VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Research-Based Innovations in Teaching and Learning at the University of Washington

For information only.

BACKGROUND

Among public flagship research universities, the University of Washington has become a leader in dynamic, forward-thinking teaching as well as in research. Only the second public flagship research university in the country to establish a center for research in teaching and learning, the UW for over 25 years provided national leadership on improving instruction across disciplines. The UW also became known for creating a Teaching Academy comprised of Distinguished Teaching Award recipients who offer teaching workshops to colleagues as well as a new faculty orientation to teaching at the UW.

In 2010, the UW created a vibrant new model, the Center for Teaching and Learning (CTL), for advancing teaching, learning, and mentoring on campus. This model—uniquely co-sponsored by the UW Libraries, the Graduate School, and Undergraduate Academic Affairs—drew together efforts across units and colleges to create a single, integrated center that uses research-based best practices to seed effective innovations in teaching and learning. The CTL's programs and services are informed by 21st-century scholarship, emergent technologies, changing demographics, and global teaching initiatives. Key to the CTL's success is a commitment to collaboration, innovation, and sustainability.

The CTL has designed new faculty development models and piloted programs based on new research, some of it conducted and published by UW faculty members and colleagues such as Ed Taylor and Cathy Beyer. Aiming to discover why faculty members change their teaching (when no one asks them to), Taylor et al found that faculty members relish learning from colleagues. The CTL embraced a "learning community" model initiated at Miami University, transforming it to reflect UW's distinctive mission, resources, and faculty needs. In addition, the CTL designed hybrid forms of interactive teaching support that modeled the use of technologies for learning. The "one-and-done" workshop model, no longer a best practice, was scrapped in favor of a series of facilitated conversations on a single topic or a department's desire for assistance in transforming curricula.
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**Center for Teaching and Learning Programs**

**Teaching Assistant/Research Assistant Conference & Hybrid Course**

More than 700 graduate students from dozens of departments participate in a series of interactive sessions designed to prepare them for their first teaching experience. All sessions—teaching a lab section, discussing difficult topics, grading quizzes, designing writing assignments—are led by advanced or lead T.A.s who have been trained by CTL consultants. Over 200 of the participants take a new hybrid course that engages them on best practices, policies and professionalism, the scholarship of teaching and learning, and peer learning. The CTL also offers reunions for conference participants, where graduate instructors share discoveries and cautions.

**Faculty Fellows Program**

In 2014, 93 new faculty members from the three campuses convened to learn about UW teaching cultures, practices, and resources. This long-standing program, a national model, now includes research-based, interactive plenary sessions on "The End of Lecture" and "Inclusive Teaching and Learning Across the Disciplines." It also offers concurrent sessions—academic integrity education, working with TAs—that are facilitated by Distinguished Teaching Award recipients. Quarterly lunch reunions feature questions, answers, and discussion about teaching and learning topics at the UW.

**Teaching & Learning Symposium**

This annual event features posters and presentations of UW research on teaching and learning. Faculty members, sometimes working with teams of undergraduates and TAs, as well as research librarians and post-doctoral candidates share their research, which focuses on student learning and engagement. Participants describe the measures they use to evaluate the success of the project. Keynote speakers and panels are chosen for the impact of their research on teaching and learning, as well as their expertise in research-based teaching. In 2015, the symposium will be held on Tuesday, April 14, 2:00 to 4:30 pm in the HUB Ballroom.

**Faculty and Professional Learning Communities**
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Groups meet every other week for one quarter to explore teaching topics that have included the following: using social media for student learning; peer learning in large courses; active learning in large lecture classes; and creating inclusive online learning spaces. Some of the groups are cohort-based, such as "faculty and staff of color" or "graduate students." The groups determined their agenda, and discussions are facilitated by CTL faculty and staff or partner faculty, who provide resources, direction, and coaching as needed. In 2013-14, CTL hosted 12 Faculty and Professional Learning Communities, engaging more than 150 faculty and graduate students.

Best Practices

The CTL's web site offers interactive resources on best practices around teaching, learning, and mentoring. "At the Center," a blog on best practices, features posts by UW faculty members and graduate students on everything from academic integrity and multilingual students to creating effective teams of peer learners. The site uses short videos starring UW faculty, crowd-sourcing, and links to resources that provide instructors with "just in time" inspiration for their teaching. A hub for UW discussions about teaching and learning, the site is also visited by colleagues at other universities. The CTL's Facebook page is followed by faculty, students, and community members because of its lively masala of blog posts, articles, features on UW faculty and graduate students in the news, cartoons, and advocacy.

Technology Teaching Fellows Institute

A donation secured by the provost and president funded an Institute for faculty members who wanted to transform their courses from a face-to-face format to a hybrid or online format. Co-sponsored by the Provost's Office, UW-IT, and the CTL, the Institute funded three cohorts of faculty from a range of colleges and disciplines. An immersive week of workshops, studio time, collaborative study, and one-to-one coaching from learning technologists and instructional consultants was followed by course re-design, peer review of courses, teaching the courses, and presenting the results of the transformation to two faculty groups, inspiring colleagues and seeding innovations across campus. Through this initiative, 59 faculty from 25 departments have revised or created courses (many of them large lecture courses), benefitting more than 5,000 students annually.

