

TEACHING CONCERNS

AFTER TWO DECADES, THE TRC'S FLAGSHIP PROGRAM STILL EMBODIES OUR MISSION

This year the Teaching Resource Center celebrates its 20th year of service to the University community. Together, we look back on two decades of success in providing thousands of UVa professors and graduate students — across every school and virtually all departments — with intellectual, practical, and moral support in their roles as teachers, researchers, and mentors for a generation of young people.

With dozens of specialized workshops and programs each year, scores of confidential consultations, and ongoing collaborations with other UVa programs and offices, the sheer numbers of people served (see page 7) tell much of the story. But not all of it. To fully understand what the Teaching Resource Center is about, it helps to hear some of the real-life stories that have emerged from its flagship program, launched 17 years ago when the Center was still in its infancy.

The University Teaching Fellows (UTF) Program brings together promising faculty members from an array of disciplines with a common goal: to build on each other's course-design ideas and develop a network of scholars who strive to be eminent researchers and inspiring teachers. We recently asked past Fellows to comment on what they got out of the Program. They responded with more than 10,000 words of praise, often saying it marked a turning point in their careers, leading to new courses, new projects, and a renewed sense of purpose.

Paolo D'Odorico, an environmental sciences professor, came to UVa from Italy and completed the Fellowship Program in 2004. Teaching had been "a major source of stress, and sometimes of frustration," in his first years at UVa, he said. "I did not know how to enhance student learning without diluting the subject matter," he said. But D'Odorico found that encouraging his students to become "active learners" was not only possible, it fostered critical thinking and made the classroom experience more enjoyable for everyone.

"I have learned," he said, "that the value of a college education rests in its ability to form a new generation of citizens with strong intellectual curiosity, capable of finding answers to a variety of questions."

During the course of their Fellowship year, University Teaching Fellows chosen by a committee of award-winning faculty develop or redesign an undergraduate course. They are paired with senior mentors who provide guidance and feedback. In workshops and informal gatherings, they participate in wide-ranging interdisciplinary discussions about integrating teaching and research, and helping their students learn better.

It all starts in early September with an overnight retreat in the Blue Ridge Mountains. "The retreat is key," says Marva Barnett, the TRC's founding director, who also created the UTF Program. "It lets the Fellows relax. It helps them get to know each other and begin sharing their thoughts about teaching and students." Assistant Professor of English Victoria Olwell wrote about last year's retreat, "What a rare treat it is to take time away from the routines of work and everyday life to really think about something that deserves as much deep thought as teaching does ... the retreat permitted rich, meditative, ruminative conversation."

The UTF Program began with a seed grant from the Lilly Endowment Inc. This year, the Center is seeking donations to endow the Program with steady income, renaming it after Randy Pausch, one of its most renowned alumni.

A member of the first Lilly cohort and an engaging computer science professor, Pausch taught at UVa from 1988 to

(continued on page 7)



Founding Director Marva Barnett helps new faculty gear up for the first day of class at the August Teaching Workshop.

~Photo by Dan Addison

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PUSHING THE BOUNDARIES

MICHAEL S. PALMER

Associate Professor, Assistant Director, Teaching Resource Center

“Je le vois, mais je ne le crois pas.”

Georg Cantor (1845-1918), a German mathematician, penned these words to fellow mathematician Richard Dedekind. Cantor had delved into the depths of infinity, a problem long ignored by academics, to discover a property that even he found shocking. “I see it, but I don’t believe it,” he wrote hastily. What Cantor saw was an elegant set of mathematical arguments proving that the number of points contained in a line segment is identical to the number of points contained in the face of a square. This infinite number of points, known as the continuum, is also identical to the number of points contained in a cube, or for that matter any n-dimensional object.



