Distinguished Teaching Assistants Honored

On May 13th, CTE hosted its annual ceremony for Distinguished Teaching Assistants. Departments across campus are invited to identify up to 10% of their graduate TAs for this honor. This year, a record number of 116 Distinguished Teaching Assistants were named. Many faculty members and mentors accompanied their TAs to the recognition ceremony.

This awards ceremony offers a yearly capstone for our efforts to recognize that commitment to teaching and learning. Speaking at the ceremony, Provost Nariman Farvardin, Dean of the Graduate School Charles Caramello, Dean for Undergraduate Studies Donna Hamilton, and Interim Director of the Center for Teaching Excellence Dave Eubanks congratulated the TAs for their outstanding teaching and recognized their profound contributions to undergraduate education at the University of Maryland in their capacities as autonomous teachers of record, discussion and recitation leaders, lab instructors, graders, and mentors.

For a full list of DTAs and photographs from the ceremony visit www.cte.umd.edu.
It has been a significant year for CTE. As we joined the campus in the process of drafting a strategic plan for our next 10 years, we offered new programs, sustained successful initiatives, and reinvigorated others to ensure that undergraduate teaching and learning at the University is engaging, meaningful, and lasting. I am grateful to have been the Center’s Interim Director during Spencer Benson’s sabbatical year as a Fulbright Scholar in Hong Kong.

At the moment, we are developing plans to offer increasingly effective support of the campus’s faculty and graduate teaching assistants during the 2009-2010 year. CTE anticipates transformational change in undergraduate learning in coming years, and as we plan to support those improvements, we are already providing resources for excellent teaching.

Between the completion of an academic year and the start of another, here are a few noteworthy signs of CTE’s work for University faculty and graduate teaching assistants in 2008-2009.

We began the year with another large and successful orientation for graduate teaching assistants. Nearly 330 GTAs attended 32 workshops led by more than 40 experienced faculty and senior GTAs.

In March, we honored Professor of Physics Jordan Goodman with the first UM Faculty Excellence in Teaching distinction. Professor Goodman delivered a compelling, well-received presentation on his work with the Marquee Courses in Science and Technology (see the November-December TLN).

We have joined the rest of the ACC’s centers for teaching excellence in a new collaboration. Our first joint project is the creation of the ACC Teaching Scholars, a small group of faculty who will visit other ACC campuses to present their work on teaching. Jonathan Auerbach (English), Katherine C. McAdams (Journalism), and Jordan Goodman (Physics) are the University’s representatives in this inaugural class. We are elated that this distinguished cohort will join the ACC Teaching Scholars.

With support from the Graduate School, our first cohort of Graduate CTE-Lilly Fellows enjoyed a tremendously successful year as a learning community. Eight senior graduate students met regularly to engage in thoughtful discussion of teaching, and they developed an outstanding resource, Applying Today’s Learning to Sustainability Tomorrow (@LAST). This guide is available at http://cte.umd.edu. The Graduate Lilly Fellows presented their project to the campus in early May and to twenty faculty participants during the first Summer Institute on Sustainability, sponsored in part by CTE and by an Undergraduate Studies Instructional Improvement Grant. We are also happy to report that three of the eight fellows successfully defended dissertations during the fellowship year.

CTE has just completed its third Summer Institute for Teaching with New(er) Technology, during which 13 members of the faculty developed innovative enhancements to undergraduate courses by exploring and refining use of instructional technologies. See Faculty Programs Graduate Assistant Kirsten Crase’s article in this issue of TLN for details. We anticipate a remarkably good year of improved learning as a result of the institute.

Nine GTAs completed the University Teaching and Learning Program, which had another successful year under Graduate Programs Coordinator Henrike Lehnguth’s leadership. At present, a larger-than-ever group of fifty-five are actively participating in UTLP. UTLP events once again offered the University’s many GTAs a valuable community for professional development.

Other programs and efforts included a record-breaking number of participants in the Lilly-East Conference on University Teaching, "From the Interim Director” continued on Page 5
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.

