From the Director’s Desk: Finding Community

By Spencer Benson, Director, CTE

At the close of last semester, a group of concerned faculty convened a faculty town meeting to voice concerns regarding liberal arts education, shared governance and campus diversity issues. The town meeting was well attended by both faculty and administrators who voiced concerns and opinions regarding the impacts of the current and ongoing budgetary challenges. As I listened to my colleagues I heard once again a call for a more holistic university community. By holistic I mean a community not only defined by commonality of location, duties and employment but a community that embraces the needs of both the individual and the greater group.

As a research university, we are used to embracing the scholarly needs of faculty who are encouraged and expected to be noted scholars within their discipline. Discipline research is often an individual endeavor although community has many supporting roles, e.g., the exchange of ideas, the vetting of results, the publishing of products and other forums for scholarly exchange. In science, research is a community effort that involves multiple individuals and institutions. Individual effort coupled with community discourse and support is essential for research excellence and the generation of new knowledge. But what about teaching? To paraphrase Lee Schulman, president emeritus of the Carnegie Foundation for the Advancement of Teaching, as a young faculty I thought I would be isolated in my research, but I was welcomed into a community, it was in my classroom teaching that I felt isolated, lonely and un-connected to a community (1).

Teaching is one of the central roles of the university and a demand that all faculty members and many graduate students undertake. A persistent challenge for “Finding Community” continued on page 10
Federal Semester Program Opens Doors to the World of Public Service

By Priya Kumar, Federal Semester Program Coordinator

With a mother working in a low-income Baltimore health clinic and a father in mental health administration, junior James Paul grew up recognizing health care as more than an issue to debate. “I really saw and heard a lot from a very young age and have always been interested in government,” Paul said. This perspective combined with a passion for social issues instilled in Paul the desire to pursue a career in public policy. “I have wanted to link the two and learn about the [health care] system we have in the U.S. and how it works and how it could be improved,” said Paul, a government and politics major. Eager to add professional experience to a resume full of volunteer work, Paul applied to the Federal Semester Program after hearing about it from an advisor.

Established in 2006, Federal Semester is a unique campus initiative that combines a fall academic seminar on a specific area of public policy with a spring internship at a federal agency, congressional office or other federal policy-related organization.

“One of our primary aims is to help students discover the terrific possibilities within the federal government for building a meaningful career and for making a difference.” The program is based in the Office of Undergraduate Studies and has partnered with the School of Public Policy.

This year, the program offered seminars in three areas: federal health policy (in collaboration with the School of Public Health), federal homeland security policy (in collaboration with the National Consortium for the Study of Terrorism and Responses to Terrorism), and U.S. Policy in the Israeli-Palestinian conflict (in collaboration with the Gildenhorn Institute for Israel Studies). Paul, who joined the federal health policy track, said the seminar went beyond explaining the various components of health care, such as Medicare and Medicaid and examined their role in “ground-level decisions.”

...“One of our primary aims is to help students discover the terrific possibilities within the federal government for building a meaningful career and for making a difference.”

Out-of-class events and field trips help students connect what they learn in class to the world at large. While visiting Capitol Hill last October, health policy students peppered a legislative aide with questions about the various health care reform packages weaving...
Notes From the CTE Library: bell hooks’ *Teaching to Transgress*

By by Melissa Reyes, Undergraduate Assistant, CTE

Contrary to what many may believe, the responsibility for a successful classroom does not lie solely on the teacher; students need to be reminded that they share part of that responsibility as well. In *Teaching to Transgress: Education as the Practice of Freedom*, bell hooks encourages her readers to think about teaching in a new way. She writes this book not only for educators but for students too because we are both essential on the road to transgress. hooks promotes practices that shy away from the banking system of education, which is based on giving information so that students can regurgitate it back to the teacher, and revolutionizes by presenting teaching and learning as something enjoyable.

