From the Director

Dr. Spencer Benson, Director of the Center for Teaching Excellence and Associate Professor in the Department of Cell Biology and Molecular Genetics, has been selected to be a 2008-09 Fulbright Scholar in the first cohort of the Fulbright Hong Kong General Education Program. These Fulbright awards are designed to bring to Hong Kong “prominent American faculty who have developed and guided exemplary general education programs in the US” (Fulbright Hong Kong General Education Program, HKAC) to facilitate the move to four-year undergraduate programs at Hong Kong Universities and the introduction of liberal arts curricula at Hong Kong secondary schools.

Dr. Benson and three other US educational leaders will travel to Hong Kong this fall to teach, conduct developmental work on general education, collaborate across Hong Kong universities, and lead a series of workshops on general education for academic leaders from throughout the Asian region. According to the HKAC, the major criterion in selecting this cohort of Fulbright scholars was “their ability to contribute to developing new interdisciplinary curriculum and pedagogical skills at HK universities.”

“From the Director” continued on page 2
The Fulbright Hong Kong Education Program is supported by a $1 million contribution by prominent Hong Kong philanthropist Po Chung, and a matching grant from the Hong Kong Government.

What follows is Dr. Benson’s departing column, although we look forward to his columns from Hong Kong.

As an academic I tend to think of the annual cycle as the academic year rather than the calendar year. So for me the start of the academic year in the fall is always a special time since it signifies the beginning of a new academic year with new students, new classes and new challenges.

This year will be an exciting year for CTE, in addition to the usual set of programs and events we are launching three pilot programs, two for graduate students and one for faculty. We are especially pleased to partner with the graduate school to pilot the CTE-Lilly Graduate Teaching Fellows program, which is modeled after the highly successful CTE-Lilly Fellows program for faculty. The Graduate Teaching Fellows program will bring together eight senior graduate students in a year-long learning community that will focus on teaching and learning and professionalization for academe. The graduate fellows will be selected in early September. Information on the pilot program is available on the CTE website (http://www.cte.umd.edu/programs/graduate/lillygraduate/index.html) and p.6 of this newsletter.

The second pilot graduate program is for international graduate teaching assistants. We will bring together eight international graduate teaching fellows in a year-long program that includes working with a faculty mentor from a different discipline and regular meetings of the cohort to discuss issues related to teaching and student learning in a foreign culture. International graduate teaching assistants will be selected from a pool of applicants nominated by graduate program directors. In both programs selected participants will receive a small stipend (for more information on the International Teaching Fellows pilot program see http://www.cte.umd.edu/itf and www.fc.umd.edu/fc/). Working with the OES, CTE will organize and oversee a set of six workshops/faculty conversations for Freshman Connection faculty, which will focus on general educational issues and the unique aspects of teaching in the FC program.

In addition to these three new initiatives CTE will continue to oversee our usual set of workshops and services for enhancing undergraduate teaching and learning at Maryland. Information on our 2008 fall workshop series is given on page 7 of this newsletter and on the CTE website at http://www.cte.umd.edu/teaching/workshops/index.html.

In addition to the workshop series there are a number of events that you will want to mark on your academic calendar; these include a workshop Nov. 13th, by Milt Cox, the “grandfather” of all the Lilly Fellows here and at dozens of other institutions that have Lilly fellows programs, the Innovations in Teaching and Learning Conference on April 24, 2009, the winter term portfolio writing workshop for graduate students, the spring term application date for the 2009 CTE Summer Technology Institute...
The Freshman Connection Faculty Community

We are pleased to announce the Freshman Connection Faculty Community, a pilot collaboration between Freshman Connection and the Center for Teaching Excellence.

Freshman Connection is an uncommon and promising community of new students, and it offers opportunities for teaching and learning generally not available in most conventional undergraduate courses. CTE is establishing a series of six discussions/workshops on student learning exclusively for those who teach Freshman Connection courses. The series will complement our traditional workshop and speaker events.

The 90-minute workshop/discussion sessions will introduce FC faculty to pedagogical concepts and practices that lend themselves to improved learning for students who are part of a community like FC. CTE staff will lead these discussions and will solicit issues for the workshops; each session will include time for faculty to share insights. By the end of the semester, we hope to have established a faculty learning community for those who teach Freshman Connection courses. That community will be able to share and evaluate teaching strategies, investigate theories of learning communities like FC, and ultimately improve the learning that takes place because of your courses. CTE will provide and coordinate virtual space for continuation of the community during and after the fall semester.

