. for eight weeks, beginning March 1, 2005. Location will be announced on-line at http://www.ohrp.umd.edu/WE/index.html.

Our first undergraduate-facilitated workshop, about classroom roles and responsibilities, proved thought provoking. Stephanie Lee, a senior double major in History and Social Studies Education drew out students’ and teachers’ various perspectives around whether several teaching methods offer to students essential support or unnecessary coddling. Please join us February 16 from 5 to 6:30 pm. for a discussion of how classroom roles differ internationally. We especially hope that students and teachers with international educational experiences will share them. Location will be announced on-line at http://www.cte.umd.edu/.

Not surprisingly, the workshop on The Best Discussion EVER provided great discussions among faculty, graduate students, and undergraduates from several campus departments. Energy was one key element that we agreed was common to great educational discussions. We got excited just thinking of and sharing past discussions and agreed that discuss-

If you’ve made it this far, you know that the current issue of TLN is a substantial one. We have included articles on service-learning, on WebCT and library resources, and on minimizing plagiarism in the disciplines. As part of our ongoing efforts to profile the significant contributions of graduate students who teach on campus, we are publishing an interview with Seth Coleman, an exceptional TA and UTLP participant. You might also read about the good work of the Scholarship of Teaching and Learning (SoTL) initiative, including their participation at national conferences and their regular series of dialogues to improve teaching and learning on campus. And you’ll of course want to save our calendar of Teaching & Learning events for the spring semester.

This is the third issue of TLN distributed exclusively electronically. We recognize the perils of that transition from print to screen and regret any excess contribution to your email inboxes. If you’ve received too many emails announcing the release of this issue and asking readers to subscribe electronically, we apologize.

As always, we actively solicit your feedback, as well as your submissions to TLN. Address letters to the editor, questions, or articles for publication to cte@umd.edu.

Happy spring semester.
When used thoughtfully and intentionally, service-learning:

- Engages students in active learning,
- Integrates disciplinary theory and knowledge with practice,
- Deepens understanding of the complex root causes of social problems, and
- Creates new knowledge.

If this sounds intriguing, you should consider service-learning as a “text” for a course you are teaching or planning. Although not a traditional text—something that has already been written—the service-learning text is actually “written” simultaneously with the course. Just as you would choose an appropriate text based on desired learning outcomes, service-learning experiences should be chosen to satisfy the course’s goals. A class service-learning experience should provide opportunities for stimulating class discussions and reflection, not unlike using a traditional text for the same purpose. As you ponder possible service-learning opportunities for your class, decisions to consider include:

- Choosing an appropriate project that will achieve the learning objectives;
- Selecting the right format for the service project, such as making it part of the course requirements, making it an alternative to another assignment, or even creating an additional, optional fourth credit option;
- Determining whether the project will be a one-time experience or on-going throughout the course; and
- Just as with any experiential education opportunity, choosing the right classroom activities that will encourage critical thought and help students learn through their experiences.

We look forward to working with you! For more information on service-learning, please contact Chad Garland, 314-2895 (cgarland@umd.edu), or Barbara Jacoby, 314-7253 (bjacoby@umd.edu), in the Office of Community Service-Learning.

“The Office of Community Service-Learning stands ready to assist as you develop and implement service-learning in your class. Our mission includes providing services, resources, and support to faculty interested in developing service-learning courses. Among the resources we provide are:

- An online faculty handbook for service-learning,
- Individual and departmental consultation,
- A library of service-learning opportunities,
- Workshops and training opportunities,
- Undergraduate Teaching Assistants for service-learning,
- Instructional Improvement Grant in association with CTE,
- Special outreach and support for learning communities, and
- An ongoing survey of students in service-learning courses.

We look forward to working with you! For more information on service-learning, please contact Chad Garland, 314-2895 (cgarland@umd.edu), or Barbara Jacoby, 314-7253 (bjacoby@umd.edu), in the Office of Community Service-Learning.

“Service-learning enables students to do real work with real people in real time with real consequences.”

- UM student
of all, maintenance of these links is simple, now that Find It provides URLs that will not change if the Libraries switch to a different content provider.

The Libraries have spent considerable time and money in providing quality content to the University, and using the Course Reserves and Reading Lists page will help you to locate and make this content easily available to students in the format they want. Course packs can be heavy, expensive, and environmentally unfriendly; they oftentimes require additional copyright fees. Why pay again for something that the University already has access to, especially if it is available electronically and is just a click away? Let the Libraries take care of it for you!

Instructors will want to include links from WebCT to library resources because this is an easy way to get students directly to course content. In addition, creating a link to library resources within WebCT will allow students to login to My Research Port, where they can perform searches and save articles or searches that are relevant to their course. This all means a smooth transition of student attention from the material provided by the instructor to the student’s independent access to and use of library resources. By fully integrating the Libraries into WebCT, instructors are able to provide a rich learning environment for their students.

Being able to provide direct links to databases, journals, the reserves catalog, and individual articles will allow instructors to encourage their students to use the Libraries more regularly and more effectively.