In her introduction she provides an explanation of why she wrote this book. She began loving school but as she progressed higher in her education “the classroom became a place [she] hated, yet a place where [she] struggled to maintain the right to be an independent thinker.” She said that once she became an educator herself she wanted to take the example of her own teachers and not emulate their methods. Too often her professors were people who did not have great communication skills, they were not self-actualized and they relied on teaching methods that did not encourage engagement. Along with the concept of engagement is the importance of this to students but also to teachers. “In my classrooms, I do not expect students to take any risks I would not take, to share in any way that I would not share.” Teachers want students to be open, to have flowing discussions, but they are not willing to first set the example. Engagement and enjoyment must be attained by a collective effort. hooks also discusses the importance of drawing connections that will be valuable for her students. Since elementary education, most students demand to know the importance and worth of lessons and curriculum to their lives. A common question that students ask is: “how am I ever going to use this in life?”

In the following chapters hooks discusses several other topics that follow her beliefs in a liberating education, an education that transgresses the boundaries that are in place now. Her discussion of multiculturalism talks about the challenges that arise when education is based on an approach that includes the awareness of race, sex and class. She says, “I teach about shifting paradigms and talk about the discomfort it can cause.” This forces trying new ways of teaching can be very challenging. Accompanied with change is the risk of failure, but it is also important to take into account the chance of success.

The first chapter of the book is called “Engaged Pedagogy,” in this chapter she emphasizes the responsibility of teachers to transgress the teaching boundaries that have been set by tradition. Teachers should hold their positions of educators as something valuable with great potential to influence their students. She talks about a connection between teaching and life practices, not only the joy of education but also the practice of freedom.”

"From the CTE Library...” continued on page 5
Guest Column: Reading is Fundamental
By Evan Golub, Computer Science

In the age of the search engine, where there is a great sense that anything you need to know is out there to be found, it is important to emphasize that reading the description of what you need to find, and carefully reading the results that you find, is still critical. The following anecdote from an information technology class for non-majors (CMSC102) from the Fall of 2009 provides an example of this.

As part of a project whose focus was finding information, students were given 14 web-based search tasks to perform. The first of these tasks was presented as follows:

Find out on what DAY OF THE WEEK the Vice President of the United States (as of October 25th, 2009) will have his birthday NEXT YEAR.

Of the 100 students who submitted answer sheets for the project, 84 of them gave the correct answer to this question. What of the 16 who did not? One of them left that question blank. One of them didn’t give the actual day of the week. Four of them gave a totally incorrect answer (that is, they appear to have found a totally incorrect birthday with no clue of what they really found provided). The final 10 incorrect answers to discuss (10% of the students who submitted answer sheets) are the ones that are most relevant to this column.

Four of the students gave the day of the week for the Vice President’s birthday in 2009. They found the first part of the required information (his birthday) but clearly did not read the entire question carefully because they gave the day of the week for the wrong year. The emphasis shown in the above quoting of the question reflects what the students saw. The words “next year” were in capital letters in the project description.

Six of the students found the birthday of the President rather than the Vice President. For these it is difficult to determine whether they did not read the question carefully, or somehow did not read the results they found carefully. Either way, the question was a straight-forward one and it seems that the correct answer should have been easily found by these six students.

These 10 students appear to have the technological skills required to have found the correct answer. It seems that the root cause of their errors is rather a lack of care in their reading of the question. For context, the students were given slightly over two weeks from the time the project was posted before it was due, and the project was worth 5% of their semester grade. I plan to recount this anecdote to my future students to help demonstrate the value of reading the assignments (and other things) carefully.

I would encourage everyone to consider where students might be able to improve their performance in your classes simply by reminding them of the importance of reading questions and/or assignments carefully. Providing them with a concrete example, whether the one given above or one from your own experiences, could really help sell the message.
students and teachers to recognize the established methods in education, but also to recognize our responsibility for perpetuating or changing the establishment. Other chapters include an imaginary discussion with Paulo Freire, a Brazilian thinker whom she considers a mentor and guide on critical pedagogy. This is also followed by a few chapters that focus on her feminist ideologies. She discusses feminism from the standpoint of a black woman and she talks about further discrimination faced by this group because of race. “Often it is forgotten that the hope was not simply that feminist scholars and activists would focus on race and gender but that they would do so in a manner that would not reinscribe conventional oppressive hierarchies.” She ends this discussion by, once again, placing the responsibility on everyone and stressing the task of making the feminist movement inclusive of all races as “collective work.”