Library Resources to Support Your Teaching

The University Libraries aim to provide the campus community with a rich environment for research, learning and scholarship. We are committed to providing programs, services, and collections that not only support the academic success and lifelong learning of students, but also provide the resources needed by faculty and graduate teaching assistants to enhance classroom instruction. Information is provided for faculty and GTAs on how to get help from Librarian Subject Specialists (www.lib.umd.edu/guides/specialists.html), place course materials on reserve, request library instruction for your students, learn what’s going with the Libraries’ budget and collections in FY2008, and more, at: http://www.lib.umd.edu/faculty.html.

Faculty Handbook of Policies & Resources

- Can I reschedule a final exam?
- What are the University’s guidelines for attendance policies?
- In what cases I am required to submit early warning grades?
- What must be included in my course syllabi?
- Do I need approval to sell my own textbook to students taking my course?

This guide offers a brief introduction to the University’s policies, procedures, and resources related to teaching, advising and mentoring. It is available at the following address:

http://www.faculty.umd.edu/teach/InstructionalGuide.htm
Roads to December  
By Dave Eubanks, Interim Director of CTE

The beginning of the fall semester neatly signifies so much about our lives as teachers and learners. The images are too familiar - unbroken books, dashing to classes, eager students (also, of course, the wrong books, late arrivals, and anxious waitlisted students). The rush of the semester’s first days enlivens the character of our academic atmosphere. It is a pivotal and rich moment, and it fosters a wealth of reflection on teaching (see above, for instance).

Immersed in the first days of the semester, take time to consider December... Even the lowly quiz ought to be informed by the expectations you have for the semester’s end.

Courses take unexpected turns, and their evolution is a good indication of learning. Knowing a course’s goals in September does not prohibit change and it hardly predicts what will happen. Instead, those goals are the purpose that shapes the daily work faculty and students undertake. At the risk of cliche, we might say that previously unknown paths leading to an already identified destination may appear. For instance, a course whose goals include the ability to identify a finite list of characteristics shared by all members of a particular subspecies (a fairly specific goal), need not be bound to one plan or strategy, but all possible plans need to serve that end.

CTE will lead its second book club this fall (see p.5). In the spring, a small group of faculty and graduate students read and discussed James Zull’s The Art of Changing the Brain in advance of his spring CTE lecture. We will read Jane Tompkins’s A Life in School: What the Teacher Learned during the fall semester. We selected this faculty memoir not only for its rich history of a scholar’s life but because Tompkins relates her experience ceding control of her courses to her students. As readers of this work know, the experiment is not utopian, and Tompkins remains uneasy with her choice. Her efforts at what we might call radical curricular pedagogy entail the loss of what we think of as familiar learning outcomes (say, for instance, students will be able to articulate the major ideas that shape U.S. literary naturalism in the late 19th-century). And yet her courses do have outcomes (her students demonstrate skills of critical readers, and they make thoughtful connections between their experience and the courses’ literature). In this exercise of seeming abdication, these courses still meet learning goals. While I am not advocating for Tompkins’s model (and it is not at all clear that she would), her outlier case helps demonstrate the progress of even the most unconventional course.

As you open your courses and as the weeks pass, remember these questions. What should your students have learned at the end of your course? What will tomorrow’s class have to do with that goal?

Subscribe to Teaching & Learning News  
~ http://www.cte.umd.edu/contactus/TLNMailingList.html ~

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.
Notes from the CTE Library

The First Year Book: Chris Hedges’ War Is a Force that Gives Us Meaning
by Henrike Lehnguth, Coordinator of Graduate Programs, CTE

As a war reporter, Chris Hedges knows war – its destruction, its cruelty, its perversion. And his book War Is a Force that Gives Us Meaning, this year’s First-Year Book on the College Park campus, introduces readers to much of the devastation inherent in war.

Hedges explores narratives of nationalist triumphalism that impede diverse and democratic cultural formations as much as the gruesomeness of murder. His investigation of the meaning of war draws from the life stories and experiences he encountered as a reporter as well as literary and historical examples. And yet, the thesis that drives his book, as the title suggests, is that “war is a force that gives us meaning” and that “[o]nly when we are in the midst of conflict does the shallowness and vapidity of much of our lives become apparent. Trivia dominates our conversations and increasingly our airwaves” (3).

