

# TEACHING CONCERNS

## *Maximizing Student Learning Through Effective Note-Giving*

James A. Smith, *Cavaliers' Distinguished Teaching Professor (2000-2002)*,  
*Department of Civil Engineering*

In the college classroom, just about every student takes notes. This is a good-news/bad-news situation. The bad news is that student-authored notes are often incomplete. The good news is that student learning can be improved with effective note-giving techniques. As a first step to understanding how to improve student learning through note-giving, it is important to know about *working memory*, *external storage*, and *encoding*.

Our information processing systems are often limited by our working memory capacity, a subset of long-term memory.<sup>1,3</sup> We have quick access to working memory but it has finite capacity.<sup>1</sup> Higher-level cognitive processes are limited by working memory capacity; note-taking, which involves synthesizing complex concepts and procedures and writing them down, is a higher-level cognitive process.<sup>1</sup> Note-taking is an effective means for students to better retain lecture ideas and overcome limitations of working memory capacity.

Theoretically, note-taking can help students learn by both encoding and external storage functions.<sup>2</sup> Encoding refers to the process of listening to a lecture, comprehending the lecture ideas, and then writing down the critical information in the student's own

words.<sup>4,5</sup> In this manner, the student learns from the act of note-taking itself. External storage simply refers to the use of lecture notes as an information storage medium that is "external" to a student's memory (e.g., the student's notebook).<sup>4,5</sup> For external storage, the value of note-taking is the resulting product that is later reviewed by the student. Most studies report that review of lecture notes improves student performance more than not reviewing notes, thereby supporting the external storage theory.<sup>5,8</sup> Study results on the effects of encoding on student achievement are mixed. For example, some studies have found that note-taking may be no more effective than simply listening to the lecture if the notes are not reviewed<sup>5,7</sup>

Ineffective note-taking on the part of the students may compound the problem, as well. When students create their own lecture notes, they are often incomplete or incorrect. Katayama and Robinson report that students taking notes often record less than half the critical lecture points and that first-year college students record as few as 11 percent of their instructor's critical lecture ideas.<sup>7,9</sup> Because student-authored notes tend to be incomplete, a number of studies have investigated the effect of providing students with instructor-prepared notes.<sup>5,7,8,10</sup> When note-review periods last longer than

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Teaching Resource Center

*Promoting excellence in teaching*

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### IN THIS ISSUE:

- 2 Mark Edmundson, NEH Distinguished Teaching Professor
- 2 Programs and Services
- 3 Position Announcement: Graduate Student Associates
- 4 "Teaching with Reading Journals" by Christopher Jackson
- 5 Deadlines
- 6 Rethinking Courses: University Teaching Fellows
- 7 Workshops
- 8 Produce a Portfolio in Ten Days

## Programs & Services

To schedule any of the services described below, please contact the TRC a minimum of one week ahead of time. More information about each service can be found on the TRC website.

### INDIVIDUAL CONSULTATION

Trained TRC staff members can consult with you individually about any aspect of your teaching. Typical activities include observing your classroom teaching, analyzing student evaluations, discussing new course design or existing course redesign, and considering new teaching techniques. All consultations are confidential and tailored to your needs.

### TEACHING ANALYSIS POLL (TAP)

Find out what the majority of your students think helps them learn in your course. Time commitment: 25-30 minutes of class time, 30 minutes consultation time. Except in special circumstances, the TRC conducts TAPs only between the fourth and tenth weeks of the semester.

### VIDEOTAPING

Videotape usually makes it easier to analyze your own teaching since you can see your class from an objective point of view. During the 60-minute discussion about the class videotape, a TRC consultant will help you see what works and how to make desired improvements.

### TEACHING TIPS NOW ON-LINE

Explore the TRC's collection of teaching essays and teaching tips contributed by U.Va. faculty and TAs via our new, easy-to-browse Teaching Tips page. If you are interested in strategies to engage your students, want to learn about assessment techniques, need some advice to spruce up your lecturing, or simply seek new teaching ideas, you can find pertinent information by clicking "Teaching Tips" on the TRC website.