UTLP is supported by the Office of the Provost, and administered by the Center for Teaching Excellence. For more information about the UTLP, contact Henrike Lehnguth at cte@umd.edu.
Guest Column:
Today, Tomorrow, and Tomorrows
by Spencer Benson, Director, CTE, on sabbatical 2008-2009

Each year this final edition of the CTE newsletter marks the completion of one more academic cycle and celebrates individual and program accomplishments that define another successful academic year. Please take a few moments to scan through the newsletter and note the diversity of accomplishments and recognitions and if you recognize someone consider sending them a short note of congratulations. In addition to providing a convenient point for accolades, the end of spring semester traditionally marks the end of one phase of our students’ life journeys as they graduate and move onward to the next stage of their life. Whether it is work, graduate or professional school, or simply taking a breather from the hectic everyday world, we wish them successful and good life travels. If we (faculty, administrators and fellow students) have done our jobs well then our UM graduates are well equipped to meet a demanding and changing world that is more global, faster paced and more interconnected than at any point in human history.

What knowledge and skills have we imparted to our recent graduates? Certainly a body of knowledge within a major discipline; the ability to communicate effectively both orally and through written text; the ability to think critically and analyze information from a variety of sources; the ability to find, evaluate, and use old and new information; knowledge and appreciation of disciplines beyond their major; and understanding and appreciation of human and cultural diversity. If a student has acquired and developed these attributes is this sufficient to ensure their success and growth for the next half-century or more? A candid answer is no, although certainly all of the above are important. They are, however, focused on what is needed for success today and the future will be different. Many of the jobs and industries that are the staple of today’s workforce did not exist and were not even envisioned when I graduated at the end of a similar academic cycle several decades ago. So, in addition to the traditional, what other knowledge, skills and appreciations should our graduates have?

During the past year as part of my Fulbright sabbatical I have been helping numerous universities in Asia wrestle with this question as they develop and refine their general education programs for the 21st century. Each of the dozen universities I have visited and worked with has developed a vision for their general education program that reflects their university culture and student needs. There are some striking commonalities: all require their students to be at least bilingual if not trilingual; all require students to have a greater understanding of what it means to live and work in a global world; all require an increased appreciation and awareness of culture and its impacts; all require a better understanding and practice of ethical and moral norms; a few require physical well-being through...
athletics; and some require students to engage great texts. All have the purposeful goal of whole-person education; to instill into their students a desire and curiosity for learning and new knowledge that enables them (the students) to see beyond facts and details to the edges and interfaces that connect disciplines and yield new ones, and to be able to create new knowledge and live effectively in a changing world. In other words, to have the capability to be engaged productive citizens and life-long learners.

Many of our UM graduates leave with the ability to learn and adapt in a changing world and will be effective global citizens who can be competitive for places in the global economies, as evidenced by the many awards and accolades that they have acquired. However, our goal as faculty and mentors is to see that all of our graduates and even those that don’t graduate have sufficient opportunities to develop the knowledge and skills that they will need for the coming years. In this period of economic challenge and globalization with new global problems such as climate, sustainability, energy security etc. this goal is especially relevant. Not only do we need to produce leaders but, more importantly, informed engaged citizens. As we begin to think about September and the start of a new academic cycle it is a good time to re-ask ourselves what are the most important things that all of my students (not just the best ones) need to learn, and how can I help them learn them? If the answer is only content X, then you may be equipping your students for success in a world that will soon no longer exist.

**Spencer**

P.S. Spencer Benson will return to CTE in August and looks forward to again working with colleagues and students to improve teaching and learning on campus for all students.

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“From the Interim Director’s Desk” continued from Page 2......

...a series of lunch-and-learn roundtable presentations on civic engagement in the curriculum (co-sponsored by the Coalition for Civic Engagement and Leadership, Undergraduate Studies, and the Stamp), and two winter-term teaching portfolio writing retreats for GTAs.

We ended the academic year with our Distinguished Teaching Assistant Ceremony. This is a signature program for the University, during which our best GTAs are recognized, graduates of the UTLP program are presented to the campus, and the recipients of the Award for Departmental Excellence in Undergraduate Teaching are honored. The latter followed an unusually competitive selection process this year, and CTE is pleased to recognize groups of faculty who advance undergraduate learning in such important ways. We end the year by celebrating the contributions the University’s teachers make to their students’ learning, and we bear in mind that devotion while we make sure that our upcoming work enables even greater support of our undergraduate students.

Have a good summer. We look forward to working for you again this fall.

