Teaching & Learning News

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Teaching Tips

By Anna Bedford, Publications Coordinator, CTE

There’s something about “Teaching Tips”, or perhaps “tips” of any kind that has a hint of the glib, superficial and anecdotal. Yet, during the semester, many of those who are teaching do look not only for conversations about teaching and learning but also some easily implemented and very concrete strategies to, for example, engage large classes or get their discussion sections talking.

Certainly tips are no substitute for reflective and purposeful syllabus construction and thoughtful pedagogy, but perhaps they do have their place as a compliment to them. In fact the strategies that are shared within teaching communities are founded in a great deal of experience, “grass-roots” (or chalk-fingered?) knowledge and classroom research. For example, the suggestion that teachers keep their lectures to ten minutes before interspersing another activity or changing the pace of the class comes out of studies of how people learn and actively engage, as well as the observations of when students begin to “zone out” or, worse, doze off. In this way, tips can be tried and tested methods of achieving “learner-centered” teaching.

If you’re looking for a compilation of teaching tips, Wilbert McKeachie’s book by the same name has stood the test of time, and in its latest edition features new strategies such as utilizing high and low-stakes writing, teaching with technology, and teaching culturally diverse groups. McKeachie’s Teaching Tips and other books on a wide variety of teaching and learning topics can be borrowed from CTE’s resource library. This semester CTE will also host “Teaching Tips” continued on page 4
Communities of Learning
By Dave Eubanks, Interim Director of CTE

CTE is always busy. We all are, of course.

As the new year begins and as the academic year passes its midpoint, here is a brief summary of the ways CTE is transforming undergraduate learning.

Our annual teaching portfolio retreats, held during the winter term, guided 24 graduate students - who teach this University’s undergraduates - toward complete teaching portfolios. These portfolios will contribute significantly to their dossiers as future faculty.

The CTE-Lilly Teaching Fellows are developing innovative projects to enhance academic rigor in individual courses and will share their methods and findings with the University at the end of their fellowship year.

The Graduate CTE-Lilly Fellows are creating a major resource for integrating sustainability into the curriculum and will introduce this project this spring.

Faculty participants in the 2008 Summer Institute for Teaching with New(er) Technologies have integrated new tools in their courses in support of student learning and will share their experiences at the April Innovations in Teaching and Learning conference.

Instructional Improvement Grant recipients have created (and are continuing to create) new ways to offer the best sorts of undergraduate education and will share their work at a CTE roundtable discussion in April.

Our University Teaching and Learning Program, which confers notations on graduate transcripts, signifying valuable professional development, is more robust than ever.

These communities are often transient and gather to address matters of the moment, clickers, for instance, but they are most successful when motivated by learning about learning and by acting on that learning.

These, only a sample of CTE’s ongoing year, share a particular characteristic in addition to their common work towards learning; each is a type of learning community. And they do not entirely capture our efforts to facilitate the work of the University’s many learning communities.

When CTE invokes the idea of learning communities our inspiration is the opportunity for scholars to talk about teaching and for students to do the work of academic exchange, to commit to and support ideas and arguments. These are students in small groups, departmental colleagues, cross-disciplinary collaborators, those trying new technologies for teaching, and other groups participating in the fundamental tradition of exchanging ideas, practices, and findings. These communities are often transient and gather to address matters of the moment, clickers, for instance, but they are most successful when motivated by learning about learning and by acting on that learning.

For instance, the 2007-2008 Lilly Fellows who, like all cohorts of Lilly Fellows, were given the chance to identify any problem in undergraduate teaching and to develop a project to improve teaching, chose to investigate the transfer student experience at the University. A group of faculty members from diverse disciplines recognized collectively the challenges transfer students face and began with an exchange of their experiences with transfers. They...
Guest Column: Holistic Teaching, Holistic Learning