Though difficult to believe, Cantor’s simple, undeniably creative solution makes understanding this curious aspect of infinity a bit more palatable. At least, as instructor of a University Seminar on infinity, this was my hope. The course, *Falling from Infinity*, invited 18 first- and second-year students to explore and imagine the infinite. Drawing on a diverse set of perspectives — literary, artistic, mathematical, scientific, religious, philosophical — we spent a semester grappling with uncountable numbers, immeasurable spaces, and unending times. Cantor’s continuum problem was one of many challenges we encountered. While it was not entirely necessary for students to believe all of Cantor’s ideas — after all, even he didn’t believe them initially — I did want students to see, or more precisely, understand the ideas. Telling them, and even showing them, would not be enough. I needed to provide a means for them to think about the concepts, play with them, and discover the mind-bending features of infinity for themselves.

Throughout the course, students kept a reflective journal, where they tracked their voyage through the infinite, posed questions, suggested answers, and documented how their questions and answers changed over time. For some journal entries, students chose the topics they explored as well as the direction they took. For others, they first completed a short learning activity and then reflected on the activity. The reflective activities ranged from conducting interviews to creating a photo essay. I asked students tackling Cantor’s continuum problem to complete a Peer Discovery exercise. Here’s what I asked them to do:

While you may not yet believe it, I hope you are starting to see that Cantor’s ideas completely changed the landscape of infinity. Do you see it? Do you believe it?

As part of your reflective journal entry this week, I’d like you to spend some time trying to help one of your peers — someone not in the class — understand Cantor’s infinites. Show them how two infinite constructs can be equivalent in size, even though they don’t look equivalent on the surface. Don’t try to make them believe; help them understand the arguments. Then reflect on the experience: what was the person’s initial reaction, what parts were hard for you to explain, did the exercise help you understand (or believe)?

Following the exercise, one student wrote in her reflective journal, “I thought I had a handle on Cantor’s ideas — it all seemed so straightforward in class — but I didn’t even know how to begin teaching them. The questions my ‘student’ asked quickly revealed all the holes in my understanding. Working through Cantor’s ideas together helped us both better understand his infinities.”

Embedded in every discipline are similarly beautiful and elegant ideas that belie intuition and common sense. These ideas bring us to the limits of our cognitive space, to the boundaries where our current beliefs and understandings begin to break down. As academicians, we learn to identify, seek out and embrace these constructive ambiguities, these productive contradictions, because we know they lead to learning and new knowledge. Encouraging our students to ignore the barriers they sense and to step beyond the edge of their current understanding, however, is challenging. For students to learn, they must push the boundaries themselves. Reflective learning activities, like the Peer Discovery exercise described above, offer students opportunities to ask, “Do I see it? Do I believe it?” Such exercises allow students to engage with the questions and answer from their own experience, providing both students and instructor meaningful feedback about their learning.

Awarded \$300,000 grant to begin NEH Distinguished Teaching Professorships



FOUNDED

1990

1991

1992

1994

1st August Teaching Workshop

HIGHLIGHTS FROM THE FIRST TWO DECADES OF THE TEACHING RESOURCE CENTER



1st Course Design Institute



Excellence in Diversity Fellows Program begins

2008

2005

1st Professors as Writers Grants awarded

2003

TRC Impact Study funded by President Casteen



Tomorrow's Professor Today Program begins

2000

1999

Teaching + Technology Support Partners launched

1998

Teaching + Technology Initiative, 1995-2009

1995

1st Teaching Portfolio Workshop



University Teaching Fellows Program launched with \$150,000 grant from the Lilly Endowment Inc.

International Teaching Assistant Program (migrated to the new CAELC, 2003)

1st January Teaching Workshop

Collaborated with Provost's Office on teaching awards

INTERNATIONAL STUDIES: In a new partnership with the International Studies Office, the TRC now offers support for faculty designing and teaching study abroad courses. This initiative seeks to foster intentional cross-cultural learning and promote global citizenship through a series of faculty workshops, panel discussions, and a special Course Design Institute.

