The University of Washington has many excellent teachers, leaders, advisors, and mentors who are actively engaged in examining how their work affects student learning.

The Symposium will provide a forum where all who share this interest in improving student learning can learn about the work their colleagues are doing.

“It was a valuable opportunity to begin to think about presenting research on teaching, which I would eventually like to do with other professional audiences within my discipline.”
-2005 Symposium Participant

“It was a wonderful opportunity to learn what others are doing across campus.”
-2006 Symposium Participant

“It was great to meet other scholars who are interested in teaching. I loved the exchange and felt very inspired by the numerous ideas people had come up with in terms of teaching more effectively.”
-2007 Symposium Participant

“The scholarship of teaching is not merely teaching our scholarship. Nor is it simply teaching well. The scholarship of teaching means that we invest in our teaching the intellectual powers we practice in our research.”
-Eileen Bender and Donald Grey Indiana University

The Teaching and Learning Symposium is hosted by:
The Faculty Council on Instructional Quality
The Scholarship of Teaching and Learning Forum
The Teaching Academy
The Center for Instructional Development and Research

For more information, contact sotl@u.washington.edu
Inside

Professor Tom Hinckley
College of Forest Resources
University of Washington

Expanding Learning Inside and Outside the Classroom: Issues of Culture, Pedagogy, and Technology

Professor Hinckley will present and discuss three instructional experiments conducted with undergraduate students interested in environmental sciences. These experiments have been motivated by years of "partially effective teaching," participation in the Teaching Academy, and a transformation of the curricular offerings in the College of Forest Resources.

Experiments included the use of group projects, a field trip taking advantage of unique natural and cultural resources, and the use of Tablet PCs and Classroom Presenter™ as an instructional tool. The nature of the experiments and the outcomes for both students and instructors are detailed.

We are pleased to invite you to the Fourth Annual Teaching and Learning Symposium at the University of Washington, scheduled for May 6, 2008, 2:30-4:30 p.m. The Symposium will take place in the HUB Ballroom.

The symposium will feature a keynote address by Tom Hinckley, UW College of Forest Resources, speaking on "Expanding Learning Inside and Outside the Classroom: Issues of Culture, Pedagogy, and Technology."

The Keynote Address will be followed by concurrent poster sessions featuring teaching and learning innovations by over 90 UW faculty, staff and TAs, representing nearly 50 different departments and programs on all three UW campuses.

Posters will be grouped into 5 categories:

- Learner-Focused Assignment Design
- Course Re/Design
- Teaching and Learning with Technology
- Focus on Students
- Examining Teaching

For more information, see: http://depts.washington.edu/sotl/2008/

Here are a few examples of posters scheduled for presentation at this year’s symposium:

- "The Internship Class": A Practicum Model for Large Departments
- Going Global: Integrating Country Realities into Student Learning about Public Health
- The Pros and Cons of the "Process Model" in Writing Classes
- Universal Design of Instruction: Making your class accessible to all students
- Across the Disciplines: Strategies for Teaching Cyber-Savvy
- Audience Response Systems: Effects on Student Engagement and Learning
- Extending Our Reach: Rapid Course Development & Online Course Delivery Using Web Conferencing
- Leveraging UW campus-wide Resources to Enhance Student Engagement
- Using Blogs to Enhance Classroom Learning
- Students as Teachers: Undergraduates as Informal Educators in a Museum Setting
- Creating a Student Council: A Curricular Experiment in Enhancing Self-Authorship
- Graduate-Undergraduate Research Mentoring: A Narrative Reflection on Expectations and Motivations
- "How are we doing?": Efforts to Encourage Undergraduate Research in the Social Sciences, Arts, and Humanities
- Identifying curricular learning goals through qualitative research
- Dance Major Learning Goals: The Circuital Path from Curriculum to Assessment
- Odegaard Writing & Research Center: The Hidden Curriculum
- Psychology Department Learning Goals: Developing the Information Skills Pathway

Titles and abstracts for all posters can be found at http://depts.washington.edu/sotl/2008/