Learning Communities
Center for Teaching and Learning

The Center for Teaching and Learning sponsors Learning Communities (LCs) for faculty, graduate student instructors, TAs, instructional librarians, and staff educators. LCs bring together educators from different disciplines to discuss, reflect, and collaborate on a teaching and learning topic of mutual interest. LCs pursue the shared goals of participants, model peer learning practices, and promote lifelong learning in an atmosphere of mutual support and discovery.

**LC Size:** 6-12 people  
**Duration:** One quarter  
**Frequency:** average is 5 meetings (depends on the topic and facilitator(s))

**Goals for LCs:**
- to support you and your work as teaching scholars and staff educators  
- to share resources and expertise  
- to encourage evidence-based decisions about teaching  
- to sustain and strengthen the UW teaching community.

**Role of Participants:**

Participants attend all sessions, assist in developing the LC’s agendas and group goals, and contribute to session discussions and activities. After the LC concludes, we encourage each group to submit a brief summary of group goals, discussion topics, outcomes, and next steps. We also hope that you might share out in other ways what you have learned, so that other colleagues can learn from your expertise and experience. Sharing out could mean serving as a facilitator for an LC during the academic year; teaching a workshop; contributing a blog entry or teaching strategy to the CTL web site; presenting a poster; publishing in a journal or newsletter; or leading a discussion among colleagues.

**CTL’s Role:**

We help form the LCs and provide space in which to meet. A CTL staff member or other UW faculty or staff member selected by the CTL serves as facilitator and resource. The facilitator is responsible for organizing and steering group activities and conversations. The CTL will also follow up with participants periodically to discover how their new learning, as a result of participating in the LC, has impacted or transformed their teaching as well as their students’ learning.

**Website:** [http://www.washington.edu/teaching/](http://www.washington.edu/teaching/)  
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