Later on in her book, hooks engages in a dialogue with Ron Scapp, who was a philosophy professor in Queens College and is now the director of the Graduate Program in Urban Multi-Cultural Education at the college of Mount St. Vincent. Their conversation is extensive and as people who take interest in their students and want to not only teach them but also learn from them and learn with them. Including students in the education process is essential. “When students see themselves as mutually responsible for the development of a learning community, they offer constructive input.” Students want to feel included; if they are part of the education then they are also accountable for the success of the overall academic community and more willing to participate and engage.

This book is an inspiration and a motivation to change a system that seems to have been stagnant for way too long. There is so much potential in a classroom to teach, learn, grow and develop critically thinking minds. It is up to teachers and students alike to work together, to commit “our minds and heart... as we collectively imagine ways to move beyond boundaries, to transgress. This is education as the practice of freedom.”

Guest Column
Edutainment: Enjoyment in Enquiry
By Yichun Zhang, Visiting Fellow, OIT & CTE

The very essence of games is freedom, creation and exploration. The very point of Edutainment is to naturally combine games with learning, to keep the process of learning free and open, to encourage students’ active participation in the teaching process so as to gain knowledge through their own experiences. Educational games have great importance and potential in cultivating students’ active learning competence, emotions, attitudes and values. This is why edutainment has become an important training method and a new research field in IT competency training for faculty. Its purpose in this setting is to enhance faculty’s information literacy and to improve their ability to optimize classroom teaching.

Research on the combination of gaming and learning is, by now, quite well established. Computer technology is developing rapidly and the Internet, computer games, electronic games and online games have been popularized to the extent that they have become the main trend in entertainment. Nowadays, research on educational gaming is centered on the design and development, educational values, commercial models and their impact on the society and culture. One project that represents the design and development of educational games is the joint endeavor of Microsoft and MIT in “Games to Teach”. The project has the lofty goal of developing the interactive educational media of the next generation. Literature about this research is growing; for example, the game designer Marc Prensky deals in great detail with the concept of digital game-based learning and its effect in education, military affairs and training in his monograph “Digital Game-Based Learning”. Another researcher, Professor Yasmin Kafai of UCLA, studies the impact of educational games on today’s society. In UK, a survey entitled “The Educational Application of Games” offers a framework for faculty’s assessment of educational games. And, in Canada, working with many colleges and enterprises, the Simon Fraser University carried out the project of Simulation and Advanced Gaming Environment for Learning (SAGE), which specializes in the research and development of simulation and gaming environment for learning.

Faculty’s IT competence training is an important part of E-education. It can not only accelerate the development of E-education, but it can also help promote faculty’s professional development and raise their proficiency level. However, at present the training faces several obstacles. For instance, there is a lack of multiple training modes; the classroom is still faculty-centered without sufficient interaction; the trainees lack learning enthusiasm and the learning atmosphere is somewhat tense. These challenges can be addressed by introducing edutainment to faculty training, so as to create an environment of excitement and fun, which helps faculty to gain knowledge in an enjoyable fashion, and sustains their interest.

These principles should be considered when applying edutainment to faculty training:

“Edutainment...” continued on page 13
Increasingly, professionals are asked to be innovators and trend-setters within their field. Regardless of the discipline it is necessary for graduates to demonstrate creativity and an ability to think critically about a given environment. Markets & Society (M&S), a two-year business oriented learning community within Letters and Sciences, aims to initiate these - along with other marketable skills - at the freshmen level. During their first year in the program, students enroll in seminar courses where they identify strategies for academic and career success, develop leadership experiences, and learn to think critically about their professional image. As the culminating event within their UNIV 108 seminar, all M&S students participate in a mock business competition. Working in small teams, these 100-120 students spend the spring semester creating the outline of a simulated business. Approximately six peer-voted teams advance to a finalist round where they pitch their business ideas to a panel of judges. “Investors,” if you will.

As an advisor to this learning community, I have both taught the UNIV 108 seminar and coordinated the annual event since 2006. I am actively involved with their learning process and look forward to the competition each spring. After a semester monitoring project growth and overhearing snippets of ideas, I find myself anticipating the end results.