by Spencer Benson, Director, CTE, on sabbatical 2008-2009

As I reach the half-way point in my sabbatical working in Hong Kong I am struck by how often in presenting workshops, visiting Asian universities, and in discussions with colleagues the concept of “holistic learning” comes up. A simple Google search with the query “holistic learning” yields about half a million hits, the top ten of which are surprisingly not linked to dot edu sites but rather to individual sites and various dot com sites. The ubiquitous Wikipedia hit came up number eleven. This should not be construed to mean that holistic learning and its counterpart holistic teaching do not have a place or role within the academe and a similar search using Google Scholar or ERIC yields many academic references including a useful 2003 article in Change Magazine by Sandra Poindexter. Various conversations and initiatives in the greater Pearl River Delta (e.g. Hong Kong, Macao and Guangdong Province PRC) have focused on the concept that students need more than lecture classes and exams to become educated for a world that is dynamic, global, and changing at an increasing pace. In Hong Kong each of the eight public funded universities are struggling to address this issue with the challenges of changing from a three-year career centric curriculum to a four-year curriculum that includes a significant general education component (see my November-December column in the CTE Newsletter for a further description on the 3-3-4 reform).

What is holistic teaching and learning? In the simplest sense it is education that fosters learning through various classroom and student life activities and through personal endeavors that students experience while at the university. Holistic teaching means that the faculty instructor conscientiously ensures that her or his course involves active learning, connections to the real world, and activities that challenge students intellectually while allowing individual student creativity and purposely working to ensure that student learning is the focus of the course versus content coverage or exam performance. In the classroom or, more specifically, the learning landscapes that make up a course or curriculum, holistic teaching and learning involve the use of a spectrum of pedagogies from traditional lectures to experiential and service learning to student affairs activities. Holistic learning occurs when students build meaningful connections between the “stuff” of the classroom and the real world beyond the classroom. It is learning that has meaning beyond the next quiz, test, or academic assignment and learning that produces an enduring understanding that is meaningful for the students’ world and life’s journey.

How do we achieve holistic teaching and learning? Of the two, holistic teaching is by far the easier to achieve since as faculty we control how and what we teach whereas what students learn is to a large degree in their hands. At the individual class or course level there are a plethora of resources to help faculty adopt or adapt a more holistic approach to teaching. For example, at the University of Maryland the office of Community Service Learning (http://www.csl.umd.edu/resources/faculty.htm) provides support to faculty who wish to integrate

“Holistic Teaching” continued on page 8
a workshop on Teaching Tips, tailored particularly with newer GTAs in mind. The schedule of workshops can be found on CTE’s website (www.cte.umd.edu) and on this page of Teaching and Learning News: “Spring Teaching and Learning Series”.

At the start of a new semester we hope you’ll enjoy a handful of favorite teaching tips from the Center for Teaching Excellence.

Accept (maybe even embrace) the fact that you will not always have an answer to student questions and use that to demonstrate that teaching and learning are active and ongoing phenomena.

Dave Eubanks, Interim Director

If discussion groups are reluctant to talk, have a student lead the conversation at the start of each session. Students feel compassion for a peer standing before a silent class. This also allows students to be involved in the direction of their discussions and in shaping class questions.

Anna Bedford
Publications Coordinator

Change at least one thing in your syllabus every time you teach the same course again. And remember that while it may be the same course, it is an entirely new class of students—be flexible and responsive to the unique “character” of each class.

Kirsten Crase
Faculty Programs Graduate Assistant

My favorite teaching tip is to make the total course point 500 to 1000 rather than 100. That way it is possible to have low level (5-15) point learning activities that increase student engagement and participation or can be used as brownie points for filling out surveys or attending an extra-curricular event.

Spencer Benson, Director

Read the newspaper in the morning and start your lecture with a current event that relates to a learning goal for the day!

Ann Smith, Faculty Fellow

collected rich institutional data, identified effective support mechanisms at peer institutions, sought input from key campus leaders, and developed a promising catalogue of recommendations for the University. We expect that many of those actions will be implemented and will result in increased success among those whose undergraduate academic work begins elsewhere and is continued on our campus.