In the light of his thesis, Hedges’ concluding remarks on love as the noblest remedy to war’s enticement appear somewhat thrown together in a rush. We may ask how love sustains itself as a force, if peacetime life often is, as Hedges himself outlines, routine, if not dull. Where does love transpire when too many like Ljiljana, a woman he met during the Bosnian war, admit that war times, despite their ugliness, “may have been the fullest of their lives”?

War is, as these anecdotes and Hedges’ own opposition to pacifism allude to, above all a force we will reckon with in the future, no matter where love stands. For our students this means that the book is only a starting point for discussions that help them separate war’s enticing myths from its actual human cost.

Hedges only occasionally refers to the United States, when I hope that conversations about his book will translate some of his insights to conversations about the relationship between war and the United States that will not shy away from some of our own ugliness.

“CTE offers this review of the First Year Book as a resource as you make this text part of your fall and spring courses. For more on the book and on First Year Book programs, visit http://www.firstyearbook.umd.edu/.

For our students this means that the book is only a starting point for discussions that help them separate war’s enticing myths from its actual human cost.”

CTE Book Club: A Life in School: What the Teacher Learned by Jane Tompkins

CTE initiated a small reading group to coincide with our distinguished guest lecture during the spring semester. The discussion of James Zull’s The Art of Changing the Brain was compelling and rewarding. We have therefore decided to sustain our book club and will convene to read Jane Tompkins’ memoir, A Life in School, this fall.

Tompkins offers her recollections of early schooling, her initiation into academe, and her experiments with unconventional pedagogy. She connects memories of school as a place to learn how to stand in line, how to follow rules, how to memorize facts, and how to do well on exams with her work as a professor of English. A Life in School will almost certainly provoke reflection on what it means to teach and what it means to learn in the U.S. university.

Our book club will meet no more than once a month to consider Tompkins’ work as a reflection on teaching and learning and as a source for reflecting on our pedagogical work.

If you are interested in participating, please contact CTE Interim Director Dave Eubanks at eubankd@umd.edu.
2008-2009 CTE-Lilly Fellows Selected

The Office of Undergraduate Studies and CTE are pleased to announce the 2008-2009 cohort of CTE-Lilly Fellows

The 2008-09 CTE-Lilly Fellows will join an elite group of campus leaders who have helped to define and shape the academic culture of the University.

The Fellowship affords faculty the opportunity to spend a year interacting with colleagues from other teaching disciplines. As they develop a sustained conversation about teaching and learning, they create a valuable faculty learning community, which serves to support individual faculty as well as the campus’ academic culture.

As a result of their work, CTE-Lilly Fellows have been the catalysts and organizers of numerous campus events, projects, and initiatives. Examples include the campus-wide Undergraduate Research Day, invited talks by national leaders, and activities to enhance connections between faculty and undergraduates (such as Lunch Meet, the Diversity Showcase of Student Academic Work, and last year’s “Going International” day devoted to undergraduate student international learning). Fellows have also created a faculty mentoring initiative, worked on the University teaching evaluation policy, created the Academy for Excellence in Teaching and Learning, and led other projects that respond to challenges and issues central to the academic mission of the University.

Michael Ambrose
Department of Architecture

Michelle Brooks
Department of Chemistry and Biochemistry

Audra Buck-Coleman
Department of Art and Archeology

Cinzia Cirillo
Department of Civil and Environmental Engineering

Raghu Murtugudde
Department of Atmospheric & Ocean Science

Deborah Oakley
Department of Architecture

Boots Quimby
Department of Cell Biology and Molecular Genetics

Jaime Schultz
Department of Kinesiology

Frank Siewerdt
Department of Animal and Avian Sciences

Christy Tirrell-Corbin
Department of Human Development

The 2008-09 CTE-Lilly Graduate Teaching Fellows Program

Application Deadline: Tuesday, September 2, 2008

The Center for Teaching Excellence seeks applicants for the new 2008-09 CTE-Lilly Graduate Teaching Fellows program. This pilot program is co-sponsored and funded by the Graduate School to support the professional development of graduate students. The program is modeled after the very successful CTE-Lilly Fellows program for faculty which has been in existence for nearly two decades. The CTE-Lilly Graduate Teaching Fellows Program is open to senior graduate students from across campus who are making appropriate progress to degree and have at least two years of teaching experience.

The 2008-09 CTE-Lilly Graduate Teaching Fellows will meet regularly during the academic year to discuss and address pedagogical and educational issues in undergraduate teaching as at the University of Maryland. The selected fellows 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. Each Fellow will receive a $1,000.00 stipend. Stipends will be distributed at the midpoint and the end of the 2008-08 academic year.