In these sessions, faculty who are planning international study courses will focus on defining meaningful learning goals that connect course content to the study abroad environment; exploring ways to prepare students for cultural differences; and helping them reflect on and process such encounters during and after their time abroad. By helping faculty develop, implement and assess high-quality, learner-centered study abroad courses, the TRC will contribute to the International Studies Office's mission of enhancing a globally aware, culturally diverse education at the University of Virginia.

FEATURED COLLABORATIONS

The Teaching Resource Center regularly collaborates with other units around Grounds to promote effective teaching and learning at UVa. In this issue, we highlight community engagement courses, which foster scholarship tied to a public purpose. Look for this feature on TRC collaborations in future issues and discover ways to get involved.

ACE COURSES PROVIDE AN OUTLET — AND THE FUNDS — TO MOVE TEACHING AND RESEARCH INTO THE COMMUNITY

Roberto I. Armengol
TRC Graduate Student Associate, Anthropology

A dozen new UVa courses offered this year are designed to foster public service and engaged research among students and faculty. Funded with grants from the Office of University Community Partnerships, they represent part of a larger push to bring UVa into the ranks of major American institutions with programs that merge scholarship and action for the public good — locally, nationally, and internationally.

Now in their third year, the Academic Community Engagement, or ACE, awards have supported faculty and course assistants with grants of up to \$9,000. In addition to these grants, the Teaching Resource Center offers support to ACE applicants and recipients to promote student learning. The TRC's help includes course design workshops, troubleshooting sessions, and individual consultations on the challenges unique to crafting and teaching such courses.

A number of the courses benefiting from these awards are really extensions of projects that faculty have been nursing for years, often with limited resources. "Many of the faculty who are doing this, they've been in it for the long haul," said Megan Raymond, director of the community partnerships office. "Others who are drawn to engaged scholarship are coming out of the woodwork. They're finally finding the resources to do what they've wanted to do."

Edith "Winx" Lawrence, a nationally recognized clinical psychologist in the Curry School of Education, used ACE funds to expand a research-driven mentoring program for girls in their early teens, which she helped found in 1997. The Young Women Leaders Program pairs undergraduate women with local middle-school girls, combining one-on-one mentoring with group activities that foster empowerment and academic achievement.

Over the years, Lawrence's research taught her that to succeed where other mentoring programs failed she needed to more rigorously teach the college women how to be an effective mentors. The experience for both the girls and the undergraduates depended on it. "We realized we needed a course that gave them a better understanding of what it meant to be a mentor," Lawrence said.

The first ACE funding she received, in 2007, paid off many times over. This formal show of institutional support helped her secure two more grants — for half a million dollars each. That money, from the Department of Education and the William T. Grant Foundation, will fund the program for many years to come.

This fall, Lawrence is using a supplemental ACE award to tweak her mentoring course, adding graduate and undergraduate students to

work as group facilitators. "I'm a strong believer in integrating academics and service," she said. "But you really have to have the support line to make it work."

One ACE-funded project began a few years ago with the recovery of four boxes full of dusty records from the Albermarle-Charlottesville Historical Society. Now, it is growing into a community partnership that brings together public housing residents, local activists, and city planning officials.

Scot French and Bill Ferster, faculty at the Virginia Center for Digital History, are having students build a project documenting the story of Vinegar Hill, a predominantly black neighborhood in downtown Charlottesville that was razed in the 1960s in a controversial redevelopment effort. Many residents were forced into the Westhaven public housing project built nearby.

The boxes French found at the local historical society contained valuable data, largely property appraisals, that seemed to challenge official narratives of Vinegar Hill as a blighted area. His students have helped analyze and map those records, together with photos and oral histories. Their work is being stored in an online, interactive archive that Ferster has been designing for wider use.

