The University’s research culture infuses teaching and learning. Research guides innovative, evidence-based teaching methods—engaging students through technology, in-depth discussion, tailored content, field trips, and research experiences—that successfully engage our tech-savvy, increasingly diverse 21st century students while preserving our timeless values of learning, citizenship, and service.

Quick Facts on UW Teaching & Learning

- Students receive personal instruction from experts with over 60% of UW classes enrolling fewer than 30 students.
- We offer 17 online graduate degrees and 40 online certificate programs, bringing a UW education to working professionals and meeting the needs of geographically diverse students.
- Over 80% of nearly 700 instructors who replied to a 2011 survey reported using a course web page in a recent course. Instructors who taught large-lecture courses (100+) were particularly avid technology users—with 92% using course web pages, 80% using online grade books, 74% using presentation software, and 53% using online discussion boards.
- Each year over 5,800 undergraduates spend over one million hours devoted to research, learning through investigating complex problems shoulder-to-shoulder with top scholars.
- Instruction in over 50 world languages provides direct access to global communities, enabling our students to be active on all 7 continents.
- Over 5,300 undergraduate students engage in university-sponsored service learning and public service each year.

Examples of UW students learning through innovative instruction

“Flipping” the classroom—Linda Martin-Morris has taken her 120-student, lecture-style class and “flipped” it, asking students to watch videos of lectures before class in order to free up class time for more active learning tasks. Once in class, students engage in focused discussion of material that extends and deepens the understanding of the topic.  

Linda Martin-Morris, Lecturer, Biology, lmorris@uw.edu

Moving office hours online, for student convenience—Chemistry professor AJ Boydston uses the Canvas learning management system to hold online office hours at times more convenient for his students. Live chat, PowerPoint slides, and an online whiteboard help him interact with students remotely and effectively. Sessions can be recorded and stored online for future review. More students seek one-to-one help and feedback shows they appreciate the format.

AJ Boydston, Assistant Professor, Chemistry, boydston@chem.washington.edu

Remotely controlling labs—UW-Bothell’s pioneering B.S. in Electrical Engineering hybrid degree combines on-site and remote learning. Students can complete experiments at home using an innovative lab equipped with instruments that can be remotely controlled over the Internet.
Warren Buck, Director, Electrical Engineering, UWB, wbuck@uw.edu

Learn more: http://www.washington.edu/provost/initiatives/2y2d/teaching-learning/about/
Using a back-channel chat tool for student-to-student interaction during lectures—Professor Mike Eisenberg of the Information School uses an in-house developed web chat tool, Yarn, to give students a way to ask and answer questions in real time without disrupting a lecture; Yarn also allows collaborative note-taking.

Mike Eisenberg, Professor and Dean Emeritus, Information School, mbe@uw.edu

Recording lectures: improving access, review, and use of class time—Instructors record lectures before or during class using a UW-IT supported lecture capture system, Tegrity. Review is easier—especially valuable to students with disabilities and English-language learners. The ability to film and post lectures online also allows instructors to hold classes despite bad weather or to “flip” classes—viewing lectures before class to free up class time for discussion, practice, and student collaboration.

[https://depts.washington.edu/tegrity/](https://depts.washington.edu/tegrity/)

Video: [http://youtu.be/Kx8vcKgenR0o](http://youtu.be/Kx8vcKgenR0o)

Providing video feedback on student writing—UW-Tacoma is providing video feedback (“veedback”) on student essays in freshman composition classes, allowing for focused attention, personalization, and tone. Students overwhelmingly preferred video review of their work to written feedback.

Riki Thompson, Assistant Professor, Rhetoric & Composition, UWT, rikitiki@uw.edu

Engaging students with polling tools in large classes—Faculty in a variety of large introductory courses are using personal response devices (“clickers” and other polling tools) to gather instant feedback on student engagement and understanding. Departments include: Biology, Chemistry, Physics, Communication, Program on the Environment, Biological Structure, Earth and Space Sciences, and the Information School.

Examples of Innovative Learning Formats, Spaces, and Faculty Culture

Adding online options—Foreign language and linguistics courses moved from a 5x/week classroom model to a 3x (classroom) + 2x (online) model using Moodle, a learning management system. The new approach allows more students to enroll and has improved learning outcomes.

Julia Herschensohn, Chair, Linguistics, herschen@uw.edu
Hedwige Meyer, Senior Lecturer, Linguistics, hedwige@uw.edu

Designing innovative spaces for collaborative learning—Student teams make extensive use of new, flexible spaces that make it easy to work in teams. Allen Library South was transformed into a Research Commons with movable furniture and dividers, whiteboards, and large screen displays. Similar spaces have been created in the Beardslee Building on the UW-Bothell campus.

[http://commons.lib.washington.edu/](http://commons.lib.washington.edu/)
Article: [http://goo.gl/0YhXW](http://goo.gl/0YhXW)

Supporting a Faculty Culture of Innovation and Scholarship around Teaching and Learning

Sharing teaching tips with colleagues—in 2012 participation quadrupled in Faculty and Professional Learning Communities hosted by The Center for Teaching and Learning. Topics to date include engaging students in large classes, social media, service learning, and teaching English Language Learners.


Researching effective teaching techniques—The Biology department is a national leader in scholarship on effective instructional techniques, such as engaging students in large classes and using Bloom’s Taxonomy to develop effective assessments. The department hosts the Biology Education Research Group (BERG), a weekly seminar for instructors from UW and beyond.

List of publications: [http://uw-berg.wetpaint.com/page/Articles+b+y+BERG+m+embers](http://uw-berg.wetpaint.com/page/Articles+b+y+BERG+m+embers)
Scott Freeman, Lecturer, Biology, srf991@uw.edu; Mary Pat Wenderoth, Lecturer, Biology, mpw@uw.edu

Helping faculty incorporate online learning—The Hybrid Course Development Institute is a 10-week professional development program for UW-Bothell faculty. It is delivered in a hybrid format, with in-class and online elements, to give faculty participants a “student’s experience.” Diverse faculty have developed twenty hybrid courses and counting. Several are exploring partnering with other universities, including New York University (NYU), to award credit for online coursework at partner institutions.

[http://goo.gl/QSmb2](http://goo.gl/QSmb2)

Learn more: [http://www.washington.edu/provost/initiatives/2y2d/teaching-learning/about/](http://www.washington.edu/provost/initiatives/2y2d/teaching-learning/about/)