

Collaborative

FOR LEARNING AND TEACHING

2012 - 2015
Summary Report



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Executive Summary

Letter from Director, Sean Connin

This summer affords a unique opportunity to take stock of the Collaborative's evolving role and position within Trinity's academic community. The 2015-16 academic year will mark our fourth season of full-time operation and the first for Trinity's Pathways Curriculum. In addition, our mission to support and highlight pedagogical practices that foster rich learning opportunities for Trinity's students will be complemented by the work of three new strategic centers: the Center for Experiential Learning and Career Success, the Student Success Center, and the Center for International Citizenship. We look forward to assisting their development and to deepening our existing relationships on- and off-campus. We also welcome Trinity's 19th president, Danny J. Anderson, as he begins his first semester on campus.

I feel very fortunate to serve both as the founding Director of the Collaborative and as steward to our offices in Coates Library. I am grateful for the accommodations made by Assistant Vice President for Information Services/University Librarian and Professor Diane Graves and her staff to provide us a home on campus. I am also grateful to Vice President for Information Resources Charles White for his leadership, which, coupled with funds from AT&T, helped to establish the Collaborative. This past year the Collaborative transitioned to the Office of Academic Affairs. We now report to Duane Coltharp, Associate Vice President for Academic Affairs-Curriculum and Faculty Development. I am confident this alignment will strengthen Trinity's investments in student learning and create significant professional opportunities for faculty, staff, and students alike.

The Collaborative's commitment to inclusive, evidence-based learning opportunities and partnerships that advance Trinity's mission is singular. In the past three years, we have created programs, facilitated conversations, and funded projects that tie to the Pathways Curriculum and the Trinity Tomorrow Strategic Plan (see Appendix 1). These include the High Noon Luncheon series, Winterlude, Student Engagement workshops, Activity

Design Circles, and an Invited Scholars program to highlight work in the digital humanities. We also helped to develop the proposal for a Mellon award to implement the Pathways Curriculum and later secured funding from the Associated Colleges of the South for an inter-institutional workshop in blended learning.

We are currently partners in a four-year, multi-institutional project in San Antonio to provide career development opportunities to post-doctoral STEM scholars from under-represented minority populations. Projects of this kind further affirm Trinity's leadership in teaching and research excellence and scaffold "Strategic Foundation B" of the Trinity Tomorrow plan.

Contributions that the Collaborative's staff have made to committee work, course instruction, project advising, and other forms of service at Trinity are similarly diverse. For these and other opportunities, I thank Trinity's faculty, staff, and administrators. We owe our success to their ongoing guidance and support. We will continue to solicit suggestions and feedback from this community in the years ahead.

The Collaborative now speaks to an audience that extends well beyond San Antonio. This fact is illustrated by visits to our website and blog as well as our work with other institutions and at professional conferences. I am pleased also that our presence on campus has served the faculty recruitment interests of several academic departments. My staff and I welcome any occasion to support such efforts.

At the Collaborative, we respect the situated instructional choices made by faculty within the environments they work. We also recognize that students' perspectives on their learning can provide insightful and effective options for instruction and student-faculty scholarship. While continuing to refine our core programs, we will collaborate with members of the Trinity community to highlight faculty excellence in teaching and to facilitate opportunities for student-faculty engagement that enrich our intellectual environment.



Sean Connin, Director
Collaborative for Learning and Teaching

Mission Statement

The Collaborative for Learning and Teaching supports and highlights pedagogical practices that foster rich learning opportunities for Trinity's students. We provide context and resources for faculty, staff, and students to connect, share, and explore ideas for undergraduate instruction.

To serve our mission, we:

- Support the development and exchange of ideas and practices for effective teaching and learning through reflective discussions, presentations, workshops, and scholarly communication.
- Engage students to understand their learning experiences and share their perspectives on learning.
- Provide instructional and curricular support to individuals, teams, and departments.
- Offer incentives for pedagogical experimentation and scholarship through professional development grants.
- Work with other Trinity offices and programs to support learning and teaching as a community of practice.