For more information or to apply visit: http://www.cte.umd.edu/programs/graduate/lillygraduate/index.html
Identifying & Responding to Student Misconceptions
12:00 - 1:30 p.m. Thursday, September 25  Maryland Room, Marie Mount Hall  

Students come to your courses with some understanding of what the discipline is and a frame for how the course relates to the rest of their work. Yet that understanding generally includes some degree of misconception. These misconceptions come from endless sources, including previous academic experience and students’ efforts to make sense of academic subjects. This workshop will address and investigate the ways misconceptions shape student expectations and performance, and we will discuss strategies for diagnosing misconceptions and responding thoughtfully to them. Very often, the deepest learning is the result of making mistakes, so we will treat misconceptions as a potential source of learning.

Assessing Daily Learning
12:00 - 1:30 p.m. Wednesday, October 1  Maryland Room, Marie Mount Hall  

How do you know students are learning? In this workshop we will present a number of strategies for ongoing assessment of learning. These classroom assessment techniques (CATs) are relatively easy measures to identify large trends in a course and should help to guide your efforts to teach more effectively. They are not evaluative assessments like exams and papers which measure significant progress for grades but instead provide a rough overview of learning.

Supporting Transfer Student Success in Your Courses
12:00 - 1:30 p.m. Thursday, October 23  Maryland Room, Marie Mount Hall  

Transfer students constitute what is for many a surprisingly large percentage of undergraduate students at the University of Maryland, roughly 40%. Transfer students face a number of special challenges as they try to integrate into academic life at Maryland. During this workshop we will discuss the findings and recommendations of the 2007-2008 CTE-Lilly Fellows’ report on transfer student success at the University of Maryland. We will address methods for outreach to transfer students, approaches for integrating them in the University community, and considerations of the expectations they bring to our courses.

Distinguished Guest Speaker: Milton Cox
12:00 - 1:30 p.m. Thursday, November 13  Room 1103, Biosciences Research Building  

In this session Milton Cox, director of the Center for the Enhancement of Learning and Teaching at Miami University and director of the Lilly Conference on College Teaching, will discuss Howard Gardner’s Multiple Intelligence model. He will look at the results in his courses, and help you consider and design how you might engage in classroom research by exploring the model in your courses, and advance your scholarly teaching.

Teaching At-Risk Students
2:00 - 3:30 p.m. Thursday, November 20  Maryland Room, Marie Mount Hall  

We will discuss strategies for identifying patterns of risk for poor academic work and for helping at-risk students with their performance in your course. We will consider diagnostic measures, concept inventories, thoughtful strategies for studying, and methods for identifying conceptual connections across a course’s materials. Our objective is to share ways to support effective teaching and deep learning for students who are less likely to succeed than most of their classmates (e.g., those with low GPAs, those with insufficient preparation for courses, and those with ineffective study habits).
“A New Academic Year” continued from page 2
(http://cte.umd.edu/sti/), the CTE book club that will meet during the Fall and Spring semester, a clicker pedagogy user group and other several other initiatives many of which are listed in this newsletter and all of which are posted on the CTE web site.

This coming academic year is a special one for me since I will be on sabbatical on a Fulbright Fellowship to Hong Kong where I will work with other Fulbright fellows in a three-year program to design general education for the eight Hong Kong universities as they transition to a 3-4-3 system. I am looking forward to a year of new intellectual challenges, time for writing and reflection, and building new international partnerships and connections. I will remain in touch and provide a guest column from Hong Kong in the 2008-09 issues of the CTE Newsletter. The center is in great hands, Dr. David Eubanks will be the interim director and Dr. Ann Smith will serve as a CTE faculty fellow and oversee many of the CTE faculty programs. Questions, suggestions, and your thoughts regarding the center and its work are always welcome and can be sent to cte@umd.edu. Everyone, have a great year and stay in touch. I will check my sbenson@umd.edu mail regularly.

Spencer

The International Teaching Fellow (ITF) Pilot Program

The Graduate School, in partnership with the Center for Teaching Excellence, is pleased to announce a new program to support the professional development of international graduate students. This pilot initiative, the International Teaching Fellows program, pairs international graduate teaching assistants (IGTAs) who have recently joined the University with faculty mentors who will consult with the Fellows to facilitate their development as future faculty and as University of Maryland teaching assistants. The International Teaching Fellows will also meet as a learning community, under the guidance of CTE. They will write, share, and discuss reflections on teaching and will investigate strategies for improving their understanding of effective undergraduate education. Fellows will dedicate approximately 20 hours per semester to the program. TAs selected will receive a $500 supplemental stipend upon program completion. For further information on program expectations, see below.