Now, with help from an ACE-funded course assistant, French and Ferster are having students consider ways this history could be brought to life and expanded with involvement from those who have suffered it most. Students in the course will help design a mentoring project that matches undergraduates with young people living in Westhaven. High schoolers recruited for the program will contribute to the history of Vinegar Hill and engage directly in current debates over how to redevelop their neighborhood. "In this way, our civic engagement links the present to the past in a very conscious way," French said.

For the University students involved, the experience is about more than doing community service. It asks them to think about the real-world implications of their scholarship and how to act on it responsibly. And that, Raymond says, is exactly the point of academic community engagement. "There's decades of research in this field to show that it's worthwhile," she said. "This is not about giving credit for service." Instead, she said, it's about connecting teaching and scholarship to the larger community.

Look for a call for proposals for next year's ACE grants and upcoming TRC-ACE workshops in the spring.

For more information, visit www.virginia.edu/provost/public/courses.html.

WORKSHOPS

All workshops are free and open to the public. Registration is requested for all TRC-sponsored workshops. Visit <http://trc.virginia.edu> for details.

Thursday, 10/8

Ways of Understanding Teaching

JOYCE WEINSHEIMER, Associate Director for Faculty Development, Center for the Enhancement of Teaching and Learning, Georgia Institute of Technology

3:30-5:30 pm, Monroe Hall, 124

In this interactive workshop, participants will use a case study to explore the three primary ways of understanding the role of the teacher in higher education and consider what constitutes good teaching. We'll take a look at what the shift from "providing instruction" to "promoting learning" involves – and why it is causing many in higher education to re-think who they are as teachers and what they do in the classroom. Finally, we'll consider strategies that participants can adapt in order to have a greater impact on what students learn in their classes.

Sponsored by the Teaching Resource Center and ACC Teaching Scholars Program.

Friday, 10/9

Designing and Using Rubrics for Teaching, Grading & Assessment

DEANDRA LITTLE, Assistant Director, TRC

LOIS MYERS, Assistant Assessment Coordinator, Institutional Assessment & Studies

10-11:30 am, Newcomb Hall 481

Students and faculty often perceive the meaning and function of grades differently. Grading rubrics offer one way for you to communicate your grading standards and feedback clearly, objectively and effectively. Moreover, they can help you more quickly and systematically assess student learning. In this interactive session, we will discuss the whys and hows of grading rubrics, including how you know when you have a good one and how to avoid common pitfalls. Participants will also learn about assessment/grading software and design or refine a rubric for an assignment of their choice.

Sponsored by the Teaching Resource Center and the Office of Institutional Assessment and Studies.

Thursday, 11/5

Strategies for Engaging Undergraduates In Large Classes Without Sinking Your Research Career

DIANE O'DOWD, Professor of Developmental & Cell Biology, Anatomy & Neurobiology, University of California, Irvine

3:00 pm (with reception to follow) in Maury 209

What is "interactive learning" and how can it enhance the experience for both faculty and students in large classes? Numerous studies have shown that an approach to science instruction that emphasizes student participation and inquiry-based activities leads to: 1) better conceptual understanding and problem solving abilities, 2) increased student retention, and 3) improved classroom attendance. In this seminar I will discuss strategies for implementing interactive learning in large courses, while balancing the demands of establishing or maintaining a vigorous research program.

Sponsored by the Department of Biology and the Teaching Resource Center

Monday, 11/9

An Overview Of The Speaking Voice

KATE BURKE, Department of Drama, Past President of the Voice and Speech Trainers Association

1:30-3:30 pm, Newcomb Hall, Commonwealth Room

This two-hour workshop presents practical exercises geared toward a stronger vocal presence in public. Participants will identify and refine specific vowel and consonant sounds, learn useful warm-ups, and repeat resonance (vocal placement) exercises. Not intended as a simple fix for vocal problems, this workshop introduces concepts of vocal awareness and offers techniques for developing that awareness over the long term.

Register via email to Freda Fretwell (fsf@virginia.edu)

Sponsored by the Teaching Resource Center.