The parameters of the project are broad to allow for maximum creativity. I found that the students’ best ideas come when they can “think big” and then break the larger ideas into smaller, more manageable pieces. Students are instructed to think about the needs of their environment or community in whatever they define these terms. While groups are not restricted to student oriented or campus initiatives, their ideas are historically focused here. Since the University is the community with which the students are most currently familiar, they naturally brainstorm solutions to meet their own needs. Kevin Halsey, a Markets & Society sophomore whose team took first place last year says, “The nature of the project encourages creativity and forces students to think outside of the box. For my particular project, I used my business knowledge from previous experiences and combined it with the growing trends I’ve noticed in college students. [My team] ended up with a model company (TERPtraders.com) targeted at Maryland students. TERPtraders.com was an online book trading company designed to help Maryland students save money on textbooks.”

Keeping guidelines open also pro-
CTE Teaching Portfolio Retreat

For the sixth year in a row CTE offered two portfolio retreats over Winter Term. Twenty-nine graduate students participated in one of the two three-day retreats, where they engaged in discussions, wrote and peer-edited statements of teaching philosophy, and crafted sections on teaching responsibilities, evaluations, and more. Each graduate student presented his or her teaching portfolio to the group of participants on the final day of the retreat.

To find out more about graduate programs offered by CTE, please visit: http://www.cte.umd.edu/programs/graduate/index.html. CTE staff gladly consults with you about your teaching portfolio. To schedule a meeting, e-mail cte@umd.edu
“Federal Semester Opens Doors...” continued from page 2

through Congress. Students in each seminar visit Capitol Hill and various federal agency headquarters to discuss how different elements of the government implement federal policy and learn what a day in the life of a federal employee is like. “Getting out of the classroom and being able to talk with members of the homeland [security] community where they work was something you can never experience in a reading assignment or the classroom,” wrote Sean Connor, a junior economics major in the homeland security policy track, in an evaluation form. “I also got a sense of what it was like to work in these offices and more importantly the actual work they conduct on a day to day basis. This has made a government position more appealing to me than before the trip.” Such sentiments echo the program’s mission. “We strive to give students as many opportunities as possible to discover and experience what a great place the federal government can be to work—what great opportunities are there for making a difference in the world,” Burton said. “We expose students to real-life work environments; we enable them to talk with top officials and on-the-ground workers in the federal government; and we support them throughout their internships—helping them make the most of the opportunity.”

The program staff works with students through every step of the application process. They meet with students individually to polish resumes and cover letters or offer advice on quelling interview jitters.

Working with the non-profit Partnership for Public Service, Federal Semester also hosts a number of workshops to hone students’ job hunting skills and broaden their knowledge of federal employment.

Last fall, workshops included understanding the security clearance process and learning about student opportunities at the State Department.

With the help of a congressionally mandated grant awarded to the program last summer, Federal Semester has significantly expanded its federal outreach. Burton has steadily built a network of contacts across agencies including many within the Departments of Homeland Security and Health and Human Services. Such connections have been key to helping students secure internships. “Federal employees have been so welcoming in working with us and making opportunities happen for our students,” Burton said.

Paul, the health policy student quoted above, secured a spring internship with the National Nuclear Security Administration, a division of the Department of Energy. He applied through a Department of Energy student ambassador on campus. Federal Semester “put me in a network where I was able to find an internship with a federal agency that I would have never even thought of, let alone gotten, previously,” Paul said. Paul is exited to explore another policy issue and see firsthand how the government implements its initiatives. “It definitely fits into my interest in the federal government and how it works and the bureaucracy that has been set up to deal with a number of domestic issues,” Paul said.

The Federal Semester Program gives students like Paul “a jump start on their dreams of careers in public service and civic engagement.” Burton said.

For more information visit: http://www.federalsemester.umd.edu/
Center for Teaching Excellence

“Finding Community” continued from page 1

CTE, departments, colleges and the campus is to find ways and venues that foster communities that enhance teaching and learning. Randy Bass points out in his seminal paper “What’s the Problem” (2) that having a problem to work on in research is a good thing and the catalyst for academic discourse and advancement. Conversely, having a problem in one’s teaching is often regarded as a negative, best kept out of sight and not shared. In teaching like research it is through engaging problems and challenges that we improve and develop new knowledge. No one should be expected to solve his/her teaching problems/challenges in isolation; not only is this ineffective, it is foolish. Communities that bring faculty together to share teaching challenges and address problems and share successes make sense.