The International Teaching Fellowship (ITF) is an honorific program. GTAs are nominated by their graduate directors and compete for one of eight slots. To nominate a student, we ask for a letter of recommendation addressing the student’s potential and promise and articulating how participation in the International Teaching Fellowship will benefit the student and your program. We are asking graduate program directors to nominate no more than one international graduate student for this pilot program. Nominations must be submitted electronically to cte@umd.edu by September 10, 2008.

If you have questions or would like to discuss the program, please contact Dave Eubanks at eubankd@umd.edu or 5-9356 or visit http://www.cte.umd.edu/ITF
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.

Consultations can address any number of areas, including, among other issues, assessment, active learning, collaborative learning, lecturing, instructional technology, syllabus construction, rubrics for grading, and scholarship in teaching and learning.

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 at cte@umd.edu.

Distinguished Scholar Teacher Lecture Series

“I’m a Linguist (And So Can You!)”
Howard Lasnik, Dept. of Linguistics
4 p.m. Monday, October 13
2200 Skinner

“Is it Fair? Is it Right?: How Prejudice and Stereotypes Influence Children’s Moral Judgments”
Melanie Killen, Dept. of Human Development
4 p.m. Tuesday, October 14
0200 Skinner

“Black Holes and Warped Spacetime”
Ted Jacobson, Dept. of Physics
4 p.m. Tuesday, October 28
1412 Physics

“Mice, Gazelles and Elephants: The Menagerie of U.S. Business Dynamics”
John Haltiwanger, Dept. of Economics
4 p.m. Wednesday, November 12
Orem Alumni Hall - C

“Constitutional Collapse: The Faulty Founding (and Other Strange Tales) of Contemporary American Politics”
Stephen Elkin, Dept. of Government
4 p.m. Thursday, November 20
Orem Alumni Hall - C

University Teaching & Learning Program

The University Teaching and Learning Program (UTLP) assists graduate teaching assistants (GTAs) in their professional development as college teachers. At the heart of the UTLP is the philosophy that teaching, like research, is a scholarly activity that requires intellectual engagement and public conversation. ULTPers thus fulfill a set of requirements that asks them to discuss teaching and learning in higher education, to be mentored by a faculty member, to develop a larger teaching and learning project, and to craft a teaching portfolio. ULTPers have a common commitment to improving undergraduate education and an eagerness to make their classes the best they can. When UTLPers complete the program they are recognized at an annual reception and receive both transcript notation and a certificate acknowledging their participation in the program, tangible evidence of their thoughtful engagement with issues central to college teaching. Supported by the Office of the Provost, the UTLP is administered by the Center for Teaching Excellence. For more information, please contact UTLP coordinator Henrike Lehnguth at lehnguth@umd.edu or call (301) 314-1283.
When the Machines Break: Pedagogical Implications of Non-Functioning Technologies

Last spring Center for Teaching Excellence staff offered a conference session on teaching with new(er) technologies – such as Wikis, Blogs, and Second Life. These kind of sessions and presentations are not uncommon, in the Spring Don Heider, Kari Kraus, and CTE’s Yuanyuan Li offered a popular session on Second Life as part of the Teaching and Learning Series, and CTE’s Summer Technology Institute for faculty proved very popular in its second year this summer. Yet in designing support and presentations for technologically enhanced pedagogy there is a risk that some teachers will seek solutions in the tools themselves rather than looking to improve pedagogy. For even more, technology is intimidating, and even experienced, technologically ambitious instructors have a shared dread of the moment when the machine breaks.

Uncooperative instructional technology can cause the most confident teacher to apologetically fumble before their class, and the most well-planned lesson can go awry. There is a specter of non-functioning technology that haunts the popular workshops, sessions, conferences, seminars and institutes that tout the latest in audience response devices or virtual classrooms. So, staff at CTE decided that rather than ignore this specter of non-functioning technology – whilst embracing the latest innovations – which we anecdotally knew most of us had experienced in the classroom, we decided to make it the focus of a study. We were interested in how the pragmatic difficulties with technology – the wrong wires, the internet connection that can’t be accessed, the video that isn’t hooked to the television – affected pedagogy.