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**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.
Departmental Award for Excellence and Innovation in Teaching

The CTE-Lilly Teaching Fellows established The Departmental Excellence and Innovation in Undergraduate Teaching Award in 1995 to recognize notable improvements in undergraduate education on the department, program, or university level. Each year the CTE-Lilly Fellows select the winners from departmental submissions describing current educational activities or innovations that have made important contributions to undergraduate education during the past two to three years. The award recognizes the combined efforts of a unit rather than the work of any one individual. The Office of Undergraduate Studies provides the support for this annual award.

This year the Departmental Excellence and Innovation in Undergraduate Teaching Award was given to two programs, which are the efforts of three groups, The Biological Sciences Program, in collaboration with the Department of Mathematics, and the Department of Environmental Science and Technology. Each program received a $2,500.00 prize.

I. Calculus for Life Sciences: MATH130/131 for Biological Sciences majors, a joint project of the Mathematics Department and the Biological Sciences Program

This course, in which students learn mathematics from a biological perspective, is the product of shared convictions about effective teaching. Faculty, post-docs, and graduate students from both departments worked together to create this innovative and integrative course. The Lilly Fellows were particularly impressed with the course’s interdisciplinary collaboration. This exemplary initiative demonstrates a visionary approach capable of significantly transforming undergraduate education in biological sciences. Students will almost certainly identify lasting and useful connections between mathematics and their chosen emphases of study as a result of this new program. The Fellows also recognize the wisdom of sharing course development among outstanding faculty and believe that this will lead to a sustainable program.

II. The Department of Environmental Science and Technology

ENST was initiated in 2006, and began offering its undergraduate major in fall 2008. This department connects a variety of approaches to the study of the environment in ways that offer students the best of the disciplines as they engage in study of ongoing and emerging environmental problems. The Lilly Fellows celebrate this program’s innovative and integrative approach to undergraduate learning. Its four concentrations--Ecological Technology Design, Environmental Health, Soil and Watershed Science, and Natural Resources Management--take a holistic approach to varying emphases while focusing study in thoughtful ways. As a collaboration among approaches to environmental science it is a hallmark of forward-thinking and comprehensive education, and the Environmental Science and Technology major will almost certainly produce graduates capable of solving problems in critical capacities.
2008-09 Graduate Teaching Assistant Development Grants

During the 2008-2009 academic year, CTE awarded seven TA Development Grants. These grants are awarded annually for programs to improve the professional development, support, and recognition of graduate teaching assistants.

2008-2009 GTA Development Grants were as follows:

• “Building a Teaching and Learning Community in the Department of Criminology and Criminal Justice.”
  Submitted by Jennifer Gibbs, Department of Criminology and Criminal Justice

• “Using Collaborative Online Technologies to Enhance Writing Instruction.”
  Submitted by Jasmine Lellock, Department of English

• “Developing English Department 200-Level TAs by Facilitating the Exchange of Best Practices and Establishing Pedagogy and Policy Resources.”
  Submitted by Jennifer Wellman and Heather Brown, Department of English

• “Peer Support Program for Family Science Graduate Student Teaching Assistants.”
  Submitted by Kate Riera and Kate Speirs, Department of Family Science

• “Multimedia Resource Center for French Teaching Assistants.”
  Submitted by Silvia Baage, Department of French and Italian

• “The EDMS Instructor-Mentorship Program.”
  Submitted by Dr. George Macready, Department of Measurement, Statistics and Evaluation

• “A Permanent Place for ADOPTing: Sustaining an Initiative to Advance Department of Psychology Teaching.”
  Submitted by Dr. Scott Roberts, Department of Psychology

The Center for Teaching Excellence awards a number of small grants each year to departments and colleges working for Graduate Teaching Assistant development. The application for GTA Development Grants is usually the first week of December. For more information about the GTA Development Grants visit http://www.cte.umd.edu/grants/TAGrants/index.html.

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.
Departments and programs from across campus have reported the following recipients of teaching awards:

Department of Aerospace Engineering

Dr. Robert Sanner received two awards from the aerospace engineering students: Favorite Professor and the Broken Propeller Award, given to the professor who works them the hardest; but from whom they have learned the most.

Visiting Professor Dr. Mary Bowden received the Best Mentor Award.

