

CENTER FOR TEACHING AND LEARNING

2016-2017 ANNUAL REPORT

The Center for Teaching and Learning promotes student learning by supporting and strengthening UW teaching communities. We use peer learning & mentoring approaches to collaborate with groups of faculty members, teaching assistants, graduate instructors, staff educators, and post-doctoral students. We also promote the use of evidence-based instruction that supports teaching & learning goals.

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- Global faculty learning community

RACE & EQUITY

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UPDATES

- Faculty Fellows Program
- TA Conference on Teaching & Learning

LETTER FROM THE DIRECTOR

The pastoral myth of the university as an ivory tower, separate from the real world, deserves a decent burial, with meat and cake afterwards. At the UW, evidence-based, innovative teaching is ignited by “the real world.” Our teaching changes so that we leverage and reflect changes in our students and in our communities, some of which are regional and global. We change our teaching to increase student engagement and achievement, to share our passion for discovery. We also change our teaching because of what students tell us in real time; what research suggests about how people learn; and what we learn from colleagues, whether those colleagues are down the hallway or in Tokyo.

All UW instructors teach in global classrooms. Like our students, we can almost instantaneously access resources created by scholars and practitioners, entrepreneurs and inventors, advocates and artists the world over, and we can share our own discoveries with them, learning together. Too, in aggregate, undergraduates at UW speak over 100 languages, whether they grew up in Ballard or Beijing. Instructors are similarly diverse linguistically, culturally, economically, and experientially. Whether we are the first in our family or not, we want to leverage the expertise our students bring to our shared work.



Beth Kalikoff, Director
Center for Teaching and Learning



Center for Teaching and Learning Staff

This report highlights the global communities of the past year’s teaching, learning, and mentoring. It also features the race and equity work that inflect our instruction. We have had many conversations around “teaching after the election” and “teaching in the current political climate.” Learning requires some degree of discomfort (remember when you found out how babies were made?). But how do we discuss, challenge, and learn from diverse

perspectives without recreating the worst of our current political climate?

Thanks to faculty members, T.A.s, librarians, staff educators, and undergraduates—and our global colleagues—we found some answers to these questions.

GLOBAL COMMUNITIES

NEW HYBRID STUDY ABROAD MODEL

A new study abroad model—developed by **Wei Zuo** (UW Center for Teaching and Learning), **Kristi Straus** (UW Program on the Environment), and **Xi Lu** (Tsinghua University School of Environment) in 2017—offered UW students the opportunity to collaborate online with students from Tsinghua University prior to traveling to Beijing, China. The course culminated in a 10-day trip to Beijing designed to promote connection and conversation between the Tsinghua and UW students while they experienced Beijing through the lens of sustainability.

17

Tsinghua University
undergrad and
exchange students
took part

15

UW undergrads
from 6 disciplines
were enrolled

“ENVIR 495 Sustainability: Personal Choices, Broad Impacts” is an introduction to sustainability, including foci on consumption, waste, food, water, and energy. Throughout the quarter, students explored sustainability through lecture, reading, discussion, writing, experiential activities, and collaborative work with Tsinghua University students. Students on both continents examined the role of personal choices in affecting broader change towards social, economic, and environmental sustainability. They learned from each other through online writing and video assignments.



Wei Zuo
Instructional Consultant
UW Center for Teaching
and Learning



Kristi Straus
Lecturer
UW Program on the
Environment



Xi Lu
Associate Professor
Tsinghua University
School of Environment

TEACHING IN GLOBAL CLASSROOMS

GRDSCH 550: STRATEGIES FOR TEACHING INTERNATIONAL & MULTILINGUAL STUDENTS

In spring quarter 2017, CTL offered a new course stemming from the increasing enrollment of international and multilingual (I/M) students in U.S. universities. Focused on evidence-based teaching practices that leverage the diverse linguistic and cultural assets of our global classrooms at UW, the class explored various teaching and learning strategies aimed at enriching learning for all students.

Topics included:

- Frameworks and strategies for teaching I/M students
- Strategies for encouraging equitable in-class participation
- Helping students navigate disciplinary norms
- Designing effective assignments and fair assessments

STUDENT PERSPECTIVE:

Q & A WITH ELDRIDGE ALCANTARA

What impact did GRDSCH 550 have on your teaching and/or professional development?