30 minutes, these studies generally agree that reviewing the instructor's notes led to greater achievement than reviewing personal notes. In fact, Kiewra found that students who did not even attend the lecture but reviewed the instructor-authored notes performed better than students who attended the lecture and reviewed their personal notes.<sup>7</sup> This research indicates that providing students with instructor-authored notes can improve student achievement and learning.

So, how can we use our new understanding of working memory capacity, external storage, and encoding to improve student learning through better note-giving techniques? As instructors, we must try to avoid exceeding a student's working memory capacity and insure the student leaves class with a set of lecture notes (external storage medium) that includes all the major

lecture ideas. Before rushing to your computer and creating detailed note packets for your students, though, you should consider the benefits of student learning by encoding. If students receive detailed instructor-authored notes, they may lose the benefits of learning from encoding. They may also become listless and inattentive in class or, even worse, they may decide that they don't need to attend class because they already have all the class notes. In preparing notes for my students, I have found great success in providing them with only partially complete sets of notes that follow a Concept-Theory-Example organizational model.

For a given classroom lecture, I first discuss the qualitative *concept* of the subject matter. This part of the lecture is designed to introduce the topic and spur student interest. The notes that I provide to the students for this part of the lecture are very sparse and might only include a lecture title,

### **Mark Edmundson, NEH Distinguished Teaching Professor**



In 1994 the Teaching Resource Center won a Special Challenge Grant from the National Endowment for the Humanities. This grant, together with gifts secured by the Dean of the Faculty of Arts and Sciences, enabled the creation of three rotating U.Va. NEH Distinguished Teaching Professorships (DTPs). Each endowed chair, awarded to an associate or full professor for a three-year period, recognizes excellent undergraduate teaching in the humanities. Recently two NEH DTPs were awarded: to Brian Balogh, the 2004-2007 Richard A. and Sarah Page Mayo NEH Distinguished Teaching

Professor of History, and to Mark Edmundson, the 2004-2007 Daniels Family NEH Distinguished Teaching Professor of English. This issue of *Teaching Concerns* features Mark Edmundson; a profile of Brian Balogh can be found in the Fall 2004 edition.

Describing himself as a "pedagogical pragmatist," Mark Edmundson argues that "pursuing meaning is a splendid and useful thing, but we must go beyond meaning to ask questions about what value literature and history and philosophy might have for conduct in life." Mark views the ultimate goal of teaching in the humanities as helping students become aware of and able to articulate the values and assumptions with which they enter and leave the classroom. To this end, he works to establish a classroom environment that promotes candid discussion, where a student could speak honestly without fear of becoming a scapegoat. Mark does so even while challenging students to move beyond just interpreting a work, inviting them to examine "Is the work true?" or "Does it contain live options?"

While an NEH DTP, Mark hopes to promote a larger dialogue among his colleagues by asking questions of value and use as well as questions of meaning and interpretation. In this way, he wants to encourage others in the humanities to become self-conscious about what they are doing as teachers, scholars, and students and why.

Those interested in more information about the Chair's duties can contact TRC Director Marva Barnett. Questions about the nomination and selection process should be directed to Karen Ryan, Associate Dean of the Arts, Humanities, and Social Sciences, 924-3437.

a heading called "Introduction," and blank space on the page. I often encourage my students to listen to this part of the lecture without writing, and then I give them a few minutes to think about what they just learned and write down the concept in their own words. This process maximizes learning by encoding.

I then begin the *theory* part of the lecture. This part might include mathematical derivations, descriptions of technical procedures, or definitions of new terms. For this portion of the lecture, I typically provide the students with relatively detailed, instructor-authored notes to insure that they leave with accurate external storage information and that their working memory capacity is not exceeded during the lecture. They can also think more and write less during this part of the lecture. This is typically the most "tedious" part of the lecture for students, but if they are interested in the concept, they likely will listen and learn about the details (i.e., theory) that support the concept.