WORKSHOP SERIES

ORIGINAL SOURCES: A Brown Bag Lunch & Conversation Series
12-1:30 pm, Byrd Seminar Room (Upcoming Sessions: 10/23, 11/6, 11/13)

In the 21st-century university, scholars, artists, and students are using original sources in new and unprecedented ways. How do different disciplines define and approach original sources? What inspires artists & scholars to make use of original sources in their research & teaching? How are new technologies transforming the ways original sources are used? Come and join a discussion with scholars, librarians, archivists, technologists, teaching consultants, and others.

10/23 **BONNIE GORDON**, Associate Professor of Music
Traces of Sound: Music and Spectacle in Early Modern Italy

11/6 **BENJAMIN COHEN**, Assistant Professor of Science, Technology, and Society
Periodical Cartoons and Questions about Natural Knowledge

11/13 **BART ELMORE**, Graduate Student, History
Secrets, Secrets: Finding Sources on Private Corporations

Sponsored by the Mary and David Harrison Institute for American History, Literature, and Culture; Albert and Shirley Small Special Collections Library; Scholars' Lab, Center for Undergraduate Excellence; and Teaching the Resource Center.

FACULTY READING GROUP – KEN BAIN'S *WHAT THE BEST COLLEGE TEACHERS DO.*

Looking for a high-impact, efficient way to reflect on your teaching, learn new approaches to engaging students, and meet other dedicated faculty from around Grounds? If so, this reading group is for you. Marva Barnett, TRC Founding Director, is looking for a few more faculty members who would like to read and discuss as a group Ken Bain's *What the Best College Teachers Do* over a brown-bag lunch, Thursdays, October 15-November 19.

For details & to register, visit trc.virginia.edu

ASSESSING STUDENT LEARNING

Assessment is a natural process, but often an implicit one. We undertake it when we tweak the syllabus because something didn't seem "right" or when we recognize that student responses to an assignment or exam didn't turn out as we'd anticipated.

The challenge comes in making what we're already doing intuitively more explicit and more systematic. When we assess deliberately, based on our own teaching and learning goals, it can prompt deeper questions about how people learn, including such questions as "How do we know our students are learning?"; "Do they understand what they've memorized?"; or even "How do we know what specific contributions our teaching made to their learning and why?"

Two opportunities to examine your assessment practices include the 2009-10 Learning Assessment Grants offered by the IAS & TRC (Deadline: October 1) and the October 9 workshop on Rubrics. For more information about either opportunity, see the TRC website.

IN FOCUS

Michael Wesch is assistant professor of cultural anthropology at Kansas State University. Widely recognized for teaching about information technology and using new media as a learning tool, Wesch was honored in 2008 as Carnegie U.S. Professor of the Year for Doctoral and Research Universities. In his doctoral fieldwork, Wesch studied the effects of written language on people living in the rain forests of Papua New Guinea. “The whole experience,” he said, “made me think about the printed word in our own culture and what it means that we’re seeing a huge shift toward digital technologies and record keeping.” So when he came home, he turned the lens on his own society, hoping to better understand how the Internet has changed the way we communicate.

Wesch returned this fall to UVa, where he earned his doctorate, to share what he has learned in a Teaching Resource Center workshop. He also offered some bit of insight in a recent conversation with the TRC.



Michael Wesch poses in 2008 at the Kansas State Rodeo Arena, where he led students in a simulation of the modern world system.

You’ve had students produce YouTube videos as class projects. What kind of projects did students come up with, and what did they get out of it?

Well, for the first two years we studied the YouTube community itself. I wanted students to think about what they were seeing from an anthropological perspective, to see these videos as forms of communication that can be studied ethnographically. Right now, I’m having them do more and more studies of themselves — not as individuals, but members of a social system.