The story of this cohort of Lilly Fellows is an indicator of how transformation in teaching happens. Those who are in the classrooms, large and small, leave the isolation of the individual course, as well as the isolation of the student working alone and illuminate ways to continue to make an undergraduate degree from the University of Maryland the mark of lasting and exceptional learning. Some of that learning of course happens in isolated reflection, but much of it is stimulated and sustained by communities. CTE supports that exchange as we create novel learning communities and join the conversation of those already talking about teaching.
Introducing the 2008-2009 CTE-Lilly Graduate Teaching Fellows

The Graduate School and the Center for Teaching Excellence are pleased to announce the 2008-2009 CTE-Lilly Graduate Teaching Fellows:

- Alaina Brenick, Human Development
- Justin Brody, Mathematics
- Heather Brown, English
- Stephanie DiPietro, Criminology and Criminal Justice
- Gus Grissom, History
- Patrick Grzanka, American Studies
- Scott Roberts, Psychology
- Heidi Scott, English

These eight senior graduate students, each with at least two years of teaching experience, were selected through a highly competitive application process to be the very first CTE-Lilly Graduate Teaching Fellows. The selected fellows will receive a stipend and are expected to develop a sustained conversation about teaching and learning and together construct and implement a project, initiative or event relevant to the improvement of the educational culture at the University of Maryland.

This is the first year the Center for Teaching Excellence and the Graduate School have piloted a CTE-Lilly Graduate Teaching Fellows Program. The program is modeled after the very successful CTE-Lilly Fellows program for faculty, which has been in existence for nearly two decades and provides an opportunity for graduate students from across campus to meet regularly during the academic year to discuss and address pedagogical and educational issues in undergraduate teaching as at the University of Maryland.
The Graduate School and the Center for Teaching Excellence are pleased to announce the 2008-2009 International Teaching Fellows:

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<th>Fellow</th>
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<td>Tannistha Samanta, Sociology</td>
<td>Peter Mallios, English</td>
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<td>Anthony Adawu, Curriculum and Instruction</td>
<td>James Greenberg, Curriculum and Instruction</td>
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<td>Kyungjin Yoo, Electrical and Computer Engineering</td>
<td>Gabi Strauch, School of Languages, Literatures, and Cultures</td>
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<tr>
<td>Wei Gao, Human Development</td>
<td>Marci Marinelli, Psychology</td>
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Fellows will dedicate approximately 20 hours per semester to the program. TAs selected will receive a $500 supplemental stipend upon program completion.

The International Teaching Fellowship (ITF) is an honorific program. GTAs are nominated by their graduate directors.

Are you interested in the student response devices known as clickers? CTE has a loaner program. You can borrow a set of radio frequency (RF) clickers and a laptop equipped with the RF receiver which makes any classroom with an LCD projector a clicker classroom.

For more information about classroom response technology, visit http://www.clickers.umd.edu, see the November-December 2005 issue of *Teaching & Learning News*, or contact CTE at cte@umd.edu.
Mobility Initiative Tests iTechnology Usefulness

by Barbara Hope, Director, Data Administration & Project Management, OIT

A group of students using iPods and iPhones may be helping the University to improve their peers’ educational experiences. This fall, Maryland launched the Mobility Initiative, a project to assess the usefulness of mobile technology.

Since the beginning of the semester, 133 freshmen in the Banneker/Key Scholarship and Maryland Incentive Awards programs have been taking part in the pilot program. They use either iPhones or iPod Touches in their regular classes, as well as in specially designed trial activities, giving feedback to the project’s steering committee of faculty, students and administrators.

Students in the pilot have been involved in numerous mobility activities. Sessions are held several times each month and so far have included training on newly developed applications, lectures on mobility topics, and interactive activities such as usability studies, focus groups and research activities.

Two University applications that were adapted for the mobility pilot are MyUM portal and MyeVue. A mobile version of the MyUM portal, called MobileMy, was developed by the Office of Information Technology, or OIT, for use with students’ mobile devices. MobileMy enables students to access parts of ELMS (powered by Blackboard) and other campus Web sites. MyeVue is a location tool originally developed for Nokia smart phones by a team led by Ashok Agrawala of the Maryland Information and Network Dynamics Lab, part of the University’s Institute for Advanced Computer Studies. Students can use it on campus to find out their current location, get directions to another campus location, and find schedules for Shuttle-UM and Metrobus, and access other features.

In class, pilot program students also use their devices in place of “clickers,” handheld devices that improve participation in class by facilitating real-time feedback and surveys.

Turning Theory Into Practice

“My iPod has become an everyday necessity. I use it as my clicker in class, to get quick e-mail and news updates, to communicate with my friends, to stay organized and, of course, to listen to music,” says Cordell Reid, freshman electrical engineering major and pilot student.

“The program taught me many things about the process through which products are molded to the users’ wants and needs.”