Finally, I close the lecture with an *example* problem that illustrates the concept and underlying theory. Typically, I provide the students only with the problem statement, supporting data, and a blank page. In this way, I can work through the problem with the students, or I can ask the students to attempt to solve the problem by themselves or in groups. By the end, the students can see how the concept and theory can be applied to solve a practical problem, they have learned the conceptual material by encoding (and reinforced this with their own student-authored notes), and they have an accurate and complete set of instructor-authored notes detailing the theory.

In summary, it is important not to exceed the students' working memory capacity and to help them learn by both encoding and external storage mechanisms. Using a concept-theory-example lecture format coupled with an instructor-supplied outline of the notes can help maximize student learning.

#### References

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- <sup>6</sup> Baker, L., and Lombardi, B.R., 1985. "Students' Lecture Notes and their Relation to Test Performance." *Teaching of Psychology*, v. 12, no. 1, p. 28-32.
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- <sup>9</sup> Katayama, A.D., and Robinson, D.H., 2000. "Getting Students 'Partially' Involved in Note-taking Using Graphic Organizers." *The Journal of Experimental Education*, v. 68, no. 2, p. 119-133.
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## Position Announcement: Graduate Student Associates

The Teaching Resource Center employs several Graduate Student Associates (GSAs) to help promote excellence in teaching at the University of Virginia. The GSAs help develop and manage various programs, including the August and January Teaching Workshops, departmental and interdisciplinary workshops and discussion groups. Chief among the GSAs' responsibilities are individual consultations with other TAs, as well as with the ITA Training Program. Routinely, Associates observe or videotape the classrooms of TAs at their request and then discuss with them ways to enhance their teaching strengths and to improve any weak areas.

Associates work between six and eight hours per week from mid-August through May at an hourly wage of approximately \$12 to \$13. Strong candidates for the position typically have teaching experience at U.Va., excellent teaching skills, an interest in teaching, personal initiative, and effective interpersonal communication skills. GSAs may be specialists in any discipline, and we attempt to employ staff members from a variety of departments and schools.

Applications may be submitted at any time for future consideration; the deadline for the coming academic year is April 6, 2005. Applicants should submit a letter of application, CV, and recommendation letter from a departmental chair, graduate advisor, or dissertation director. To read two former Graduate Student Associates' descriptions of their experiences, go to Staff / Graduate Student Associates on the TRC website.

## *Teaching with Reading Journals*

Christopher Jackson, *TRC Graduate Student Associate, Department of English*

*[W]e seldom tell [students] what thinking means; we seldom tell them it is just putting this and that together; it is just saying one thing in terms of another. To tell them is to set their feet on the first rung of a ladder the top of which sticks through the sky.*

—Robert Frost

Many teachers recognize the value of informal, reflective engagement with a topic. Such engagement can be a source of pleasure, insight, and authentic personal growth. Yet it has often seemed to me that our students receive little guidance in what it means to put “this and that together,” to think reflectively, independently—even playfully—about their course subjects. How can we foster this reflective engagement in our students, and help them become more personally invested in their education?

To address these challenges, I now ask my students to keep a course reading journal. What is a reading journal? More reflective than a lecture notebook, a journal is a place where students can record their efforts to engage and come to terms with a course, without worrying unduly about being evaluated (though I touch on the question of evaluation below). Calling for informal, expressive writing, journals allow students to explore ideas, pursue insights, tap undiscovered interests, and experiment with unfamiliar perspectives with a freedom rarely possible in papers and exams. Moreover, journals allow students to register subjective preferences and inherited assumptions, making them available for scrutiny and revision. Above all, journals can help students develop a regular practice of listening attentively to their own thinking in a course.

There are many ways to build a journal assignment into a course. Some teachers ask students to manage their journals independently; others prefer to monitor student journals very closely. Journals can be focused exclusively on the course subject, or they can incorporate students’ extracurricular experiences. I have found that some combination of these options works best. In my classes, I ask my students to write three full-page entries a week on any aspect of the week’s readings, discussions, or lectures that interests them—a character, passage, theme, and so on. In addition, to suggest the possibility of resonances between our course and other parts of their lives, I invite students to connect our course to other classes, current events, and experiences beyond academics. The guiding rule is only this—that each entry should be anchored in a serious consideration of the readings.