One project, for example, looked at the effect of anonymity online. The basic, commonsense notion is that “anonymity is bad,” in part because it can unleash the naked hatred on the Internet that you often hear about. But anonymity also provides a space for confessions. One of my students found two or three confession outlets, where people can reveal deep secrets about themselves and talk through them with others. In one of these communities, you can send confession “post cards.” People get really artistic with them. And in the responses you can see that visitors connect with these post cards. It resonates with them, and there’s a feedback loop. The other important thing I think students get out of these projects has to do with the way they’re produced. There’s a mix individual and collaborative work. The videos they make are actually part of a larger, ongoing documentary that all of them are helping put together.

That really demonstrates how Web 2.0 applications take on a life of their own.

Absolutely. They become social phenomena, and it’s not just about the technology, it’s this whole cultural thing that happens around the technology and, you know, nobody really gets the full story of that. It’s as complex as any culture, and as anthropologists we know just how hard it is — and impossible it is — to “get” a whole culture, but maybe we can get a piece of it.

Some professors are wary of new media, and sometimes even downright opposed to bringing them into the classroom. What’s the concern there? Is it legitimate?

I think so, to the extent that it becomes about the technology. But if your class really needs to be focusing elsewhere, then that can be a downside. I’m wary of asking students to do a lot of tedious learning

about a specific brand, so to speak. In the bigger scheme of things, what we can do is put a number of very basic functions in the hands of students. Take, for example, the function of publishing to huge audiences from a desktop or laptop — that’s a really important learning tool that can be used in classrooms. And the great thing is you don’t have to get hung up on the technology in the way that you used to, because it’s so easy. I mean, you can create a blog in about nineteen seconds. It’s push-button publishing to the extreme.

For example, what I want students to focus on when I ask them use wikis is how to work well with others in a digital environment. That is the real skill that I hope they will learn, and it’s not a very easy thing to teach. So I think it’s these bigger issues we should focus on, rather than the mindless stuff of technology.

Asked to summarize his workshop, Professor Wesch said the larger message goes beyond the technology itself.

I’m trying to establish a different kind of relationship with my students. It’s a classic shift that people talk about all the time now, moving from a focus on teaching to a focus on learning. One of the ways I like to think about it is moving from a focus on making students knowledgeable to making students more “knowledge-able.”

That means a shift away from content as primary — not that content isn’t important, it still is — but content is for me the fourth question that I ask myself when I start a class.

The first question I ask is *Who* — “Who are my students?” Second, I ask, *Why* — If I’m going to be teaching this class, then why am I teaching it in the way that I’m teaching it? If I’m not answering that adequately then my students aren’t going to buy into it. I need to buy into the relevance of what I’m teaching if I’m going to sell my students on it. The third question is *How* — “How am I going to do this?” And finally the last question is *What* — and that’s where the content comes in.

If you missed Prof. Wesch’s Sept. 21 workshop, you can view his slides online. To find those and read a complete version of this interview, visit trc.virginia.edu.

(continued from cover)

1997. After being diagnosed with terminal cancer, Pausch famously turned his impending death into a celebration of life and learning, delivering his “Last Lecture” in 2007 at Carnegie Mellon University, where he had taught for a decade. His lecture became a YouTube sensation, garnered international media attention, and formed the basis of a bestselling autobiography.

Pausch, who died last year at age 47, is among many UTF participants who went on to noteworthy careers. Others have become University chairs and associate deans, received distinguished professorships, teaching grants, and awards, and developed new educational programs at UVa and beyond.

Mitchell Green was recently selected as the NEH Horace W. Goldsmith Distinguished Teaching Professor of Philosophy. He completed the UTF program in 1996, using it to revamp a popular philosophy course called “Know Thyself.” He has helped organize TRC workshops on mentoring, publishing, and managing authority in the classroom.

Building on his UTF course with support from a Mead Endowment grant, Green led a team of students on a two-day, 150-mile bike ride last summer to raise money for multiple sclerosis research. He called this journey, naturally, “Know Thyself on Two Wheels.” “It’s intriguing to think, as I braved the wind chill with my students during our early Sunday morning training rides, that it all started with a University Teaching Fellowship more than a decade ago,” Green said. “On the other hand, not all of us who wander are lost.”