“As an electrical engineering student, this program has been valuable in that I get to be involved in campus testing of this cutting-edge electronic device,” he says.

Faculty and staff members lead activities and discussions. Kent Norman, associate professor of psychology, gave two lectures: one on “ipodiquette,” which covered the etiquette of using mobile devices in the classroom, and another on assessing satisfaction with the iPhone and iPod touch and various applications running on them. Evan Golub, computer science lecturer, gave the students clicker practice by having them vote on images of items such as traffic intersection signs and computer dialog boxes for the “User Interface Hall of Shame.” This exercise illustrated the difference between user-centric
service learning into their courses and CTE (http://www.cte.umd.edu/), the Library (http://www.lib.umd.edu/guides/specialists.html) and the Office of Undergraduate Studies (UGST) (http://www.ugst.umd.edu/) all support programs and resources for faculty who wish to make their teaching more holistic. Beyond the work of individual faculty, successful holistic teaching and learning requires university infrastructure and support that make possible holistic teaching and its product holistic learning. Maryland has a well established and robust infrastructure that supports holistic teaching and learning, including a world class educational technology support group, nationally recognized Honors and Living Learning programs, first-year experiences, campus and college units focused on improving teaching and learning, engaged faculty learning communities and a supported mission to provide excellence in undergraduate and graduate education. At UM these holistic activities have important purposes such as recruitment and retention in addition to student intellectual development.

In Hong Kong and much of Asia a millennia old education system of content acquisition è examination è university è career has been the norm and does not represent a holistic view of learning despite the strong Confucius philosophy underpinnings in many countries. With the restructuring of secondary and higher education in Hong Kong under the 3-3-4 initiative (see previous CTE-Newsletter article) the concept of integrated holistic education is being discussed as part of the general education changes that will occur over the next three years. This is not to imply that holistic learning is not part of the current educational system, rather academic learning and student life learning activities are decoupled. For example, many of the Hong Kong Universities have non-credit general or holistic learning components. At Chinese University of Hong Kong (CUHK) students in each of the five colleges are expected to regularly attend and participate in weekly college convocations and most of the Hong Kong Universities (HKU) have non-credit general education courses that students sign up for (see http://gened.hku.hk/activities.asp for a description of the non credit GE activities at HKU). In addition, student university organizations and clubs are far more prevalent and active than at UM, and student engagement in extra-curricular academic activity is high. On the eve of Obama’s inaugural address I attended an evening lecture by two American scholars who presented comparisons of Lincoln’s second inaugural address with what Obama needed to accomplish in his first inaugural address. Nearly 100 HKU students filled the venue and asked insightful question about US politics. I wonder if the same presentation had been given at UM if 100 UM undergraduates would turn out on a Tuesday evening to participate without receiving some form of class credit?

Increasingly, administrators and faculty in Hong Kong and the adjacent SARs (Special Administrative Regions) are beginning to develop dialogues and initiatives whose purposes are to reshape education to be more holistic. These conversations and initiatives include discussion and implementation of outcome based education (OBE), development of student surveys to judge student engagement, programs directed at first year students, and new approaches to student advising and mentoring. All with the aim of helping students connect academics with life at the university. One novel and interesting experiment in holistic education is United International College (UIC) in Zhuhai SAR, China. This private college is a joint venture between Beijing University and Baptist University in Hong Kong. It is a newly established international liberal arts college that has adopted a philosophy of whole person education and whose educational aims include these: character formation, broad social knowledge and skills, ability to think independently and solve personal problems, and high moral and social consciousness (http://uic.edu.hk/en/index.php?option=com_content&task=view&id=77&Itemid=220). During a recent visit to UIC I was able to witness
the courage and innovations the leadership is taking in developing this type of educational experiment within China’s national educational system. The administration, faculty and students are all deeply committed to making this experiment work and building a new education paradigm that focuses on “learning through experience” and “learning through practice” to achieve whole person education.