Department of Agriculture and Resource Economics

Distinguished University Professor Richard E. Just received the Excellence in Instruction Award from the Alumni Association of the College of Agricultural and Resource Economics.

Department of Art History and Archeology

Graduate student Sybil E. Gohari was awarded the Mark H. Sandler Award.

Department of Biology

Graduate student Kevin Barry was this year’s recipient of the Jane Prichard Graduate Teaching Award; awarded annually to a TA in a lower level Biology course; in memory of a former graduate student.

Graduate student Brian Laub received the Department of Biology Outstanding TA Award; based on student evaluations.

Department of Chemistry and Biochemistry

Graduate students Min Jia and Leena Rader were this year’s recipients of Carl L. Rollinson Teaching Awards. These awards are given to one outstanding TA in first year chemistry and one outstanding TA in an advanced chemistry course each year.

Department of Criminology and Criminal Justice

Dr. Jean McGloin has been selected to receive the 2009 BSOS Excellence in Teaching Award.

Department of Electrical and Computer Engineering

Graduate Teaching Assistants Shalabh Jain and John Shiu were awarded the George Corcoran Award for Significant Contributions to Electrical and Computer Engineering Education. The award is a tribute to the memory of Professor George Corcoran, late professor and Head of the Department of Electrical and Computer.

Department of English

The James A. Robinson Award for Excellence in the Teaching of Writing went to graduate student Jasmine Lellock.

The James A. Robinson Award for Excellence in the Teaching of Literature went to graduate student Laura Heninger Hill.

Department of Family Science

Associate Professor Jacqueline Wallen received an award from International Education Services at the University of Maryland to develop a new study abroad course, “Child and Family Health in Scandinavia,” which will take place during the 2010 summer term.

Lecturers Bill Knight and Liz Vanden Heuvel, Instructor Carol Werlinich, and Senior Lecturer Robyn Zeiger were recognized by the University for providing over five years of continuous teaching service.

Department of Hearing and Speech Sciences

Lecturer Vivian Sisskin received the 2008 Teaching Excellence Award from BSOS.

Department of Kinesiology

Graduate Students Katie Amenabar and Caitlin Shannon were...
awarded the F. Daniel Wagner Memorial Award for Outstanding Teaching.

Department of Music Education

Graduate Student **Dawn Avery** received the Montgomery College Outstanding Faculty and NISOD Excellence Award.

Department of Plant Science and Landscape Architecture

Professor of Practice **Dr. Steven M. Cohan** was selected to receive the 2009 Paul R. Poffenberger Excellence in Teaching and Advising Award by the College of Agriculture and Natural Resources. Dr. Cohan also received the PLANET Trailblazer Award from a program of the Professional Landcare Network (PLANET) in which educators who have developed successful academic programs in Landscape Management are asked to mentor new collegiate programs being formed at other universities.

2009-2010 Distinguished Scholar-Teachers

**Arthur Eckstein**
Department of History

**Michele Gelfand**
Department of Psychology

**Patrick O’Shea**
Department of Electrical and Computer Engineering

**Raymond St. Leger**
Department of Entomology

**Jonathan Wilkenfeld**
Department of Government and Politics

Distinguished Scholar-Teachers will be called upon to participate in one or more programs for faculty or students in which they will share their expertise in establishing productive research programs and in developing successful teaching methods and approaches. They will also make a public presentation on a topic within their scholarly discipline. The award carries an honorarium of $5000 to support the Distinguished Scholar-Teacher’s professional activities. The schedule of this year’s lectures are available on the web. For more information, call the Office of the Associate Provost for Faculty Affairs at (301) 405-2509.

Subscribe to *Teaching & Learning News* ~ [http://www.cte.umd.edu/TLNMailingList/](http://www.cte.umd.edu/TLNMailingList/)

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.

To learn more about *Teaching and Learning News*, or to contribute news or articles, contact Anna Bedford at 301-314-5673 or cte@umd.edu.
Notes from the Summer Institute for Teaching with New Technology

By Kirsten Crase, Graduate Assistant, CTE

CTE, collaborating with the Mobility Initiative and the Office of Information Technology’s Academic Support Unit, offered its third Summer Institute for Teaching with New(er) Technology for thirteen members of the faculty over three late-May days. The faculty were selected from a large field of applicants, and were asked to submit a proposal outlining how they hoped to incorporate newer technologies into their undergraduate teaching for the 2009-2010 academic year. During the institute, the faculty reviewed instructional technologies available on campus and refined their proposals for incorporating technologies into their courses, with assistance and consultation from CTE and OIT staff.