At UMD there are a number of faculty communities, both formal and informal that do this, but the numbers are small. One of the major roles of CTE is developing and supporting learning communities. These include the CTE Lilly Faculty Fellows community – a long standing example faculty learning community – the Academic for Excellence in Teaching and Learning (ATEL), the CTE- University Teaching and Learning Program for graduate students and more recently CTE and the Graduate School have developed two new programs: the CTE Graduate Lilly Teaching Fellows, and the CTE-International Teaching Fellows. In addition to these pan-disciplinary communities there are discipline specific faculty learning communities who meet regularly to engage educational (teaching and learning) problems and challenges. Three very successful ones are the Marquee faculty group, whose members teach the Marquee courses, the Host Pathogen Interaction (HPI) faculty group, whose members teach in the microbiology specialization area, and the PERG, Physics Education Research Group. Each of these groups meet regularly basis and include faculty, post-docs and graduate students. Members of the communities are interested in what works pedagogically and in the scholarly assessment of student learning. All three groups include nationally recognized discipline researchers who are highly productive in their research areas and find intellectual time to engage in the problems of how to more effectively teach a diverse student population, how students learn and how to know if students understand course materials. These examples come from the STEM (Science Technology Engineering and Math) disciplines and this reflects my bias as well as the areas of the campus I am most familiar with. If in other discipline areas there are other faculty communities that that are meeting on a regular basis to engage the challenges of teaching and learning please do share your experiences with CTE so that we can begin to compile a list of these important communities and the factors that make them successful.

Mary Huber, Pat Hutchings and others have written extensively on the need for faculty to find and/or establish learning communities. They have promoted the concept of the teaching or learning commons a place where faculty and students come together in a common space to share, exchange, adopt, adapt, develop collaborations,
“Finding Community” continued from page 10  

...campus, the SCR served as the primary means of commiseration and finding community. The commons space can be a physical, virtual, or temporary space that serves as a venue for the dissemination, vetting, and trading of ideas. At many institutions faculty clubs serve this purpose. One of the highlights of my Fulbright Fellowship (2008-09) at the University of Hong Kong (HKU) was my membership in the Senior Common Room (SCR) i.e. faculty club. At the SRC often I would meet colleagues for lunch, coffee, happy hour or dinner where we would engage in conversations or work on projects. Often I would simply stop in for coffee or happy hours where I might catch up with colleagues I had not seen for a while, and sometimes meet new people who became colleagues or friends. As the new person on a highly siloed, research intensive campus, the SCR was the primary means I came to know, understand and appreciate Hong Kong University and its culture. Maryland is a large international campus with many international visitors, I wonder how they manage to meet people outside their immediate department and become familiar with US culture. When my colleagues gathered at the December town meeting, their calls for more transparency also embodied a long standing request for new ways to meet the need for a more holistic community around the items that are central to the university, research, teaching and service.

CTE has long struggled with the challenge of developing ways to build connections and community across the university. Please send any suggestions you may have to CTE, so we can compile a list of ideas and develop new solutions to an old on-going problem. Suggestions and comments and be sent to the CTE email cte@umd.edu (please put community in the subject line) or post your comments in to the comment box online (http://www.cte.umd.edu/teaching/newsletter/2009-10/Feb-March%2010/sb%20column_feb.htm).

References/Footnotes

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.
“Markets & Society...” continued from page 7
vides students with goals to which they can ascribe. Students are encouraged to imagine the possibilities available to them with greater funding and an advanced network of resources. In the follow-up reflection, students are asked to think backwards from their mock business to identify steps needed to fully visualize their entrepreneurial plan. Halsey continues, “The project demanded that students look at all aspects of the company. Not only were students forced to design a presentation that was appealing to prospective investors, but they had to make sure that their company made good business sense. Thus, the project combined many different disciplines in the business world (marketing, finance, logistics, etc.) and served as a valuable experience to any prospective entrepreneur.”

The competition has gone through many incarnations in the four years since I have been with the program. In previous years the competition was more informal. Students would display their projects in an open venue allowing the judges to visit and evaluate each group independently. I felt that a different format would better showcase the students’ projects, further develop professional skills, and foster a more competitive spirit. Modeling our event after the Dingman Center for Entrepreneurship’s “Pitch Dingman” competitions, the current format has taken shape. Each finalist group has seven minutes to present their pitch, followed by questions from the judges. After all teams have presented, judges then deliberate. M&S students whose groups were not selected as finalists provide written peer evaluations and are encouraged to also pose questions. A visual aide is required of each team. Most prefer to utilize a PowerPoint presentation, however, in 2007 one group created a multimedia video to advertise their “Early Detection System” theft prevention device.