To complement this semester-long assignment, and to encourage students to stay actively engaged in their journal writing, I make the journals a platform for a variety of short reflective exercises. Here are some activities teachers might try:

- Start a discussion by asking volunteers to read pertinent entries from their journals to the class.
- Have students write for five minutes to start a class discussion. In-class writing on a specific question can focus students’ attention and give each student time to formulate substantive thoughts.
- Have students write in-class entries to summarize a discussion or lecture, respond to a classroom activity (a film or presentation), or generate questions for further exploration.
- Assign take-home journal topics designed to help students synthesize difficult material or grapple with the larger implications of an idea or text.
- Have students exchange and respond to selected journal entries. Students will see that the same material can be approached in illuminatingly diverse ways.
- Towards the end of a semester, ask students to read their journals and write entries reflecting on the development of their thinking and knowledge.

Assignments like these—they can be easily adapted to courses in many disciplines—can have valuable pedagogical benefits. By writing consistently (both in and out of class) to formulate responses to their course's materials, students can discover what they think and learn to become invested in their own ideas. Students also come to class prepared to contribute richly and substantively to discussions. Equally important, consistent journal writing throughout a semester helps students immerse themselves in a course and equips them to make increasingly complex insights and connections. An additional benefit is that journals offer teachers a privileged view of their students' interests, difficulties, and intellectual energies, which might otherwise remain hidden. Thus the journals can form the basis for meaningful intellectual exchange between student and teacher.

Because reading journals are documents of intellectual exploration, the notion of evaluating them can be daunting: to grade reflective writing can seem contradictory. But journals are more likely to succeed if students know their writing "counts" in some way, and there are ways to evaluate journals without compromising genuine student reflection. Teachers can grade journals on a pass/fail basis, passing all journals that meet basic requirements. Teachers can grade journals according to the quantity of writing they contain. Instructors inclined to evaluate the content of journals can reward exceptionally vital journals without penalizing merely adequate ones. In my classes, journals contribute to a student's participation grade; but journals may also be allotted their own percentage of a final grade. I collect the journals three times a semester and read three or four entries, spot-checking the rest. I then write brief comments offering praise, responses to students' ideas, and suggestions for how students can make their journal writing more rewarding. In order to be genuine vehicles of reflection, journals should not damage a student's grade—as long as the student does his or her best and is conscientious in fulfilling the assignment. Teachers can be more critical of content when evaluating more formal work—such as papers and exams. My rule of thumb is that students who fulfill the basic requirements of the journal assignment earn high marks. But most students do much more than the basic minimum.

Indeed, I have found that students welcome the freedom of independent reflection and engagement that journals provide. In conversations and in course evaluations, my students express surprise and satisfaction that their journal writing gave them a firmer, more individual grasp of their experience of a course. A former comparative literature student wrote, "To explain how much [the] reading journals benefited me [ . . . ] I will say this: I still have and often read through my journal from last fall." Students find that their journals aid them in claiming ownership of a course.

By encouraging students to explore and write about their class materials, a well-organized journal assignment can enrich almost any course. It may also do more. Habits of attention, imagination, and reflection do not come naturally. They must be learned. In requiring regular, independent engagement with a course's subject matter, reading journals can help students begin to acquire these habits.

NOTE: Teachers interested in using reading journals in their classes may find these resources helpful, as I have: Robert Boice, *Advice for New Faculty Members: Nihil Nimus* (Boston: Allyn and Bacon, 2000) 103-202; Peter Elbow, *Writing Without Teachers* (New York: Oxford UP, 1973); Toby Fulwiler, *Teaching with Writing* (Portsmouth, NH: Heinemann, 1986) 15-34.

# Deadlines!

Please note that several deadlines occur early in the spring semester. Unless otherwise noted, for more information, see the TRC website (<http://trc.virginia.edu>) or contact the TRC at 982-2815 or [trc-uva@virginia.edu](mailto:trc-uva@virginia.edu).

