



► CO-OPS AND WORKSHOPS



► FOR YOUR STUDENTS



► FOR FACULTY

○ FALL | ○ 2010-11

TLA

fall

FALL 2010 TLA ANNOUNCEMENTS

Welcome to Fall 2010! As you know, there's a great deal coming up this year including reaccreditation, movement forward with the new general education curriculum (the Otter Model), and, most importantly, our ongoing work with our students. The TLA will be intimately involved in all of these areas and we hope, as always, to work closely with many faculty members.

Read on about our fall teaching cooperatives, our continuing travel grant program and a couple of new ventures to support students and faculty online (see the next column).

Please join us as much as you can and share your questions and suggestions.

Best,



TLA

Center for Teaching,
Learning, and Assessment

ONLINE MODULES

FOR FACULTY: With the help of students in our Master's of Instructional Science and Technology, TLA has developed an introduction to outcomes-based education that provides assistance in course development. Try it out at <http://tla.csumb.edu/obe/>.

FOR STUDENTS: Faculty in the Quantitative Reasoning Co-op decided that they need to give some attention to more general skills, beginning with helping students understand college expectations, what it takes to meet those expectations and how they can organize their lives in and out of school to address their priorities.

To view the module, go into ilearn "TLA_Projects," click on the link for "Time Management Survey," click on "jtestScores2" to begin.

To link it to your ilearn course website, follow directions on the back page.

ONLINE SEMINAR

Join us for a webinar!

CONNECT LEARNING ACROSS COURSES WITH CURRICULUM MAPPING

Featured Higher Education
Presenter: Peter Wolf

**Wednesday, November 3
Time: 10:00AM to 11:30AM**

Do the courses at your college relate to one another in a coherent manner? Or, are they each separate entities with little connection?

More details
about the
webinar at tla.csumb.edu.

Location: TLA
Conference
Room

Please RSVP to Luana Conley
x4539.





Center for Teaching,
Learning, and Assessment

SIGN UP FOR A TEACHING COOPERATIVE

Select teaching co-ops that interest you and email tla@csumb.edu by **Sept. 10** with your choices. Provide your available times, or direct us to your google calendar if it's up to date. Most co-ops meet bi-weekly.

TEACHING COOPERATIVES

Introduction to Universal Design for Learning Co-op

Faculty will be introduced to core concepts of Universal Design for Learning (UDL) and accessibility of design and implement current and new resources into one course in the Spring term. By focusing on the elements of Representation, Engagement, and Expression, participants will learn how to improve the design of instruction, instructional materials, and student outcomes to provide a renewed approach to teaching and learning.

Outcomes for faculty include:

- Use of iLearn
- Accessible syllabi, assignment, and presentation
- An assignment that allows for multi-modal expression
- Integration of one new tool or process for representation

Each participating faculty member will receive a stipend of \$300 following completion of their presentation and submission of their

redesigned syllabi and assignments to the TLA.

NOTE: This co-op will have a follow-up in the Spring term

Facilitated by Kevin Cahill (ITCD) and Marc Oehlman (CAT).

Dialogue as a Classroom Practice: Engaging Students in Deep Conversations about Complex Issues

While we have made great strides in integrating the study of diverse populations and cultural perspectives into the curriculum, many of us still struggle with how to engage ourselves and our students in interpersonal dialogue around these often sensitive topics. This cooperative will focus on participants' narratives of utilizing dialogue as a classroom practice. We will explore challenging issues that arise in our classes and our successes in talking across differences, listening deeply, and addressing conflict. Through reflection on our narratives we will share with one another our learning and

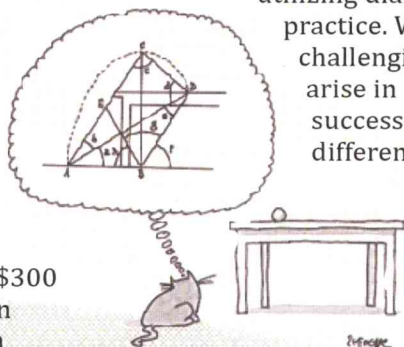
insights on dialogue practice in order to create more meaningful and productive discussions in our classes. As well, we will generate dialogue theory and best practices to be published in the field of dialogue practice. Each participating faculty member will receive a stipend of \$300 following submission of their contribution to the TLA.

Facilitated by John Berteaux and Maria Villaseñor (HCOM) and Deb Burke (SLI).

Capstone Cooperative

Through this cooperative, faculty members have an opportunity to tackle some tough issues related to the capstone experience on our campus. It will bring together past, present, and future capstone instructors and advisors to explore both challenges and opportunities as they consider steps needed to improve the capstone student experience in their various departments.

Gerald Shenk and Pat Tinsley McGill will share the most impactful findings of the three-year WASC Educational Effectiveness Capstone Study they have just completed with David Reichard, and will discuss how they have used the findings to reshape Capstone in their respective



TEACHING COOPERATIVES, CONT.

departments and what they are learning through the process.