These changes were a step in the right direction. Tasha Patel, a Markets & Society alum explains, “I enjoyed the competitiveness the most. It motivated me to put forth greater effort into being chosen to represent [Markets & Society] in front of professional judges… It helped me realize that these are the types of individuals I would present to in the near future.” Enhancing student professionalism is a key aspect of the event. Teams are judged not only on the quality and creativity of their idea, but also on overall presentation. It’s a forum for students to refine their public speaking skills and interact within a cohesive, uniform group.

Judges for the competition are a clearly important factor. As Markets & Society gains momentum in each year, our judges change and expand. As program advisor it’s exciting when I increase my own network and meet future judge candidates. Our panel typically consists of five individuals from the greater UMD community including UMD staff, local business professionals, and M&S student alum. In the last year we were fortunate to have support from Dr. James Green of the Hinman CEOs and Mark Nebesky of Goozez, Inc., both of whom served on the judges’ panel.

This year’s final competition is scheduled for Monday, April 26 from 3:00-5:00 PM in Marie Mount Hall. In the preceding weeks, Markets & Society students will deliver their pitches within their UNIV 108 discussion sections and finalists will be determined. As I write this article spring classes have not yet commenced and event details are still being planned. Nonetheless, I – along with the rest of Letters and Sciences – am anticipating another impressive performance.

For more information visit: http://www.ltsc.umd.edu/markets.html
“Edutainment...” continued from page 6

A. Respecting the Learner
The trainees may come from different areas. There might be cultural and religious differences between them. These factors should be taken into consideration when designing games. The designers should also be familiar with the personality types of the intended learners and keep this in mind during the design process.

B. Equality and Cooperation
The trainer and the trainee are equal when participating in the games. In the course of the game, the trainer should avoid criticizing the trainees harshly (something which would remove the aspect of fun that edutainment strives to foster). The trainer should also resist the urge to reveal any answers to the trainees. Instead, the trainer should guide the trainee to analyze and settle problems by themselves and stimulate their desire to pursue further development. Furthermore, the trainer should encourage the group members to cooperate with one another so as to accomplish the task satisfactorily through group work.

C. The Content Outweighs the Form The purpose of the games is to facilitate learning. So the games should be designed to serve the content and objectives of training. We should avoid designing such games that are irrelevant to training, and that serve only entertainment purposes without an educational component.

D. Multiple Forms
The trainees often hold different views on any given problem. Therefore, when we design games, we should give the trainees opportunities to express their various ideas and views so as to broaden everyone’s horizons. When designing the rules of the games, we should not put limits on the solutions. Instead, the trainees should be encouraged to seek different and multiple solutions.

In practice, we should combine theory with technique. We should put enough emphasis on “participation, experience and cooperation”. By adopting the approaches of exploratory learning, cooperative learning, case-based learning and action learning, faculty undergoing training should be encouraged to learn in groups how to raise their teaching levels and make their teaching more effective.

Education and entertainment are two activities indispensable to humankind. Compared with the traditional training mode, the experiential model of training, based on edutainment, creates for the trainees a better environment for active participation. It helps provide better structure and create better scenes for curriculum teaching, and the trainers can also get immediate feedback from the trainees. Edutainment proves to be more effective than traditional training structures, because with this mode of training, greater attention is paid to the cultivation of the trainees’ enjoyment, and the spirit of freedom and play. In today’s society, which values individual development and the importance of team work, applying edutainment to IT competence training for faculty fulfills multiple objectives, in addition to sustaining a spirit of enjoyment in enquiry.

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~ http://www.cte.umd.edu/contactus/TLN_MailingList.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.
Spring Teaching & Learning Series
Creative and Personal Writing for Student Engagement

Wednesday, February 10
12:00 - 1:30 PM
1208 Biology Psychology Building

This workshop shares strategies to integrate creative and personal writing assignments to develop student engagement with academic work. Students make connections between new course material and prior knowledge when they are given opportunities to (and are encouraged to) do so. In this workshop, we will exchange strategies for creating assignments in which students use personal or creative writing to investigate those connections. This work has the ability to initiate important integrative learning, through which students begin to struggle with unfamiliar and challenging academic content by identifying potential connections to existing interests and possible new paths. Participants will share, collect, and critique practices, including specific examples, for using personal writing in support of student learning.

