CII’s Innovative Teaching Showcase Highlights Faculty-Student Collaboration

Justina Brown, Center for Instructional Innovation

The Center for Instructional Innovation’s theme for its fifth Innovative Teaching Showcase focuses on four different faculty-student collaborations, their innovative approaches to working together, and the results of their hard work.

The Innovative Teaching Showcase is an online publication created by the Center for Instructional Innovation to highlight and share exceptional teaching practices by WWU faculty. Each year, four faculty are nominated to be showcase participants.

The 2003-04 Showcase, which will debut on June 1, highlights faculty-student teams from a wide array of disciplines, involved in collaborative research, field work, teaching partnerships, and student-informed teaching.

This year’s faculty-student teams are:
· Mark Bussell with undergraduates Melissa Pease and Autumn Burns from the Chemistry Department;
· Dawn Dietrich with graduate student Tony Prichard from the English Department;
· Joyce Hammond with graduate students Jason Miller and Maria Hicks from the Anthropology Department;
· Mike Mana with undergraduate Kyle Nelson from the Psychology Department.

Academic faculty-student partnerships often receive little attention as a way to enhance student learning, even though they can provide students with essential problem-solving skills and real world learning experiences. The tremendous planning, effort and care that instructors put into these partnerships—and when they are paired with motivated, eager-to-learn students—can foster a model for students to work co

Help design a collaborative classroom

Are you a faculty member who is interested in sharing ideas on the design of a collaborative classroom? If so, you are encouraged to participate in a meeting to be held sometime this spring quarter to discuss ways in which an existing classroom in Bond Hall may be re-designed into a collaborative learning space. To participate or for more information, contact either Kris Bulcroft (kris.bulcroft@wwu.edu) or Ann Carlson (ann.carlson@wwu.edu) by Wed., April 14.

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operatively with colleagues in future educational and professional settings.

Tune in to the CII’s Innovative Teaching Showcase Open House at the CII (MH 186) on Tuesday, June 1, from Noon - 2 PM. Here the online showcase (which includes multimedia and faculty portfolios on their work) will be unveiled. Showcase participants will be on hand for the event.

See the Innovative Teaching Showcase online: http://pandora.cii.wwu.edu/cii/showcase/

Service-Learning Faculty Fellows Program builds community, recognizes & supports good practices

Lisa Moulds, Director, Center for Service Learning

Last spring, Western’s Center for Service-Learning launched its first Service-Learning Faculty Fellows Program, with eight faculty and one faculty leader (Distinguished Faculty Fellow).

The program, which continues this year, has been a success in building a strong cadre of faculty committed to service-learning and community-based pedagogical approaches. Current faculty fellows are: Karen Bradley, Sociology; Deb Currier, Theatre Arts; Shearlean Duke, Journalism; Gaye Green, Art; Joyce Hammond, Anthropology; Rosanne Kanhai, English and Women Studies; Leslie Oches, Community Health; Tara Perry, Communication; Karen Stout, Communication; and Angela Harwood, Secondary Education, and the Distinguished Service-Learning Faculty Fellow.

Faculty fellows also commit to integrating service-learning or community-based learning into one course during the academic year and meeting monthly with other fellows. During Scholars Week, May 17 - 21, the fellows will be highlighting their students’ projects.

Each faculty fellow also receives a $500 course development stipend, support from the Center for Service-Learning and the Center for Instructional Innovation (CII), priority for travel funds to community-based learning conferences and events, recognition for their work and a chance to build community with dynamic, committed and fun faculty!

The program was initially funded by a grant from Washington Campus Compact and is supported by the Woodring College of Education. It also has received support from the Office of the Vice Provost for Undergraduate Education.

If you are interested in becoming a Service-Learning Faculty Fellow for 2004-05 or if you want to nominate faculty, contact Lisa Moulds, x/6515, or email lisa.moulds@wwu.edu or Angie Harwood, x/3158, angela.harwood@wwu.edu.

TLA Update
Recognizing Work for the Common Good of Learning

Carmen Werder, Director, Teaching-Learning Academy

The Teaching-Learning Academy continues its study this spring quarter of the “spaces in between” teaching and learning with a focus on “Recognizing Work for the Common Good.”

During winter quarter, TLA members studied the results of a questionnaire in response to this year’s inquiry questions: What do we count as the features of an optimal learning environment? What evidence of those features do we see at Western? Based on that data (including input from non-TLA members), sub-groups formed around five special-interest action topics:

- Develop a process for a student panel to conduct on-site classroom visits (by request) to provide feedback on optimal learning features;
- Create a document articulating those features;
- Detail a set of promising teaching practices (based on student views);
- Identify faculty/staff development topics and activities to foster optimal learning;
- Expand communication forums for teaching and learning.

As part of the focus on recognition, TLA will sponsor the “Academy Awards” on Wed., May 26, 4 - 6 PM, in the Library Presentation Room. All nominations of faculty and staff are welcome (whether a TLA member or not). Please send nominations including a brief statement of why you think this person is a worthy recipient to MS 9095 or via email to: megan.otis@wwu.edu

All members of the campus community are welcome in the TLA. Members, including students who participate in the TLA as part of a 2-credit practicum, meet biweekly in the Canada House Fireplace Room for 50-minute study group sessions. Spring study group options are Wednesdays, 12:30 or 2 PM; Thursdays, 1 PM; and Fridays at Noon.

To join TLA, contact Carmen Werder, x/7329 or via email, carmen.werder@wwu.edu

On the web: http://www.wwu.edu/depts/tla
Critical Moments Project:
—Carefully crafted case stories help students build critical thinking skills, explore unexamined biases, and learn civil discourse.