Core Values

As members of the Collaborative, the following values inform our professional approach and priorities:

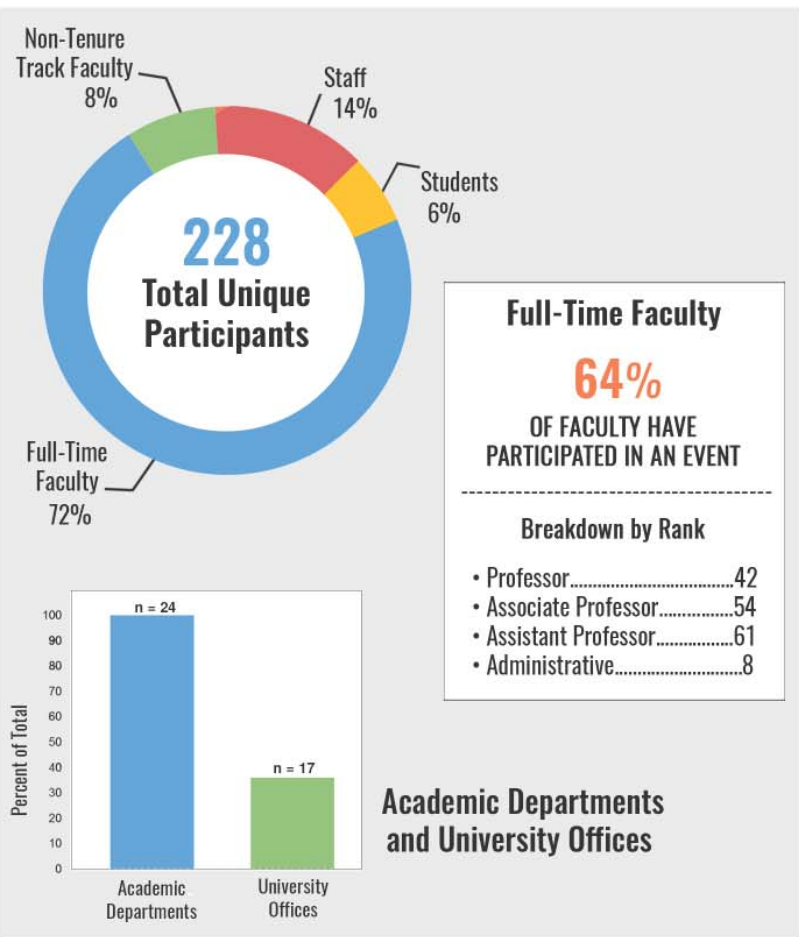
- Respect for the situated instructional choices made by faculty within the environments they work
- Regard for the priorities and objectives of other campus programs, units, and partners
- Belief in the power of collaboration and inclusivity to foster creative outcomes and mutual benefit
- Appreciation for the insights and purpose gained through critical reflection and service to others
- A commitment to serve the broader goals and interests of the University through daily actions

History

The Collaborative for Learning and Teaching was founded in 2011 with a donation from AT&T to advance undergraduate learning and instruction at Trinity University. Regular operation began in 2012 with arrival of a full-time director. The Collaborative's programs and services are now available to all members of the teaching community and to those who support instruction at Trinity.