My whole outlook and approach to teaching completely changed and I was able to immediately apply everything I learned to an undergraduate Electrical Engineering class I taught summer quarter 2017. Taking I/M students into full consideration, I altered the way I designed homeworks, changed the way I conducted lectures and discussion sections, became more cognizant of aligning myself and my course with my students, and included more group activities in the classroom to increase the interaction between my domestic and I/M students. These changes all led to some of the best course evaluations I have received so far as an instructor.



Eldridge Alcantara, TA
Electrical Engineering

Is there anything else you found valuable about the course?

I absolutely loved the reading assignments Katie Malcom selected for the class each week and I continue to use them for reference to this day. I have even shared them with other people in my department who are looking to improve their teaching capabilities. While the main emphasis of the class is on I/M students, I also appreciate that the teaching practices and ideas we learned are applicable and serviceable to both domestic and I/M students. I truly feel GRDSCH 550 should be mandatory for all new TAs and instructors because it is that good!

GLOBAL LEARNING COMMUNITY: ASSESSING STUDENT LEARNING READINESS FOR FLIPPED CLASSROOM INSTRUCTION



22 educators from **7** institutions, **6** countries and **3** time zones participate in this online learning community.

Facilitated by **CTL** and sponsored by the **Association of Pacific Rim Universities (APRU)**, this learning

community has been meeting since January 2016.

PARTICIPATING INSTITUTIONS

- Hong Kong University of Science and Technology
- National University of Singapore
- Tsinghua University
- University of Malaya
- University of Southern California
- University of Washington, Seattle and Bothell
- Waseda University

LEARNING COMMUNITY GOALS

To share flipped classroom practices and explore questions related to student learning readiness.

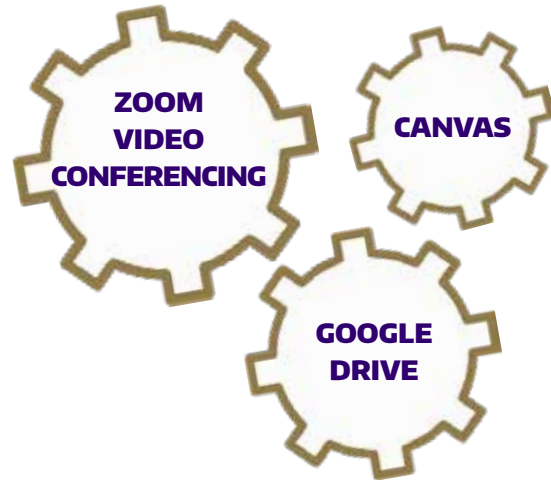
QUESTIONS

- What are best practices for preparing students for flipped instruction?
- Are there pedagogical approaches that increase student preparation?
- Are there teaching and learning tools that increase student preparation?
- What assessment techniques and analytics can measure student preparation effectively?
- Can evidence-based teaching “pilots” be designed and conducted to measure the impact of practices that promote student learning readiness?

ENGAGEMENT STRATEGIES

- Monthly Zoom meetings
- Shared meeting facilitation
- Pre-meeting assignments as part of the flipped model
- Pre- and post-meeting discussion boards
- Posted audio/video recordings and chat after the meeting
- Sharing papers and resources
- Co-authoring conference presentations

TOOLS FOR COMMUNICATING



IMPACT

- Sharing and discussing research on flipped classroom practices
- Making teaching practice public
- Extending professional practice into digital environments
- Communicating across disciplines and identifying strategies for working with other instructors
- Trying out new teaching strategies, using the learning community as support
- Initiating research projects to answer questions raised in the learning community
- Presenting findings at international conferences:
 - ▶ 2016 APRU Education and Research Technology Forum, National University of Singapore
 - ▶ 2017 International Society for the Scholarship of Teaching and Learning, University of Calgary and Mount Royal University



RACE & EQUITY



NEW WEB RESOURCES

CTL consultants collaborated with faculty across UW campuses to develop the following online evidence-based teaching resources.

