

Wisconsin Teaching Fellows and Scholars Program Summer Institute 2008

June 23-27 at the Pyle Center, Madison, WI

The WTFS Program brings together outstanding early-career teachers and later-career faculty leaders and is exceptional in several respects: its system-wide approach and impact, the diversity of disciplines and institutions represented by each year's participants who work together throughout the year, and its development of communities of teacher-scholars within and across institutions. Fellows and Scholars complete year-long scholarship of teaching and learning projects, with dissemination of results as an essential part of the process. They then serve as models and mentors in their discipline and on their campus, leading efforts to advance the practice of teaching through scholarly inquiry into student learning. These teacher-scholars, through the WTFS Program activities and the resulting leadership, positively impact student learning at each UW System institution.

Summer Institute is the second WTFS gathering, designed specifically for lively discussion and inquiry into teaching and learning, as well as the development of your project. Shortly after Faculty College, the Institute offers structured workshops for you to explore key SoTL texts; hone your SoTL skills and methodologies, probably in directions that take you outside of your traditional disciplinary research methods; work on your project; reflect on career issues relevant to your career stage; and develop collegial relationships with other Fellows and Scholars as part of the Program's leadership goals. The success of the Summer Institute and the Program in general depends on the participation of all Fellows and Scholars in all of these goals.

Monday, June 23

- 8:30-10:15 Project Update & Development: Learning & Making It Visible
Related Readings from Faculty College Packet:
- Calder & Carlson "Using 'Think Alouds' to Evaluate Deep Understanding"
 - Wineburg "Teaching the Mind Good Habits"
 - Chick, Karis, & Kernahan "Learning From Their Own Learning"
 - Wirth & Perkins "Learning to Learn"
 - Turkle "How Computers Change the Way We Think"
- 10:30-12:00 Best Practices: The First Day/Last Day of Class (Jordan Landry, Dana Oswald, Tom Armbrrecht, Ryan Martin, and mystery volunteer? ☺)
- 12:00-1:30 Lunch on your own
- 1:30-2:30 Fellows meet with Jane and Nancy; Scholars work on posters
Related Readings from Faculty College Packet:
- Hall, *The Academic Self: An Owner's Manual* (excerpts)
 - Mary McKinney "Collegiality: The Tenure Track's Pandora's Box"
 - Brookfield "Teaching: A Complex & Passionate Experience"
- 2:30-3:30 Scholars meet with Jane and Nancy; Fellows work on posters
Related Readings from Faculty College Packet:
- Hall, *The Academic Self: An Owner's Manual* (excerpts)
 - Mary McKinney "Collegiality: The Tenure Track's Pandora's Box"
 - Brookfield "Teaching: A Complex & Passionate Experience"
- 3:30-4:30 Poster Presentations & Peer Review
- Dinner on your own or with your working group

Tuesday, June 24

- 8:30-10:15 Poster Presentations & Peer Review, continued
- 10:30-12:00 Best Practices: Rubrics, Assessment, & Grading (Thandeka Chapman, Jim Larson, Scott Cooper)
- 12:00-1:30 Lunch on your own
- 1:30-4:00 Guest Panel of Former Fellows and Scholars
- 6:00 Dinner at Donna and George's

Wednesday, June 25

- 8:30-9:30 Best Practices: Getting to Know Our Students (Sarah Pogell, Laura Schmidt, Sang Um Nam)
Related Readings from Faculty College Packet:
- Palmer, *The Student From Hell* excerpt from *The Courage to Teach* (page 40-47)
 - Nathan, "Lessons from My Freshman Year" excerpt from *My Freshman Year*
 - Craig Nelson "Student Diversity Requires Different Approaches to College Teaching, Even in Math and Science"
 - Brookfield "Lecturing Creatively"
 - *Diversity in the College Classroom* website from UNC (optional, available at ctl.unc.edu/tfitoc.html)
- 9:45-10:45 Discussion of IRB Issues
Related Readings from Faculty College Packet:
- Kathleen McKinney Chapter 5 (in your book, not packet)
 - Renee Meyers "Guidelines for Human Research Participants in SoTL Research"
- 11:00-12:00 Working Groups: Midpoint Refinement of Projects
- 12:00-1:30 Lunch on your own
- 1:30-2:45 Introduction to Your Snapshot (computer lab; *Will a few of you bring your laptops?*)
- 3:00-4:30 Doing SoTL Lit Reviews (computer lab)
- Dinner on your own

Thursday, June 26

- 8:30-8:45 Setting Up the Morning
- 8:45 -9:30 Best Practices with Scholars: Work-Life Balance (Marnie Dresser, Jen Szydlik, Scott Cooper); Fellows Peer Review Posters
- 9:30-10:30 Best Practices with Fellows: Work-Life Balance (Thandeka Chapman, Tom Armbrecht); Scholars Peer Review Posters
- 10:30-12:00 Grounded Theory and SoTL Research (Guest Speaker Katina Lazarides of UWS SoTL Leadership Site)
- 12:00-1:30 Lunch on your own

1:30-2:30 Making Meaning of Student Texts

2:30-4:30 Consult with Nancy, Jane, & Your Colleagues, As Needed; Revise Poster for Final Presentation

6:00 Dinner together (Union Terrace? Lowell Lounge?)

Friday, June 27

8:30-11:30 Presentation of New Posters

11:45-12:30 Evaluation, Expectations, & Plans for the Year