Waseda/UW Joint Center for Teaching, Learning, and Technology
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The UW's long-time partnership with Waseda has advanced to include a jointly developed Center for Teaching, Learning, and Technology. Co-sponsored by the Provost's Office, the Office of Global Affairs, UW Educational Outreach, and the CTL, this initiative features collaborative groups of UW and Waseda faculty members discussing innovative, evidence-based best practices and pilot projects in classroom research.

Graduate School Courses

The Graduate School has enhanced and developed its curriculum in order to provide graduate students with rich opportunities for professional development, with a special focus in (1) teaching and learning in higher education and (2) moving successfully from campus to career. These 1-3 credit courses draw students from many departments and fill quickly. Taught by CTL faculty and staff, the courses prepare students to design courses and assignments that draw on best practices, thoughtful use of technologies that support student learning, and inclusive teaching practices. Individual departments have begun asking for discipline-specific courses from the CTL for their own students. And student assessments convey that the courses have enormous value to them as teaching scholars and professionals.

Attachment
Presenters’ biographical information
Colleen Foley Craig received her PhD in Chemistry at the University of Washington in 2006. Since then, she has taught Chemistry at Western Washington University, Seattle Central Community College, and all three UW campuses. She has been a Lecturer in the Department of Chemistry at University of Washington since 2012.

At UW Seattle, Colleen has provided departmental and campus leadership in curriculum design and innovative teaching. In 2010, she helped orchestrate the implementation of the online chemistry tutorial system ALEKS for the general chemistry series, which enrolls 3000 students annually. She now serves at the departmental ALEKS administrator and has conducted studies that show increased learning gains in ALEKS relative to the traditional online homework. She has presented her results at two national meetings of the American Chemical Society.

Dr. Craig has also been active in educational outreach. Since 2011, she has served as the Departmental Coordinator for UW in the High School and has developed a version of UW’s “prep chem” course for delivery at Washington state high schools. She also submitted a successful proposal to the inaugural Technology Teaching Fellows Program in 2013 to reenvision the on-campus version of prep chem as a hybrid course. The ensuing course transformation incorporates recent advances in learning theory and has, according to several measures, increased student learning and engagement.

When she is not working on her courses and curriculum projects, Colleen enjoys knitting, yoga, reading, and binge-watching TV shows.

Katherine A. Snider is completing her Ph.D. at the University of Washington, Seattle, where she also received her Master's in French Studies and where she is currently Lead TA of the French department. She received her BA Honors in French from Knox College with a second major in Creative Writing, and represents the second generation of her family to go to college.

Her research focuses on French medieval literature and cultural approaches to the environment, non-humans and the supernatural. She has presented her research at the International Congress on Medieval Studies in Kalamazoo, Michigan, where she was born. Katherine has also given a presentation to the Medieval Graduate Student Interest Group at the UW campus and participated in Scholar’s Studio @theCommons (Water Research).
As Lead TA of the French department, she has gained useful insight into the coordination of a language program at the 100- and 200-level and has had the opportunity to act as mentor to graduate and undergraduate students. GradSchool 630 provided her with concrete resources for her job search in the safe space of peer workshop and practicum, an experience which she has shared with and recommended to her fellow grad students.

After graduating from Colby College with a B.A. in biology, Kristi Straus served as a Peace Corps Volunteer in Morocco for two years, focusing on health education and clean water. She earned her Ph. D. in Aquatic and Fishery Sciences from UW in 2010 and has since served as a lecturer in Environmental Studies. While teaching in the Program on the Environment (PoE), Dr. Straus developed and implemented a middle-school science curriculum through BioEngineering and Anesthesiology. She also teaches Marine Biology through Seattle MESA. Dr. Straus is passionate about marine science, environmental conservation, effective teaching, and education equity.

Dr. Straus was honored to be selected as a Teaching Technology Fellow in the spring of 2014. As a Fellow, she transformed the Introduction to Environmental Studies class to include more multidisciplinary voices in the classroom through video, expanded online content, and increased active learning in class. Although Dr. Straus will not teach this transformed class until spring quarter, the fellowship has had a terrific impact on student learning in other classes as she’s used the skills developed through the TTF to increase student engagement in-class while creating a better community online. Similar changes are also being made by Dr. Straus’ colleagues at PoE after she shared the TTF rubric for course re-design and presented about using technology to increase course accessibility, community, and engagement. This quarter, Dr. Straus is incredibly excited about the new class she is teaching—ENVIR 239: Sustainable Choices—which asks students to think critically about their own habits, sustainability, and the limits of personal action. Additionally, Dr. Straus is, because of her work as a Tech Teaching Fellow, engaging in the scholarship of teaching and learning.