2012 - 2015 Collaborative Snapshot

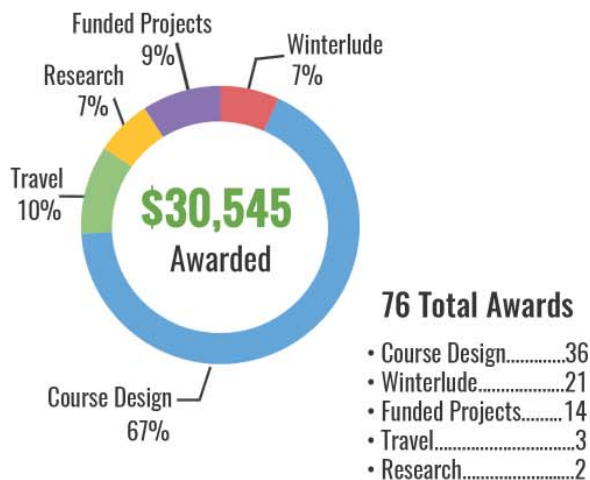
Program Participants



Programs



Grants and Stipends

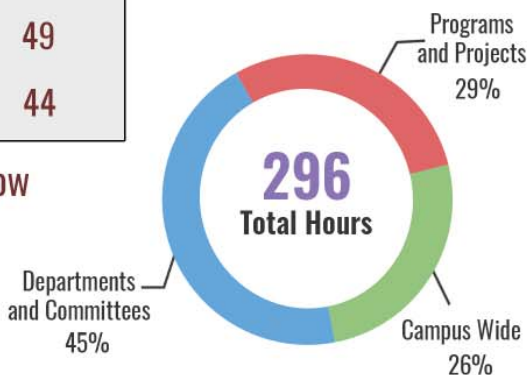


Hosted Meetings

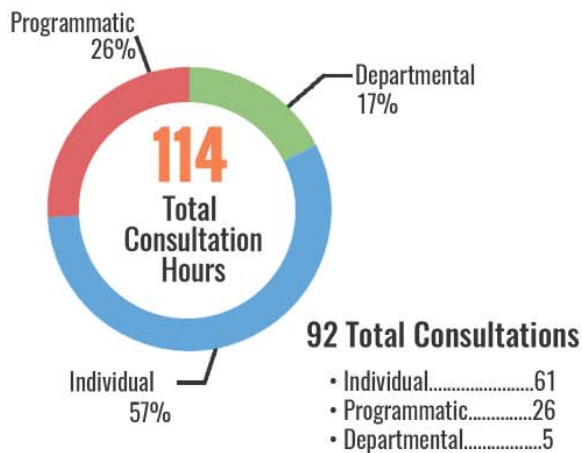
Pathways

	Total Meetings
Curricular Plan	49
Strategic Plan	44

Trinity Tomorrow



Curricular Assistance



2012 - 2015 Snapshot

Participation in University Committees

- Committee to Assess the Curriculum
- Curricular Implementation Committee
- IT Subcommittee
- Environmental Studies Committee
- CLIR Digital Humanities Postdoctoral Fellowship Search Committee
- Mellon Undergraduate Research Advisory Committee
- Trinity Staff Engagement Committee

55
Total hours of participation
in university committees
by Collaborative staff

Funded Projects

- | | | |
|-------------|-----------------|--|
| Principal | \$10,000 | <ul style="list-style-type: none"> • Associated Colleges of the South • The Mellon Foundation • NIH/MIGMS |
| Contributor | > \$3.9 million | |

Digital Content

Program Recordings

- YouTube channel: TUCollaborativeVideo
- Over 50 videos

Excellence in Teaching

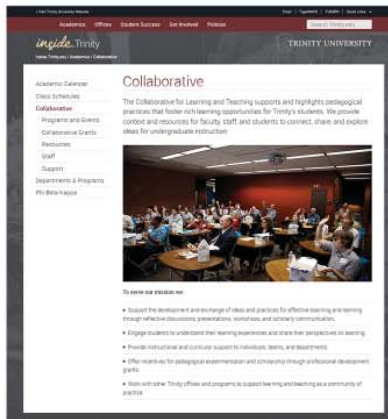
- ADC faculty course assignments with Creative Commons license
- 11 peer-reviewed assignments

Blog

- www.TU-Collaborative.org
- 12 posts



Online Audience



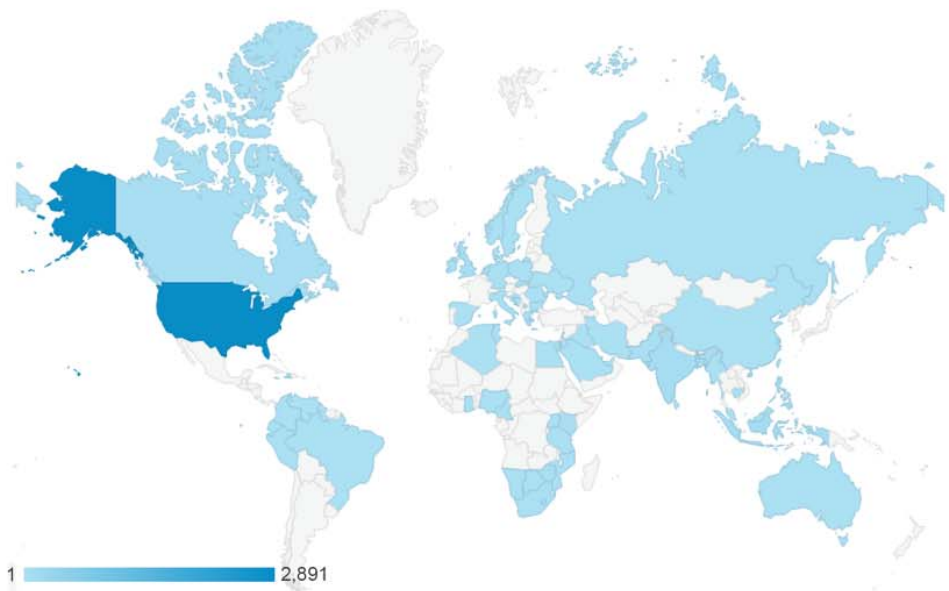
3,696 Total Visitors

- 542 from on-campus
- 3,154 from off-campus

<http://collaborative.trinity.edu>

Site Traffic

- 86% comes from the United States
- 14% comes from abroad



Collaborative Staff



Pictured from left to right: Emily Gravett (Assistant Director of Programs), Jessica Tamayo (Administrative Assistant), and Sean Connin (Director)