## TEACHING + TECHNOLOGY INITIATIVE (TTI)

Deadline: Friday, February 11, 2005.

This program, funded by the Provost and ITC, will sponsor at least four faculty fellows with projects integrating teaching and technology. Program guidelines and RFP at <http://nmc.itc.virginia.edu/tti/>.

## OUTSTANDING FACULTY AND GTA TEACHING AWARDS and CAVALIERS' DISTINGUISHED TEACHING PROFESSORSHIP

Deadline: February 14, 2005. The Provost's Office and the Teaching Resource Center are proud to administer this program of a dozen faculty teaching awards, 28 school/department-wide Graduate Teaching Assistant awards, and four All-University GTA teaching awards.

## TEACHING + TECHNOLOGY SUPPORT PARTNERS (TTSP)

Deadline: Friday, February 25, 2005. The TTSP Program, funded by the Provost and ITC, trains a graduate student to provide faculty within a department or school with technical support in using new technologies for teaching innovation. The program will select four departments to join in 2005. Schools and departments with a substantial undergraduate population are eligible. Program description at <http://nmc.itc.virginia.edu/tti/>.

## U.Va. FACULTY SENATE DISSERTATION-YEAR FELLOWSHIPS 2005-06

Deadline: February 25, 2005. Up to five fellowships of approximately \$20,000 (to cover tuition, fees, health insurance, and stipend) will be awarded to graduate students for their final year of doctoral work. Funded by the Provost's Office, the Curry School of Education and the College of Arts and Sciences, these

(continued on page 7)

## Rethinking Courses

The University Teaching Fellows Program aims to help our most intellectually sound and successful junior faculty members develop into exceptionally fine teachers. The selection committee—comprised of award-winning faculty—seeks to choose junior faculty members who show promise of becoming both eminent researchers and inspiring teachers. In existence since 1992 and funded by the Provost, the UTF Program remains true to its original Lilly Endowment goals to support impressive junior faculty as they refine their teaching expertise while pursuing strong research agendas. The Program centers around ongoing conversations about how faculty communicate their academic disciplines to undergraduates, how various teaching approaches might enhance one's courses, and how research enlivens and inspires teaching. The 2004-05 winners of University Teaching Fellowships are rethinking these courses:

### Aniko Bodroghkozy, *Media Studies/English*



I will focus on revising MDST 201: Introduction to Media Studies, a core course in the Media Studies Program and one of the most important of our offerings. It serves as the main entrée for students considering the major and also as the stand-alone course most associated with the mission of the Program. My goal is to completely re-imagine how I teach material I have been teaching for many years, and to thereby better instill into our students my passion about the absolute necessity of media education and a media-literate citizenry.

### Bob Hirosky, *Physics*



I am continuing my development work in PHYS 254: Fundamentals of Computational Physics. This course offers a unique combination of practical computing skills, illustrations of how we can understand complex physical systems, and experience with statistical processes. I am interested in developing additional on-line projects and interactive tutorials to supplement class reading and lectures; in fostering more passionate course participation through group projects; and in broadening the scope of our example applications. These can be used to relate techniques in computational physics to applications in wide-ranging disciplines across the physical, biological, and social sciences.

### Slava Krushkal, *Mathematics*



"Geometry and Imagination" is a new introductory-level mathematics course. The course assumes a background in mathematics at the high-school level and will introduce classical as well as contemporary concepts in mathematics. The focus is on intuitive understanding of geometric concepts and developing analytic and visualization skills. Topics to be covered in class include graphs and the traveling-salesman problem, maps and the four-color theorem, symmetry and tilings, knots, geometry of hyperbolic surfaces, curvature, growth and Fibonacci numbers, and the fourth dimension.

### Hsin-hsin Liang, *Asian and Middle Eastern Languages and Cultures*



I am redesigning CHIN 402: Advanced Readings of Modern Chinese into a much more content-oriented course incorporating various topics from different disciplines. Through reading Chinese materials obtained from different media, discussing a range of issues in Chinese and in English, and having dialogues in Chinese with visiting experts, students will enhance not only their language capacities but also their knowledge of Chinese culture. Consequently, I hope they will see this course not as the end point in their study of Chinese, but rather as an introduction to the study of China in Chinese throughout a wide range of academic disciplines.