Questions that we might examine include:

- What insights were gained from an exploration of the literature on capstone that support the CSUMB research team's findings?
- Are there ways to improve the capstone experience for students without increasing faculty workload?
- How can student outcomes in capstone be used as a starting point for assessing Major Learning Outcomes across a department and for determining student preparation for success in capstone?
- What advising models are used on campus and what are the strengths and weaknesses of each?
- What sustainability issues must be addressed as enrollments increase?

Participants will collaboratively shape the direction of this cooperative based on their needs and goals, and will develop next-step plans and processes for assessing the factors impacting the capstone experience of students and faculty in their departments. Each participating faculty member will receive a stipend of \$300 following submission of their contribution to the TLA.

Bringing Critical Thinking into the Classroom

'Critical thinking' is a phrase that appears in many places (including the Essential Learning Outcomes developed by the American Association of Colleges and Universities' Liberal Education and America's Promise (LEAP) initiative) and resonates with faculty in most areas of the curriculum. But defining it, supporting it in the classroom, and assessing it take many forms.

This co-op will explore the literature and work to identify useful guidelines for creating courses that provide rich opportunities for students to develop critical thinking and for faculty to determine how well courses are supporting that learning.

The final outcome will be a collectively developed annotated bibliography and guidelines for best practices course, assignment and assessment design. Participants will receive \$300 each for completing the work of this cooperative.

Our teaching as a site of scholarship

How do we make public the enormous work we've done to enhance student learning through our teaching and assessment? This cooperative will bring together faculty who want to make public, through presentations and publications, the innovations they've made in their teaching and the impact those innovations have had on their students. Cooperative participants will identify conferences and periodicals for presenting the scholarship of teaching, learning and assessment, provide feedback to each other on how to frame and develop a research plan for their work and on findings and drafts of work underway. Faculty new to treating teaching as scholarship, as well as those with experience, will benefit from the support and feedback of colleagues.

The final outcome will be a research plan (at minimum) and an accompanying narrative about the project for publication on the TLA website. Participants will receive \$300 each for completing the work of this cooperative.

Faculty members who completed this co-op last spring should contact Becky to arrange writing groups to continue their work.



SoTLA TRAVEL GRANTS



Fall Grants

Faculty members are invited to apply for grants (capped at \$750) to travel to conferences where they will present on teaching, learning, and assessment. The deadline for applications for Fall is October 1. After the deadline, we will review applications on a rolling basis while funds remain. Faculty funded to travel to conferences will be asked to publish their presentation materials on the TLA website. (Application may be made in anticipation of acceptance, but funding will only be approved provisionally, pending acceptance of proposal.)

The grant application and further details are available at this link: <http://tla.csUMB.edu/site/x18105.xml>

Resources for Faculty and Students

Most of our resources are posted on tla.csumb.edu. Bookmark our site and refer to it often for news, answers to your teaching questions, and resources.

Our pages provide access to teaching resources including guidance on designing courses that address learning outcomes, and classroom approaches that engage students.

Each semester we bring together small groups of faculty in teaching co-ops (faculty learning communities) to explore areas of shared interest. We also profile faculty accomplishments, share

How to add the Time Management exercise to your course

1. In iLearn, add an Activity, SCORM/AICC
2. Name the activity, Time Management Exercise
3. In the description field type: Click on the jtestScorm2 link to start the exercise
4. In the Package File box type: ../1/Time_Management.zip
5. In Stage size put 100% for the width and 600 (no %) for the height
6. Next to Course structure display (TOC) choose: Hidden
7. At the bottom of the page click: Save and return to course.

conference presentations, videos, and classroom research results.

Reviews and summaries of past co-op findings and experience are published for you.

If your conference presentations involve the scholarship of teaching, learning, and assessment, you may be eligible for a Scholarship of Teaching, Learning, and Assessment (SoTLA) travel grant to help cover your expenses.

We are continually adding titles to the TLA Reading Room library and make our books available for you to borrow. We subscribe to numerous educational publications that are available to you in the TLA.

We encourage you to contact us with suggestions, questions, or concerns. ☎

You will find great ways to get started in the classroom with these valuable (and brief) classroom ideas from teaching and learning centers. The titles and pdf are available at this link. <http://tla.csumb.edu/site/x18886.xml>

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Center for TEACHING, LEARNING, & ASSESSMENT



TLA Mission Statement

The Center for Teaching, Learning and Assessment supports faculty and students by guiding the development of the pedagogy, curriculum, and assessment necessary to promote the University Learning Requirements (ULRs) and the Major Learning Outcomes (MLOs) of CSUMB.

Faculty members commit themselves to responsive teaching and learning in pursuit of excellence through integration of technology, service and reflection, discipline-specific components, and professional preparation. The TLA Center provides resources, workshops, individual and program consultations, and facilitates the development of pedagogical approaches and supportive contexts for teaching and learning.