This past March 8, about a dozen Western students gathered in the Miller Hall television studio. As video cameras rolled, the students engaged with one another and two facilitators in thoughtful and reasoned discussion of a case story, one that was especially designed to provoke their critical thinking skills and help them examine their assumptions around issues of diversity.

The students were participating in a “Critical Moments” discussion, led by project founder Diane Gillespie, a faculty member at UW-Bothell, and fellow project consultant, George Woods, MD, a practicing forensic psychiatrist. At the same time, they were participating in a “model” session on Critical Moments pedagogy: the resulting video tape, produced by Western’s Center for Instructional Innovation, will be used as a training tool for faculty statewide who are involved in the project.

The training session is just one of the ways that Western is participating in the multi-faceted Critical Moments Project, developed by Gillespie in 1999, and coordinated on state campuses by the Washington Center for Improving the Quality of Undergraduate Education.

A “critical moment” is that time when a student—because of some part of their cultural, class, or personal identity—considers dropping out of college. These critical moments are gathered through in-depth student interviews; the resulting anonymous case stories are used as trigger points for student discussion.

Critical Moments at Western

Western’s involvement in Critical Moments began in summer of 2002. According to one of the project coordinators, Linda Clark, since that time the Western team has been busy building its team, interviewing selected Western students, analyzing the interviews for themes, creating some case stories unique to the university, and planning for professional development.

The case stories are short and open-ended, engaging for students but also allowing them the objectivity and distance to discuss sensitive subject matter. As succinct as the stories are, Clark said, they are based on lengthy, “in-depth” interviews with students and put into final form only after extensive input from Critical Moments team members.

“There are no right answers in these stories,” she noted, which cover issues including race, gender, class differences, sexual orientation, ability, age, power, privilege, etc., within the context of social influences such as peers, family, and institutional representatives. “They’re de

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Spotlight on new faculty
Julia Sapin, Art

There’s much more to an art object than the object itself, Julia Sapin says. A work of art, be it a painting, a print, or a porcelain bowl, can be a powerful “visual cue” that helps students gain a deeper understanding of different cultures and their histories.

“There are so many ways of looking at art,” the art history professor explains. “By studying sculpture and architecture associated with Buddhist ritual, for example, you can learn a lot about Buddhism. ... Art gives us a window on both individual and cultural identities.”

Sapin joined Western’s Art Department in Fall 2003 as an assistant professor and its resident non-Western art historian. She holds a Ph.D. in Japanese Art History from the University of Washington, and spent five years studying in Japan. Sapin’s research focuses on artistic practice in late 19th-early 20th century Japan through study of designs made for department stores by Japanese painters, who have been less known for their commercial work than for their exhibition paintings.

Sapin teaches two sections of AH 270, Survey of Asian Art: India, China and Japan, and several upper division art history courses. This spring quarter, she will be teaching Art History 310, in which she will introduce the art of the indigenous peoples of the Pacific Northwest.

In AH 270, which is a large GUR course, Sapin tries to create “an atmosphere of discovery and trust” that encourages undergraduate students to get excited about undertaking investigations into art and visual culture. She regularly convenes informal study groups outside of class, so she can get to know students and better align course content with their individual interests.
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signed to make students think and to give them strategies for coping."

Clark added that the Critical Moments case stories are appropriate in a wide array of classroom settings, although faculty wanting to use them should consider using the stories and discussion methodology throughout the quarter, rather than one time only. The case stories are particularly appropriate for teaching problem-solving, and in that sense, are transferable across many disciplines.

Next Steps

Two team members, Pat Fabiano and Carmen Werder, are piloting the project in two different venues. Fabiano is piloting the project this quarter in Health Education 250 as part of the training for Lifestyle Advisors. Werder, who has been using the case stories in her Communication 339 seminar this year, said the stories and ensuing class discussions have helped students broach sensitive topics, listen to different viewpoints, and gain valuable skills in civil discourse.

"The stories resonate with students, but they allow them to step back and think," she added. "The students value such learning because it’s authentic."

Next year, Clark said, the team will focus on professional development for faculty and staff wanting to use Critical Moments curricula. The team will also continue to gather Western students’ stories, with the goal of eventually creating a multi-cultural case story textbook. The team is also developing assessment measures for the project, in areas including student learning of reasoning and collaboration skills, and retention of non-traditional or under-represented students.

Faculty who would like to become involved in the Critical Moments Project (as a team member or using the case stories) may contact Clark at x/4882 or via email, linda.clark@wwu.edu

Visit Critical Moments on the web: [http://www.ac.wwu.edu/~socad/CriticalMoments.htm](http://www.ac.wwu.edu/~socad/CriticalMoments.htm)

Faculty feedback wanted on community-based learning

During Spring quarter 2004 all faculty will receive via email a link to an online survey that will ask faculty to: (1) help identify faculty interest in community-based pedagogy; and (2) recognize the efforts of faculty involved in community-based teaching. The survey responses will provide information to guide future program planning and help guide improvements in student learning. The survey is being conducted by Angela Harwood (Woodring), The Office of the Vice Provost for Undergraduate Education and the Center for Service-Learning, in collaboration with the Office of Institutional Assessment, Research and Testing.

If you would like to access and complete the web-based survey prior to receiving an email notice, please go to: [http://media.admcs.wwu.edu/survey/sl.htm](http://media.admcs.wwu.edu/survey/sl.htm)