At all institutions whether in the US or Asia there are many challenges to developing holistic teaching and learning; inflexible faculty who are resistant toward new teaching approaches, students who see academic work and student life as opposing forces rather then a continuum, the monetary and human costs of building and maintaining programs such as a service learning, first year book, federal semester, and living-learning communities etc that foster holistic learning. Perhaps the greatest challenge is dissolving the barriers (real and perceived) that hinder connections between what occurs in the classroom and the world beyond the classroom. Many students and faculty want compartmentalization, i.e. the work of studying should not detract from the enjoyment of campus life; the burden of teaching should not detract from the joys of research, and the domain of student affairs should be separate from academic affairs. At the institutional level the challenge is to find new and effective ways to build and support connections between academics and student life beyond the classroom and insure that student learning is the central to all that we do since learning is our primary mission and our most important product.

Chip Denman, from OIT, taught students how to discern primary and secondary research sources and to evaluate the trustworthiness of information found on the Internet by having the students search the Web for information on common myths.

In another session, students participated in an interactive scavenger hunt developed by Kari Kraus, an assistant professor in the iSchool, and her graduate students. The on-campus hunt required players to track down sources of information and follow clues using the mobile devices’ multiple functions—text messaging, browsing—to University particularly Fire of 1912

“The scavenger hunt was loosely modeled on games, which world as a collaboratively across multiple

Assessment is ongoing and results will assist the Mobility Steering Committee in determining the future of the initiative. Student feedback from focus groups, usability sessions, and beginning- and end-of-semester surveys will provide a better understanding of the usefulness of the devices in academia. If the pilot demonstrates enhanced student engagement, then the project may be expanded to include additional students, devices and/or activities.

Teaching Resource Guide
http://cte.umd.edu/TRG.pdf
View online or print a copy!
Spring Teaching and Learning Series Schedule

Lunch and Learn: Civic Engagement in Our Courses: Why and How
12:00 - 1:30 PM Wednesday, February 11 Benjamin Banneker Room, Stamp Student Union


Civic engagement is embedded in the new strategic plan that emphasizes “preparing students to be engaged and self-realized citizens and leaders in a complex, democratic society.” Following the panel will be an open discussion and distribution of the new Faculty Resource Manual for Civic Engagement and Leadership in the Curriculum.

Although not required, RSVPs to cte@umd.edu would be helpful in planning for lunch. Bring your colleagues! For further information, please contact Dr. Barbara Jacoby, bjacyb@umd.edu, (301) 314-7253.

Workshop sponsored by the Coalition for Civic Engagement and Leadership, Center for Teaching Excellence, Adele H. Stamp Student Union, Undergraduate Studies, and Academy for Excellence in Teaching and Learning.

Laptops and Mobile Devices in the Classroom: Distraction or Opportunity?
12:00 - 1:30 PM Thursday, February 19 Maryland Room Marie Mount Hall

Laptops and other mobile technology devices are as common in today’s classrooms as chalk and pencils and erasers once were. Laptops have become particularly prominent, bringing with them the potential for both innovative new kinds of pedagogy and for serving as a major classroom distraction. This workshop will provide a brief overview of the minimal existing literature on the value of laptops and other mobile devices in the classroom, present recommendations and advice from faculty for dealing with and incorporating these devices into classroom activities, and provide a forum for participants to discuss their own experiences with this issue.

Teaching Tips for Newer Graduate Student Teachers
12:00 - 1:30 PM Wednesday, February 25 Maryland Room Marie Mount Hall

This workshop – a follow-up session to the 2008 GTA Fall and the 2009 GTA Spring Orientations – invites all newer graduate student instructors – autonomous teachers and teaching assistants – to exchange teaching tips, discuss best teaching practices and pose questions to CTE staff and faculty members about teaching and learning. We anticipate the workshop to be a lively and productive conversation! Light lunch will be served. Please RSVP to cte@umd.edu.

What Does a Feminist Pedagogy Look Like?
12:00 - 1:30 PM Wednesday, March 4 Maryland Room Marie Mount Hall

“[...]The work of any teacher committed to the full self-realization of students [is] necessarily and fundamentally radical, [...] ideas [are] not neutral, that to teach in a way that liberates, that expands consciousness, that awakens, is to challenge domination at its very core. It is this pedagogy that Paulo Freire calls ‘education as the practice of freedom.’” Bell Hooks

What does a feminist pedagogy look like and how do we make our classrooms egalitarian places that foster full “critical consciousness” (Freire)? How can it offer a model for situated learning? Join CTE, faculty, and GTAs for a discussion of strategies and challenges to developing feminist teaching practices and learning environments. Participants from all backgrounds and disciplines are invited to attend.
Mock Teaching: Pedagogical Feedback for GTAs