The UM Libraries’ WebCT course is currently only available to instructors (those with “Designer” privileges). However, the web pages that make up the course are available independently on the Libraries’ website at http://www.lib.umd.edu/ETC/webct/InstructorResources.html. Additional information on integrating the library into your WebCT or Blackboard course, including Guest login information, is available at http://www.lib.umd.edu/ETC/webct/WebCT.html. OIT also offers free courses on Research Port, in which creating links from WebCT to library resources are explained and demonstrated. (See http://www.oit.umd.edu/iit/ for registration information). If you are interested in finding out more about integrating the Libraries into WebCT or Blackboard, or you have any questions or comments, please contact Gretchen Hanson (ghanson@umd.edu), E-Content and Delivery Team, ITD, McKeldin Library.

The Lesson Study Program will be a new SoTL initiative during Spring 2005. Lesson Study is an approach to evidence-based teaching reform, which is widely practiced in K-12 education in Japan and of increasing interest to SoTL researchers as a model for use in higher education. This initiative will engage small (3-4 person) teams in the planning, observation, analysis and refining of a single classroom lesson in a lower-level CORE course. Teams must include one regular faculty member and must identify a project leader who will coordinate and document their efforts. More information on the Lesson Study process, with examples of projects from different disciplines, can be seen at the Lesson Study Project site developed at University of Wisconsin-LaCrosse (http://www.uwlax.edu/sotl/lsp/) Please contact Jo Paoletti (UMPROF@aol.com) with any questions you may have about this program.

For more information on these programs and workshops or the Scholarship of Teaching and Learning work in which we are involved, contact Eden Segal at esegal@umd.edu.
articulate some major principles that determine your teaching?

SC: Teaching biology courses presents a particular challenge to university professors. Often, these courses are large, made up of students with diverse academic and social backgrounds, and are a core requirement for a wide range of university departments. In introductory biology courses there exists a fixed body of knowledge that the students must learn in order to begin synthesizing facts into concepts (students sometimes disparage this body as the “useless facts” of biology). As a teacher of introductory biology courses, I view myself as a provider of facts and one who challenges the students to synthesize multiple, seemingly disparate biological facts into holistic biological concepts. In addition to encouraging students to synthesize information, I constantly relate the information discussed in class to students’ own lives. Drawing the connection between a student’s life and the creatures or concepts being discussed can have a major effect on his/her ability to remain focused on the material. Familiarity facilitates learning.

TLN: Would you briefly describe a moment or two from your experience as a teacher that you are likely to remember for a long time? What makes that scene (or those scenes) memorable? How have they affirmed or altered your teaching?

SC: Perhaps my most memorable experience came in my first semester of teaching Bioscience 106. Halfway through teaching the math-intensive Population Genetics lab, I found myself staring at the board, clueless as to what to do next. I had clearly done something wrong somewhere in my calculations, but I didn’t know where. The students knew too, I could hear them shifting uncomfortably in their seats; I didn’t want to look at them; I didn’t know what to say. A couple of students offered advice on where I could correct my calculations, but it still didn’t work. I finally had to start over, to the groans of the students. My mistake was a simple one, and one that could have been prevented had I been better prepared. I thought I knew the material backwards and forwards, and so I hadn’t gone over it the night before or the day of the lab. I have not made that mistake since.

My best teaching experiences involve the times when I can see that a strategy/exercise I’ve employed really worked for the students. I get a great feeling when I see the little light bulbs go on over their heads, to see them nod in understanding, and especially to see a student smile in understanding. Those are empowering moments as a teacher; to know that something you did (preparation!) facilitated the transfer of information from you to the student, and that the acquisition actually brought a smile to their faces.

TLN: What sort of teacher training do you wish you had been offered but weren’t? Are there things you now know that you wish you had known on your first day as a teacher?

SC: I would have liked to have a formal course on teaching. This is now offered by the Biology Department, which is great for incoming graduate students who have little to no teaching experience.

TLN: What sorts of mentors have you had? What are the best experiences you’ve had while under their guidance? How has that mentoring shaped any guidance you’ve tried to offer to less experienced teachers?

SC: My teaching mentor was/is the supervisor for Bioscience 106, Dr. Jeffrey Jensen. Jeff clearly enjoys teaching, which is reflected in his approach. He is always well-prepared, and puts a great deal of thought into the efficacy of teaching. He constantly challenges himself to explore creative ways to facilitate the transfer of information from material, through the teacher, to the student. While everyone has a unique teaching style, young teachers would do well to emulate Jeff’s teaching preparation, and care for the process of learning. Like Jeff, I try to lead by example when mentoring other teachers. I hope that my enthusiasm for teaching is evident to them, and that it may motivate them to explore ways to make themselves better teachers.
### Spring 2005 Teaching & Learning: Calendar of Events

<table>
<thead>
<tr>
<th>Month</th>
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<tbody>
<tr>
<td>January</td>
<td>25 Tuesday</td>
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<tr>
<td>February</td>
<td>4 Friday</td>
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<td>8 Tuesday</td>
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<td>11 Friday</td>
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<td>16 Wednesday</td>
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<td>22 Tuesday</td>
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