The purpose of the institute is to encourage improved teaching and learning through the use of purposefully applied technological tools. As such, participants are encouraged to approach the tools being explored as elements of a larger plan to teach effectively, rather than as innovations being used for their own sake without regard to improving teaching.

A number of faculty, instructional designers, and OIT staff members gave presentations on the use of various new technologies during the institute. The tools presented on include new ELMS tools, podcasts, collaborative writing technologies (blogs and wikis), clickers, and mobile devices as teaching tools.

With support from the Mobility Initiative, six of the institute participants worked on developing pedagogical uses for mobile devices. Sponsored by the Office of the Senior Vice President of Academic Affairs and Provost, the Office of Undergraduate Admissions, and OIT, the Mobility Initiative is a pilot program to enhance the student education experience by examining the role that mobile Internet access devices might have in the future of instruction, learning, and the social growth of students on campus.

As participants explored and experimented with pedagogical technologies—including mobile devices, blogs, wikis, podcasts, clickers, and a variety of ELMS tools—CTE and OIT instructional designers offered consultation, both in terms of how to use the technologies and how to engage them in the support of learning goals. The group of participants also acted as a peer learning community for each other, offering feedback on each other’s work.
Throughout the summer and the 2009-2010 academic year, participants will continue to share feedback and will be supported by CTE. They will conclude the program by reporting their experiences with these technologies—and their sense of improved learning in their courses—to the campus community.

Participants and projects:

Robert Friedel, History – using clickers to enhance participation, creating online portfolios with ELMS, and revising Wikipedia entries as a class project

Donna Howard, Public and Community Health – using a class blog to archive and synthesize a study abroad experience (before, during, and after the trip), and using clickers to introduce and open up dialogue in a required course for majors

Monica F. Jacobe, English – using a student-generated wiki to develop and enhance course materials in a professional writing course

Sahar Khamis, Communication – using mobile devices to keep a diary of daily media consumption; using an ELMS wiki and Twitter to create shared knowledge communities

Roberta Lavine, Spanish and Portuguese – using the ELMS Wimba function for the recording of voice and video to support spontaneous conversation practice in Spanish

Keguro Macharia, English – using a class blog to encourage students to conceptualize their writing as a public practice and to make students aware that they produce as well as consume knowledge

Kevin Mathias, Institute of Applied Agriculture – creating podcasts and/or video clips as a means of supporting laboratory work

Liora Moriel, English – using mobile devices to record spontaneous responses to literary texts, which will be subject to subsequent analysis

Marcio Alves de Oliveira, Kinesiology – using mobile devices to capture and upload images of human movement, which can then be analyzed as a laboratory activity; using clickers to encourage participation; and experimenting with class development of a mobile device application dealing with motor development

Leigh Ryan, The Writing Center – creating podcasts for the provision of resources and support via the Writing Center’s website

Marvin W. Scott, Kinesiology – using mobile devices to collect data during student teacher observation, to be used for ecological momentary assessment

Gabriele Strauch, Germanic Studies – creating a class wiki for use before, during, and after a study abroad program; exploring the student development of podcasts during the trip

Mark Varner, Animal and Avian Sciences – using mobile devices to respond to questions and share responses based on student-generated position essays on controversial news items

For more, visit http://cte.umd.edu/sti.
2009-2010 Instructional Improvement Grants

Avital Feuer, Jewish Studies
*Using Digital Video for Hebrew Teacher Training*

Helene Kalson Cohen, EDHI
*Expanding the Toolkit: Innovative Teaching with Technology*

Karen M. O’Brien, Psychology
*Expanding the Toolkit: Innovative Teaching with Technology*

Joelle Presson, Biological Sciences
*An Intervention Project to Increase Transfer Student Success in CLFS*

Mark Stewart, Office of Sustainability, Division of Administrative Affairs
*Integrating Sustainability Across the Curriculum: The Chesapeake Project*

Erik Hanson, Anthropology
*An Innovative Approach to Online Teaching: Assessment, Technology and Student-Centered Learning*