Our survey confirmed that the majority of teachers – taken from a cross sample of instructors – had experienced not only technological failure during class on one occasion (77.1%) but on multiple occasions (72.1%). An array of instruments had broken or failed at the critical moment; most common though was the failed internet connection (reported by 60.3% of respondents), followed by projectors (which 58.8% reported having difficulty with) and computer systems in general (58.8%), and video or film (58.8%). What is more important than the specifics of the technology, from a pedagogical standpoint, is the effects of the failure upon the instructors, the classes, and the lessons that had been planned. Some of our survey participants reported a visible loss of confidence before their students, or a loss of confidence and fear of using technology in the future “because of the potential for malfunction and waste of class time fiddling with technology.” Others found their students were happy to move to different classrooms or try new activities. One teacher even reported that teaching evaluations were affected negatively after having struggled with technology.

According to our survey, 42.6% of

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<td>Ended the class early</td>
<td>1.5%</td>
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<td>Called for help</td>
<td>45.6%</td>
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<td>Fixed the technology and used it</td>
<td>30.9%</td>
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<td>Conducted discussion in class</td>
<td>54.4%</td>
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<td>Used traditional tools instead (eg, hands instead of clickers, blackboard in place of projector)</td>
<td>63.2%</td>
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<td>Assigned homework to compensate for lost activity or material</td>
<td>2.9%</td>
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<td>Other (please specify), or further description</td>
<td>25.0%</td>
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In our session at the April Lilly-East Conference on College and University Teaching, we insisted that ultimately these moments of insecurity and frustration offer a pedagogically rich “teaching moment” for faculty. It is a moment of vulnerability that can cause us to reflect on our own pedagogy and why we are using the tools we are, to recollect the student learning outcomes and what part the individual activity plays in reaching those goals. We suggested that while careful preparation will of course diminish the likelihood of trouble with instructional technology, and back-up plans are always important, things still occasionally fail to work as expected. At that moment, we believe, an instructor may be well served by considering ways to engage students in pedagogy. If, for instance, a slideshow cannot be opened by the room’s computer, recruit students in your effort not only to remedy the immediate problem (a familiar enough strategy) but also in your consideration of alternatives. After discussing the rationale for the slideshow, ask students to contribute to a work-around plan (subject, of course, to your discretion).

We do not presume that those improvised alternatives will satisfy all of the goals the inoperative technology was supposed to meet, but the opportunity to discuss your teaching methods with a class of students may very well deepen their sense of their own learning and of the purposes of your pedagogies.
## CALENDAR

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<td><strong>September</strong></td>
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<td>2, Tuesday</td>
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<td>Deadline for Graduate CTE-Lilly Fellow Applications</td>
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<td>10, Wednesday</td>
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<td>Deadline for International Teaching Fellow Nominations</td>
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<td>25, Thursday</td>
<td>12 noon</td>
<td>Identifying &amp; Responding to Student Misconceptions</td>
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<td><strong>October</strong></td>
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<td>1, Wednesday</td>
<td>12 noon</td>
<td>Assessing Daily Learning</td>
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<td>13, Monday</td>
<td>4 p.m.</td>
<td>Distinguished Scholar-Teacher Lecture: Howard Lasnik</td>
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<td>“I’m a Linguist (And So Can You!)”</td>
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<td>14, Thursday</td>
<td>4 p.m.</td>
<td>Distinguished Scholar-Teacher Lecture: Melanie Killen</td>
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<td>“Is it Fair? Is it Right?: How Prejudice and Stereotypes Influence</td>
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<td>Children’s Moral Judgments”</td>
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<td>15, Wednesday</td>
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<td>Developing a Statement of Teaching Philosophy (Graduate Students)</td>
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<td>23, Thursday</td>
<td>12 noon</td>
<td>Supporting Transfer Student Success in Your Courses</td>
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<td>28, Tuesday</td>
<td>4 p.m.</td>
<td>Distinguished Scholar-Teacher Lecture: Ted Jacobson</td>
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<td><strong>November</strong></td>
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<td>6, Thursday</td>
<td>12 noon</td>
<td>Grant Writing (Graduate Students only)</td>
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<td>12, Wednesday</td>
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<td>Distinguished Scholar-Teacher Lecture: John Haltiwanger</td>
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<td>“Mice, Gazelles and Elephants: The Menagerie of U.S. Business</td>
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<td>Dynamics”</td>
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<td>Distinguished Guest Speaker: Milton Cox</td>
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<td>Teaching At-Risk Students</td>
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<td>20, Thursday</td>
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