Lunch and Learn on Civic Engagement in Our Courses:
Civic Engagement and Sustainability

Thursday, February 11
12:00 - 1:30 PM
Banneker Room
Stamp Student Union

Sustainability, a multi-dimensional concept, has gained the attention of many academic disciplines and is finding its way into the undergraduate curriculum. More than work on environmental conservation, sustainability means attention to long-term use of all sorts of resources, as well as to all sorts of behavior. The 4th Lunch and Learn on Civic Engagement will feature a panel of faculty who will describe their work to integrate academic work on sustainability in their courses.

Engaging All Students, Body and Soul

Sue White and Lilly Griner

Thursday, February 25
12:00 - 1:30 PM
Maryland Room
Marie Mount Hall

All faculty face the challenge of diversity in student attitudes, behavior and levels of student engagement. Effective teaching requires faculty to engage all students. This presentation will highlight what works to increase student classroom engagement. Participants will view short videos (mini-cases) that describe common classroom engagement challenges. Participants will then develop and share their solutions in small groups. The presenters, a finance faculty and a business librarian, will discuss some of the challenges they have faced in increasing student engagement and their solutions. Faculty will leave the session with student engagement tools that can be of immediate use.

Graduate Workshop: Developing a Global Perspective

Wednesday, March 3
12:00 - 1:30 PM
1208 Biology Psychology Building

Socio-political changes in the last ten, fifteen years have led to increased efforts to standardize educational degrees across national borders and to push for cross-national collaboration in teaching and learning. At the same time American-style education is exported to regions outside of the United States as the mushrooming satellites of major U.S. institutions attest to. Given these realities the developing of a global perspective is not (if it ever was) a mere fancy but necessity for future scholars. This workshop introduces a range of opportunities for graduate students to develop your global perspective during and after the completion of your degree.
ACCIAC Teaching Scholar - Maxine Atkinson, NCSU

Wednesday, March 31
12:00 - 1:30 PM
Maryland Room
Marie Mount Hall

Inquiry-guided learning (IGL) refers to a variety of techniques that assist students in their investigation of questions and problems. Fundamental to inquiry-guided learning is the notion that students should think and act like practitioners of the field or discipline they are studying. Jointly, students and faculty construct an understanding of disciplinary content, methods, and perspectives. IGL can be used to transform a curriculum, organize a course, or simply invigorate a class by adding creative and effective teaching exercises. From first year courses through graduate work, our classes can be enriched for students and faculty alike through active investigation and knowledge construction rather than passive memorization. In this workshop, instructors will practice creating learning activities that entice students into a world of intellectual investigation starting on the first day of class.

Maxine P. Atkinson is professor and head of the Department of Sociology and Anthropology. She formerly directed NC State’s First Year Inquiry Program where she created and conducted faculty development workshops for faculty from across a wide spectrum of disciplines. Maxine regularly teaches a semester-long teaching methods course for graduate students and a variety of teaching workshops for new faculty at NC State. Maxine is the recipient of numerous teaching awards and 2009, she became the first woman from NC State ever to receive the University of North Carolina’s Board of Governor’s Teaching Excellence Award, the most prestigious teaching award given to faculty in the UNC system. Maxine focuses on teaching introductory sociology to undergraduate students and preparing graduate students to teach. Her research specialties include the scholarship of teaching and she regularly publishes research on teaching and learning in both disciplinary and interdisciplinary journals.

CTE UM Faculty Excellence in Teaching Lecture

Thursday, April 8
12:00 - 1:30 PM
Maryland Room
Marie Mount Hall

The CTE Faculty Excellence in Teaching Lecture was created to recognize and highlight University of Maryland faculty who engage in transformational undergraduate teaching and student learning. The honored faculty member has a proven record of effective teaching and a demonstrated commitment to improving undergraduate learning.

Blended Classes

Wednesday, April 28
12:00 - 1:30 PM
Maryland Room
Marie Mount Hall

As instructors imagine and implement ways to use online teaching teaching tools with effective purposes, we are able to compile good principles and best practices. In this workshop, CTE will present guidance for faculty and graduate students who use or want to use online pedagogy to complement classroom teaching. We will discuss ELMS and other venues for sharing course material, organizing active and cooperative learning, collaborative writing, peer evaluation, course management, and assessment.