### Nancy Weinfield, *Psychology*



The course project I am pursuing during my fellowship year is the revitalization of PSYC 305: Research Methods and Data Analysis I. This is a required course for all psychology majors and minors, and student lore holds that this course is very difficult and not fully relevant to the pursuit of psychology. Unfortunately, the course does lack the excitement and applied focus that are natural parts of scientific investigation. Through the University Teaching Fellowship I hope to find ways to improve on the existing course, adding new elements of hands-on learning and new strategies for communicating the thrill of research.

### Caroline Westort, *Landscape Architecture*



The study and design of earth works involves a full suite of aesthetic, technical, environmental and cultural considerations. For design and engineering students to develop proficiency with such a complex medium, they need to fall in love with it. I thus propose for myself three tasks. First, I will formulate a coherent conceptual framework upon which I can structure topographic representations, grading methods, construction techniques and case studies. Second, I will explore a range of pedagogies—lectures, discussion, group, in-class and homework exercises, and hands-on field-project work—to match suitable ones with my objectives. Finally, I will test and refine the flow and pacing of the course material with students.

# Workshops!

Refreshments are served at all TRC workshops. For more detail on these and to find more recently scheduled workshops, see "Workshops" on the TRC website or contact the TRC at 982-2815 or [trc-uva@virginia.edu](mailto:trc-uva@virginia.edu).

## YOU TALK, OR THEY TALK?

**Sherwood Frey**, *Darden; All-University Teaching Award Winner 2001-02*

Monday, February 7, 2:30-5:00 p.m. • Room TBA

Many teachers would prefer that students think carefully about assigned material before class meetings and then develop and share serious ideas about the topic under consideration. But too often in class, teachers find themselves doing much of the talking during a "discussion." In this workshop on discussion leading, participants comparing ideas about a brief case study of teaching will experience and examine effective strategies and techniques that come from case teaching but that can be used in a wide variety of discussion-based teaching situations.

## FEARLESS SHAKESPEARE: EMPOWERING YOUR SPEAKING VOICE

**Kate Burke**, *Department of Drama, Past President of the Voice and Speech Trainers Association*

Thursday, February 10, 2005, 2:00-4:00 p.m. • Commonwealth Room, Newcomb

**Pre-registration required:** Enrollment is limited to 20 participants.

Wrestling with Shakespeare's language is one of the most effective ways to improve the speaking voice. Sadly, the complexity of Shakespeare's language and veneration of his writing skill can keep speakers at a distance. This workshop builds—exercise by exercise—familiarity with and ownership of a single Shakespeare passage, a Chorus speech from *Henry V*.

After a vocal warm-up, simple and light-hearted group text explorations uncover the structure, rhythm and meaning of the speech, while freeing the individual speaking voice. The text is spoken by all voices repeatedly in several ways (single words, verse lines, caesuras, echoing, etc.). Each exploration lifts the text to a new level, and in the end it is reconstructed and spoken with confidence and vigor by the entire group. Don't be surprised if you leave the workshop knowing several lines of Shakespeare by heart! Ability to read words off a large-print sheet required. Ideal for veterans of previous voice workshops and/or anyone who loves language. To pre-register, call or email the TRC.

## NEW APPROACHES TO TEAM-TEACHING

**John Dobbins**, *Art*; **Michael Kubovy**, *Psychology*;

**John F. Miller**, *Classics*; **Judith Shatin**, *Music*

Discussion organizer: **Cristina Della Coletta**, *2002-05 NEH Distinguished Teaching Professor of Spanish, Italian and Portuguese*

Friday, February 18, 2005, 3:00-4:30 p.m. • Commonwealth Room, Newcomb

Many of us recognize the value of collaborative teaching: by sharing different yet complementary expertise and by building upon one another's intellectual strengths, we engage in dialogues that creatively and critically intersect to produce new and deeper knowledge. However, we also understand that planning and carrying out a team-taught course can be demanding.