4:00 - 7 PM    Thursday, April 2
Maryland Room    Marie Mount Hall

Increasingly, universities are requiring job candidates to demonstrate their teaching as part of the interview process. CTE is excited to again offer a three-hour session during which a limited number of graduate teaching assistants will be provided the opportunity to demonstrate their teaching for peers, CTE staff, and faculty. To help TAs improve their teaching and be able to demonstrate enhanced teaching effectiveness during the academic job search, each TA participant will be provided with feedback on his or her mock teaching performance. For more information and applications, please contact us at cte@umd.edu and/or check our website (http://www.cte.umd.edu/teaching/workshops/).

IIG Recipient Showcase

TBA

Each year the Office of the Dean for Undergraduate Studies and its Center for Teaching Excellence provide funds for Improvement of Instruction Grants. Grants are awarded to individual faculty members, as well as groups, that wish to pursue projects to improve instruction in undergraduate education on campus. Please come to hear from a panel of 2008/2009 Recipients of the CTE Improvement for Instruction Grants. Each will present outcome of their funded work and talk in general about the grant application process and the value of participating in the IIG initiative.

Lilly Graduate Teaching Fellows Showcase

12:00 - 1:30 PM    Thursday, May 7
Maryland Room    Marie Mount Hall

The CTE-Lilly Graduate Teaching Fellow program is co-sponsored and funded by the Graduate School to support the professional development of graduate students. The 2008-09 CTE-Lilly Graduate Teaching Fellows are eight graduate students who meet regularly during the academic year to discuss and address pedagogical and educational issues in undergraduate teaching at the University of Maryland. In this Showcase Workshop the CTE-Lilly Graduate Fellows present their teaching project, a resource guide on civic engagement and service learning with a focus on sustainability.
Notes from CTE’s 2009 Teaching Portfolio Retreats

Over Winter Term, approximately two dozen graduate students participated in CTE’s fourth annual Graduate Teaching Assistant Portfolio Retreats. During each of the two three-day retreats, graduate students wrote and peer-edited statements of teaching philosophy and compiled full teaching portfolios. Please take a look at the pictures below for some snapshots of the retreat activities. To find out more about graduate programs offered by CTE, please visit: http://www.cte.umd.edu/programs/graduate/index.html.
University Teaching & Learning Program

Graduate students, boost your teaching, boost your CV – join the UTLP!

What is the UTLP? CTE’s University Teaching and Learning Program (UTLP) assists graduate teaching assistants (GTAs) in professionalizing as college teachers by encouraging you to self-reflectively practise and document your teaching in writing.

You complete the program with a notation on your transcript and a teaching philosophy and portfolio in hand. Institutions of higher education nowadays require teaching portfolios and philosophies from applicants for academic jobs.

Please visit http://www.cte.umd.edu/UTLP for further information on UTLP and electronic application forms.

To view more photos from our recent Portfolio Retreats visit our gallery!
http://cte.umd.edu/gallery/2009-01_portfolio_retreat/
The Lilly Conferences combine interactive workshop sessions, discussions, and feature presentations, with opportunities for informal discussion about excellence in college and university teaching and learning. They bring together faculty and graduate students from across disciplines and types of academic institutions. CTE staff, along with University of Maryland faculty and graduate teaching assistants, have attended this conference for a number of years. It is an outstanding opportunity to meet others from the Mid-Atlantic interested in the scholarship of teaching and learning and to discuss effective strategies for undergraduate education. The 2009 Lilly East Conference is scheduled for Wednesday, April 15 through Friday, April 17, 2009 and will be hosted at the University of Delaware.

CTE, with support from the Dean for Undergraduate Studies, awards twenty-five CTE Lilly-East Graduate Student Conference Grants that will cover the costs of attending the conference. Priority for these grants will be given to students who have submitted a conference abstract and/or participate in one of CTE’s graduate student programs or in departmental initiatives in teaching and learning. To apply for a Lilly-East Conference Grant, click here (deadline February 16, 2009). For further information on CTE’s Lilly-East Conference Grants, contact the Graduate Coordinator at x 4-1283.