INCLUSIVE TEACHING AT UW

- Inclusive strategies
- Teaching international & multilingual students
- Teaching students with disabilities
- Teaching student veterans: Resources for instructors

TEACHING IN THE CURRENT

POLITICAL CLIMATE: Events, discussions, resources

RESPONDING TO DISRUPTIONS & INCIVILITY IN THE CLASSROOM:

UW faculty suggestions & recommendations

DISCUSSING CURRENT EVENTS OF RACIAL VIOLENCE IN THE US:

Readings and resources

A GUIDE TO BEST PRACTICE FOR EVALUATING TEACHING

- Self-assessment
- Peer review
- Student evaluations

TEACHING IN THE CURRENT POLITICAL CLIMATE: DEPARTMENTAL & CAMPUS-WIDE CONVERSATIONS

Last year, CTL sponsored and facilitated a series of department and campus-wide conversations focused on teaching in the current political climate. Over **195** faculty members, TAs, and other instructors took part in the discussions. Topics included:

Teaching after the election

Teaching as a person of color after the election

Teaching race post-election

PARTICIPANT PERSPECTIVE: Q & A WITH LAURA LITTLE

What did you find most valuable about the departmental conversation?

Most valuable was the breadth of the conversation around the potential impact the election is having on those of our students who are most vulnerable: those who are not U.S. citizens and those who are under-represented on our campuses. We talked about the fact that there are a wide variety of reactions to the election and the post-election environment: many students are now experiencing intense negative emotions (fear, sadness, and anger) while others may be experiencing quite the opposite (validation, joy, satisfaction). It was particularly helpful to hear my colleagues offer their own stories and solutions — how they are coping, how they are listening, and how they are providing a safe space for ALL of their students.



Laura Little
Principal Lecturer and
Associate Chair
Department of Psychology

Did the discussions have any impact on your teaching and/or professional development?

Absolutely! I learned various ways to help students feel supported and understood, and I learned about valuable support services and other resources on campus. After our conversation I felt empowered to open the subject with my students (both in class and in one-on-one meetings). I found words to express my concern for each of them as individuals who are worthy of respect (whatever their citizenship status, whatever their political stripe). I feel as though I have been able to be more authentic with my students, and that, in turn, I think, allowed them to perhaps be more trusting of me.

UPDATES

> FACULTY FELLOWS
> TA CONFERENCE ON TEACHING & LEARNING

FACULTY FELLOWS

77 New faculty members participated



35 Workshops on **16** topics

42 Faculty members facilitated workshops and served on plenary panels

5 Staff educators facilitated workshops

WHAT'S NEW?

Facilitators used **PollEverywhere** to gauge which questions new faculty members were most interested in asking panelists.

Most popular questions for student panelists:

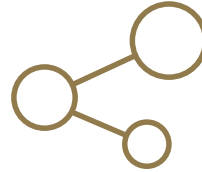
- What do you wish your faculty knew about the student experience?
- What are the characteristics and key elements you've found to be effective for instructors?

Most popular questions for faculty panelists:

- What do you wish you knew when you started teaching at the UW?
- What has been the biggest change in your teaching in the last 5 years?

TA CONFERENCE ON TEACHING & LEARNING

589 TAs attended from **87** different departments



105 workshops on **22** topics

102 TAs registered for the corresponding hybrid course:

GRDSCH 501 TA Preparation

47 Advanced TAs facilitated **87** workshops

18 workshops were facilitated by UW instructors, UW IT learning technologists, and CTL instructional consultants

20 UW staff members from **5** campus units volunteered

WHAT'S NEW?

- **Online workshop:** Gathering & Using Student Feedback to Improve Your Teaching

- **New TA Conference app**
520 TAs downloaded the app to:

- View their schedules
- Locate workshops & events
- Provide conference feedback
- Read conference materials online
- Post to the app social wall
- Receive conference notifications and updates



CTL STAFF

Denneen Chambers, administrative assistant
Calla Chancellor, instructional consultant
Prab Doowa, student assistant
Nicole Feodorov, communications specialist
Jamal Gabobe, instructional consultant
Jessica Hunkler, practicum student
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Sarah Keum, student assistant
Caitlin Konya, student assistant
Deborah Lee, student assistant
Gerald Macheso, fiscal administrator
Katie Malcolm, instructional consultant
Elba Moise, graduate instructional consultant
Ming Ren, student assistant
Tikka Sears, instructional consultant
Christine Sugatan, program administrator
Milan Vidakovič, instructional consultant
Wei Zuo, instructional consultant

GET INVOLVED

- Participate in the **Evidence-Based Teaching Program**
- Propose a poster for the **Teaching & Learning Symposium**
- Co-create a **Learning Community** with CTL
- Consult with **Theater for Change UW**
- Nominate someone for a **Distinguished Teaching Award**
- Submit a blog post to **At the Center**