To learn more about the Teaching Resource Center’s programs, visit:
trc.virginia.edu.

TEACHING RESOURCE CENTER

Full- and part-time staff:

Marva Barnett

Founding Director (French)

Judith Reagan

Associate Director (Drama)

Dorothe Bach

Assistant Director (German)

Deandra Little

Assistant Director (English)

Michael Palmer

Assistant Director (Chemistry)

Yitna Firdyiwek

Faculty Consultant (Instructional Technology)

Roberto Armengol

Graduate Student Associate (Anthropology)

Freda Fretwell

Administrative Assistant

Pat Fuller

Coordinator

BY THE NUMBERS:

20 YEARS AND COUNTING

From individual teaching consultations to programs and workshops, the work of the Teaching Resource Center faculty and staff has added up over the past two decades. In the past twenty years, we’ve had...

3215

Teaching Consultations with faculty and TAs

2149

Library Patrons

112

University Teaching Fellows

85

Excellence in Diversity Fellows

59

Professors as Writers Grant Winners

87

Teaching + Technology Initiative Fellows

115

Tomorrow’s Professor Today Participants

5566

August Teaching Workshop Participants

1866

January Teaching Workshop Participants

233

Teaching Portfolio Workshop Participants

34

Course Design Institute Participants

*Funds for this newsletter
provided by the generous
support of the
Student Book Store.*



LOOKING BACK:

Last spring, three reading groups met to discuss Ken Bain's recent book, *What the Best College Teachers Do* (2004) prior to his well-received workshop at UVa in early April. Faculty and graduate students share their thoughts on the lasting impact of that experience.

What insights are you taking away, having read and discussed Bain's book?

Lindsay Flynn, Graduate Student, Politics:

I have a greater appreciation for the process by which we become good teachers. At the end of the day, we do not develop good teaching skills solely by years of experience, but by engaging in a reflective, trial-and-error teaching strategy.

Margarita Nafpaktitis, Assistant Professor, Slavic:

One of the most stimulating and challenging aspects of the reading group was discussing how Bain's findings might be reflected and applied across disciplines. I'm a devoted advocate of study abroad, because experiences in a place that is not one's home show that there is more than one right way to do things. I think the reading group worked for me in the same way. Because of the open and generous discussion, my colleagues also helped me add new tools to my toolbox of teaching approaches and techniques that I might have never figured out on my own.

How did the experience change your thinking about teaching & learning?

Alison Levine, Assistant Professor, French:

Bain writes: "Long-term learning is more likely to happen if students are connected to the material, if they can feel investment in a

project, ownership in some way. It must change the way they think, act, and feel." Students are driven by their own needs and desires to perform, learn and grow in this environment. Great teaching is not so much about techniques, but about attitudes — toward your students, toward your material, toward the whole teaching/learning interaction. Many different techniques can be successful — or not — depending on instructor's attitude.

Margarita Nafpaktitis, Assistant Professor, Slavic:

What was revelatory to me about the book was Bain's proposal to include more reflection on teaching in graduate education. The idea of including a chapter in the dissertation about how one would teach the subject of one's research, if implemented, could make a real difference in our graduate students' preparation for the job market and for their first years in a faculty position. Even if the teaching chapter is not something officially included in dissertations in my department, from now on, if I am on a committee, I hope to encourage a conversation about it with doctoral candidates.

Chris Mayer, Graduate Student, Philosophy:

At the end of the book, Bain writes that while very few of the best teachers he surveyed had examined the literature on learning, "it seems foolish to ignore the rich and growing body of research and theoretical work on learning." This point, and the support he offers for it throughout the book, transformed how I think about teaching. To become an effective college teacher I will have to immerse myself in the research on teaching and learning and treat teaching as a form of scholarship, in the way that I treat my disciplinary specialty.