Innovations in Teaching & Learning Conference

Proposals Due : February 20  http://www.oit.umd.edu/twt/itlproposalform.html
Conference Date: April 24

Jointly sponsored by the Office of Information Technology and the Center for Teaching Excellence

Learning at the University of Maryland takes place in many locations and within the context of a variety of forums. Instructors are challenged on a daily basis to find innovative ways of enhancing student learning experiences. In traditional classrooms, distance, collaborative or independent learning environments, students and faculty explore a variety of techniques and tools meant to improve the overall academic experience. The Innovations in Teaching and Learning (ITL) Conference has evolved to showcase and celebrate the creativity and dedication of University instructors who have demonstrated excellence in their teaching endeavors.

Submit a Proposal to Present
The ITL program committee invites you to submit proposals to be considered for presentation at the 2009 Innovations in Teaching and Learning Conference, to be held on Friday, April 24, 2009. Presentations, for which no formal paper will be required, can elaborate on contributions made in the following areas, to name a few:

Innovative uses of a teaching technique or learning methodology - Novel use or adaptation of contemporary technologies (e.g., Wikis, podcasts, etc.) - Innovation in group learning, collaboration or problem solving - Unusual developments in computer-based learning and assessment

The conference’s electronic environment will also support those who wish to demonstrate “course wares”, demonstrate “best practices” in instructional design, or provide “virtual” explorations of new learning environments or instructional techniques.

Please complete the proposal application by February 20, 2009. If your proposal is accepted, you will be asked to write a brief abstract for the conference website. No formal paper is required.
Call for 2009-2010 Instructional Improvement Grant Proposals

Due March 20

The Office of Undergraduate Studies and the Center for Teaching Excellence are pleased to sponsor the Improvement of Instruction Grants (IIG) program for the 2009-2010 academic year. This program supports instructional changes that improve undergraduate teaching and learning. Individual faculty members, as well as departmental or interdisciplinary clusters, are invited to apply.

Each year we define a limited number of areas that are a priority for funding.

2009-2010 Priority Areas:

Innovative Teaching with Technology
Collaborative Research Experiences in the Arts and Humanities and Social Sciences
Re-Imagining Courses for Non-Majors
Enhancement of High Impact Courses
Enhancing Transfer Student Success
Civic Engagement and Service Learning
Other

Details for each category, an explanation of the proposal process, abstracts of previous grants, and other information can be found at http://www.cte.umd.edu/iig/

International Coffee Hour

3:00 - 4:00 PM       Wednesday, April 1       Ground Floor Lounge       Dorchester Hall

On April 1 CTE will be sponsoring an International Coffee Hour at IES. Enjoy free snacks and coffee while socializing with American and International students, staff and community members. Coffee hour will be held in the ground floor lounge of Dorchester Hall.

3rd Summer Institute for Teaching with New(er) Technology

May 27-29

CTE announces our third Summer Institute, a three-day retreat for faculty interested in developing effective uses of instructional technologies in their fall 2009 courses. CTE staff, faculty peers from across campus, and OIT staff will guide participants as they determine ways to adopt new tools for learning goals.

Applicants will propose a preliminary implementation plan for one instructional technology, conveying the pedagogical value of this strategy.

Participants will receive a stipend.

During the 2009 academic year, participants will meet to review the effectiveness of their new technology and will share their findings with the campus and with scholars of teaching and learning.

Keep posted for our call for proposals.
Subscribe to *Teaching & Learning News* ~ http://www.cte.umd.edu/TLN_MailingList/

For more than fifteen years *TLN* has included articles, notes, and schedules to keep the campus informed about new technologies, available grants, fellowship notices, workshops and roundtables, distinguished lectures, assessment, learning outcomes, classroom management strategies, consultation programs, new conferences, established programs, award winners, grant recipients, University policies on teaching, and other valuable information for faculty and graduate teaching assistants. Most important, it always suggests ways to enhance teaching for better learning. Subscribing to the *TLN* listserv list takes about twenty seconds and means that you will receive approximately five emails a year, notifying you that a new issue of the only regular campus-wide publication on teaching and learning has arrived.

**Share Your Teaching and Learning News**

CTE welcomes your contributions to Teaching and Learning News. Submit an article, or send your news to cte@umd.edu.