Martha Geores, Geography
*Developing a Curriculum for Society and Sustainability in the Undergraduate Program in Geography*

Audra Buck-Coleman, Art
*Sticks + Stones 2010*

Brian Kelly, Architecture
*Analytical Exercises for Introducing Rapid Prototyping to Undergraduate Design Studios*

Mike Boyle, Mathematics
*Providing a Foundation for Computer Literacy in Mathematics*

Daniella Fridl, Government and Politics
*Using Technology to Provide Practical Learning Experience in Conflict Resolution Techniques*

Harold Burgess, College Park Scholars Arts
*College Park Scholars Arts Program*

Manel Lacorte, Spanish and Portuguese
*Helping Students to Succeed in Spanish: Creating an Electronic Resource Site for Students of Spanish 301*

Marybeth Shea & Lea Chartock, English
*Producing a Wiki-Based E-Text for the Composition Classroom*

The Instructional Improvement Grants program is part of an ongoing commitment by the Office of Undergraduate Studies and the Center for Teaching Excellence to support faculty, department, and college initiatives to improve undergraduate education at the University of Maryland. This year’s Instructional Improvement Grants funds were supplemented by contributions from the Office of Community-Service Learning.
2009 Lilly-East Conference Participants

The University of Maryland had a record number of faculty and Graduate student participants at this year’s Lilly-East Conference on College and University Teaching, hosted at the University of Delaware. CTE, with support from Undergraduate Studies, was able to provide grants and assistance for attendees.

2009 Lilly-East Participants from University of Maryland included:

Anthony Adawu; Michael Ambrose; Silvia Baage; Abdel-Hameed Badawy; Joy Bauer; Anna Bedford; Alaina Brenick; Justin Brody; Michelle Brooks; Heather Brown; Audra Buck-Coleman; Steven Buzinski; Nicole Carbonaro; Gena Chattin; Cinzia Cirillo; Kirsten Crase; Marc Dandin; Theresa Donofrio; Soheila Ebrahimian; David Eubanks; Sarah Fang; Evan Golub; Pat Grzanka; Matthew Hurley; Rashi Jain; Hua Jiang; Mary Kniskern; Ben Krueger; Yi-Tak Lai; Henrike Lehnguth; Taotao Liu; Rui Ma; Justin Maher; Deborah Oakley; Catherine Philpott; Byrn Quimby; Lenea Rader; Kate Riera; Scott Roberts; Paula Rodgers; Jean-Francois Savard; Jamie Schultz; Heidi Scott; Danial Shahmirzadi; Cynthia Shaw; Frank Siewerdt; Ann Smith; Christy Tirrell-Corbin; Lyrica Tylor; Anand Veeraragavan; Andreanna Welch; Kyungjin Yoo; Ashley Zauderer; and Ai Zhang.

To see photos from the Lilly-East Conference visit http://cte.umd.edu/gallery/2009%20Lilly%20East/index.html.
2009 Fall Orientation for Graduate TAs

Tuesday, August 26th, 2009
8:30 a.m. - 4 p.m.
Chemistry Building and Plant Sciences Building

CTE’s annual Graduate Teaching Assistant orientation introduces TAs to teaching at the University with a series of presentations, workshops, and panel discussions, as well as offering the opportunity for undergraduate TAs and returning TAs to re-engage in pedagogical conversations and take part in specialized workshops. Participants will be given a copy of the 2008-2009 Graduate Teaching Assistant Resource Guide, as well as a number of other CTE and campus resources. TA orientation also begins to support communities of TAs by offering a pre-semester venue for discussion among colleagues.

Tentative Workshops and Panels:

- Grading Made Easy: Grading with Rubrics
- Preparing a Lesson
- Teaching Students How to Write
- International GTA Q & A
- Cheating and Harassment
- Talking About Identity and Difference
- Expectations for Lab GTAs
- Teaching in STEM
- Teaching as Performance
- Teaching Tips: A Panel Discussion
- How to Stay Sane: Resources for GTAs

An experienced TA panel will offer their reflections, and outstanding faculty will present and discuss good teaching practices.

Mark your calendars and notify your incoming TAs as soon as possible. Visit www.cte.umd.edu for more information and to reserve a space.

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 or contact Anna Bedford at 301-314-5673.