Lilly Graduate Teaching Fellows Showcase

Wednesday, May 5
12:00 - 1:30 PM
Maryland Room
0100 Marie Mount Hall

The 2009-2010 Graduate CTE-Lilly Fellows, the second cohort of this fellowship, are creating a collection of thoughtful podcasts on literacy in and across disciplines. These podcasts are starting points for investigating and improving student literacies, and point the University toward valuable resources for teaching and learning. During this showcase, the fellows will introduce their project and suggest ways it may enhance undergraduate education. The Graduate CTE-Lilly Fellowship is one of CTE’s many programs for graduate professional development, and it is offered with support from the Graduate School.
**CTE Faculty Excellence in Teaching Nominations**

Nominations due February 15

The CTE Faculty Excellence in Teaching Lecture was created to recognize and highlight University of Maryland faculty who engage in transformational undergraduate teaching. Nominees should have a proven record of effective teaching and a demonstrated commitment to improving undergraduate learning. All instructional faculty are eligible.

Please nominate someone who exemplifies these characteristics. Letters of nomination should describe efforts to enhance student learning, identify the candidate’s teaching innovations, address how her or his teaching has been transformational, and may include any other comments on his or her contributions to teaching and learning at the University of Maryland and beyond. Letters of nomination are limited to two pages. Letters are due by February 15 and should be sent electronically to cte@umd.edu. Please note “Excellence in Teaching” in the subject line.

The CTE Faculty Excellence in Teaching Lecture awardee will deliver a presentation in CTE’s spring teaching and learning workshop series (tentative date: April 8th) For details of the 2008-2009 CTE Faculty Excellence in Teaching Lecture visit http://cte.umd.edu/teaching/workshops/Spring2009/March25.html

**Innovations in Teaching & Learning (ITL) Conference**

Proposals Due: March 4  
Conference Date: April 23

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

A Call for Proposals is underway for the fourth annual ITL Conference, scheduled for Friday, April 23 and jointly hosted by the Center for Teaching Excellence and Office of Information Technology. The conference showcases and celebrates the creativity and dedication of University instructors who have demonstrated excellence in their teaching endeavors. Faculty, teaching assistants and instructional technology support personnel are encouraged to submit a proposal to present that details a best practice, tool, or innovation they have used to improve learning at the University of Maryland. Proposals are due by March 4, 2010.

The conference will also feature keynotes by two internationally renowned speakers: David Kennedy, Director of The Teaching and Learning Center (Lingnan University, Hong Kong) will explore mobile device pedagogy, and Vijay Kumar, Associate Dean for Academic Affairs (School of Engineering, University of Pennsylvania) will discuss open source technologies and their influence on academia.

See http://www.oit.umd.edu/itl for further details and submit a proposal.
Lilly-East Conference Grants for Graduate Students

Due April 2

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 2010 Lilly East Conference is scheduled for Wednesday, June 2 through Saturday, June 5, 2010 and will be held at the Holiday Inn in College Park.

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, including registration and accommodation. 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 April 2, 2010). For further information on CTE’s Lilly-East Conference Grants, contact the Graduate Coordinator at x 4-1283.

International Coffee Hour

Wednesday, March 24
3:00 - 4:00 PM
Ground Floor Lounge
Dorchester Hall

On Wednesday, March 24 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.

4th Summer Institute for Teaching with New(er) Technology

May 26-28

CTE announces our fourth Summer Institute, a three-day retreat for faculty interested in developing effective uses of instructional technologies in their fall 2010 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 2010-2011 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.
Clickers Update

Clickers: Short Term Loaner Program Has Moved!

The short-term clicker loaner program has moved to the OIT Classroom Support in Hornbake Library, Room 0125. Contact 4-8522 to reserve a set and for more information.

If you are interested testing out student response devices known as clickers, OIT has a loaner program where you can borrow clickers and a receiver to try out the system. Any classroom with a computer and LCD projector can be a clicker enabled classroom. All technology classrooms are pre-equipped to enable clicker usage. More information on clickers is available at clickers.umd.edu.