- What are the most effective ways to design, coordinate, implement, and assess a team-taught course?
- What can each team member contribute to the communal teaching process?
- How can different approaches to a subject be unified in order to produce new ways of thinking about this subject?
- What does team-teaching accomplish that cannot be achieved otherwise?

Panelists will share ideas and generate answers to these questions by presenting different team-teaching models based on their own experiences with collaborative teaching. Participants are invited to share ideas and raise other questions.

**John Dobbins** and **John F. Miller** team-teach "The Age of Augustus," an undergraduate interdisciplinary course that examines the literature, art, culture, and architecture of the age of Augustus period (44 B.C. – 14 A.D.).

**Michael Kubovy** and **Judith Shatin** team-teach "The Mind of the Artist," a Common Course for the College in the Teachers for a New Era Program.

*Sponsored by the Teaching Resource Center and the National Endowment for Humanities Distinguished Teaching Professorships.*

(Deadlines continued)

fellowships will reward graduate students throughout the University who have taught extraordinarily well at U.Va. while maintaining a record of excellence in their disciplinary research. For more information, see the Faculty Senate website at <http://www.virginia.edu/facultysenate>. Questions about the application process should be directed to Stephen Macko, Department of Environmental Sciences, [sam8f@virginia.edu](mailto:sam8f@virginia.edu).

## UNIVERSITY TEACHING FELLOWSHIPS

Deadline: March 14, 2005. With summer grants of \$7,000 and ongoing, interdisciplinary discussions, the University Teaching Fellows Program aims to help our most intellectually sound and successful junior faculty members develop into exceptionally fine teachers.

## GRADUATE STUDENT ASSOCIATESHIPS

Deadline: April 6, 2005. Graduate Student Associates are essential to the operation of the TRC. See the position announcement on page 3.

## EXCELLENCE IN DIVERSITY FELLOWSHIPS

Deadline: early July. Funded by the Provost and by the Deans of Arts & Sciences, Engineering, and Medicine, the Excellence in Diversity Fellowship Program supports first- and second-year tenure track faculty in developing productive long-term careers at U.Va. The program fosters ongoing interdisciplinary discussions between Fellows and senior colleagues and offers \$1000 grants for professional development.

## INTERACTIVE LECTURING WORKSHOP

**Lisa Reilly**, *Chair of Architectural History, NEH DTP Distinguished Teaching Professor of Art and Architectural History*

March date and place TBA

## TEACHING PORTFOLIO WORKSHOP

Applications considered beginning March 1, 2005. We accept a limited number of faculty and TAs into this workshop, which helps participants create their own teaching portfolio. The workshop consists of three morning sessions and individual meetings, beginning on May 16 and ending May 26, 2005.

## *Produce a Portfolio in Ten Days*

It's time again for our Teaching Portfolio Workshop!! The TRC offers this inter-disciplinary workshop on analyzing and documenting teaching every two years, with the next scheduled in May. Many of the over 150 U.Va. faculty and TAs who have produced portfolios in this setting found that it provides structure, support and feedback useful to accomplishing the task in a defined period of time. In response to a 2002 survey, 93% of the faculty and 100% of the TA participants said they found the Teaching Portfolio Workshop to be useful. The overall value respondents ascribed to having a portfolio was also high: 85% of all participants have found that it has been "very valuable" or "somewhat valuable" to have a teaching portfolio.

During this workshop, faculty and teaching assistants from wide variety of academic disciplines create portfolios documenting effective teaching. Each participant benefits from rich interdisciplinary exchanges in the three group meetings over a ten-day period and from working one-on-one with a coach, a peer who has previously written a portfolio. Writers discover commonalities across disciplines, consider what is unique about teaching their field, and share thoughtful approaches to producing a portfolio based on evidence.

Applications to participate in the workshop will be considered beginning March 1, 2005. Group meeting dates are the mornings of May 16, 19 and 26. To see sample portfolios created at previous Workshops, stop by the TRC to view our reference file or check out the on-line portfolios and get more information from the TRC website, under Workshops / Teaching Portfolios.



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