Collaborative Advisory Committee

The advisory committee works with the director and staff to shape and promote programming and provide guidance for short and long-range planning to fulfill the Collaborative's mission. Activities include program development, faculty development stipends, and intra-university outreach and relations. The advisory committee typically meets two to four times each year. Project-level work is accomplished on a rolling basis within sub-committees. We wish to thank the following members of the Trinity community who have served on our advisory committee:

Committee Representation for 2014-2015

Administrative

Edwin Blanton (Center for Experiential Learning)
Robert Chapman (Center for Learning and Technology)
Duane Coltharp (Academic Affairs)
Larissa Walker (Information Resources)

Faculty

Dania Abreu-Torres (Modern Languages and Literatures)
Lanette Garza (Library)
Sarah Beth Kaufman (Sociology and Anthropology)
Patrick Keating (Communications)
Kenneth Loiselle (History)
Nirav Mehta (Physics and Astronomy)
David Ribble (Biology)

Past Committee Members:

Angela Breidenstein (Education)
Benjamin Harris (Library)
Nicolle Hirschfeld (Classical Studies)
Kevin Nickels (Engineering Science)
Diane Saphire (Information Resources)
Amy Stone (Sociology and Anthropology)

Programs and Projects

The Collaborative offers an evolving portfolio of programs and discussions to serve its mission. These activities are informed by conversations with Trinity's academic community and by scholarship in the fields of learning and instruction. They include several established programs, such as the annual High Noon Luncheon series, Winterlude, and New Faculty Orientation, and those piloted more recently, such as the Student Engagement Workshops and Assignment Design Circles. We have also experimented with provisions for course development and early career faculty support that require further review due to scheduling and other administrative challenges.



Pictured from left to right: Jennifer Mathews, Katsuo Nishikawa, and Sarah Pinmock

The promotion of shared expertise in teaching and learning through facilitated dialogue and peer interaction is a defining characteristic of the Collaborative's program approach. We work with the Trinity community to create structures and spaces that enable instructors to share their knowledge, experience, and resources. These also include events designed with other campus units and members that afford unique opportunities for faculty professional enrichment and/or support campus initiatives that align with our work.

Over the past several years, we have invited Trinity students into our programs as presenters and participants. Their perspectives and observations have provided faculty and staff helpful insights related to our classroom environments, our design/use of instructional materials and technology, and a clearer picture of students' learning approaches, expectations, and challenges at Trinity. Student-faculty interactions around instruction are now an important and valued component of New Faculty Orientation. In broader terms, we see opportunity for reciprocal benefits, including a greater appreciation and respect for faculty practice by our students.

The Collaborative engages campus members and outside institutions in partnerships and funded projects that, in part, support instructional/curricular innovation, professional development, and inclusive pedagogical and scholarly practices. In doing so, we contribute to the strategic goals and objectives of the university. We also benefit from the experience and talent of others in the academic community. Looking forward, we will continue to explore avenues to create signature projects and research at Trinity in collaboration with other campus centers and departments.



High Noon Luncheons

The Collaborative sponsors a series of noon-time presentations and discussions to highlight learning and teaching at Trinity. These faculty-led, peer-to-peer exchanges provide an informal setting to discuss work-in-progress, solicit feedback, highlight pedagogical strategies, review research on learning and teaching, and more. Planning and scheduling for the High Noon Luncheon series is coordinated each year with faculty and staff on the Collaborative Advisory Committee. (See Appendix 2 for full list of luncheons.)



Pictured: Dr. David Crockett - Reacting to the Past: A Role-Playing Simulation Pedagogy

At a Glance: 2012-15

Total Sessions - 36

Presenters/Facilitators - 48

Unique Participants - 159

Academic Departments - 24 of 24

University Offices - 13 of 47

2014 - 2015 Presentations

Interdisciplinary Humanities: Success in an Age of Crisis

Heather Sullivan, Modern Languages and Literatures

Making Movies: Providing Effective Feedback to Students with Video

Benjamin Surpluss, Geosciences

Collaboration in and out of the Classroom

Kyle Gillette, Human Communication and Theatre

Active Learning as Part of the Traditionally Passive Classroom Lecture Situation

Nancy Mills, Chemistry

Laura Hunsicker-Wang, Chemistry

Reacting to the Past: A Role-Playing Simulation Pedagogy

David Crockett, Political Science

The Ins and Outs of Blended Learning Assignments

Kevin Livingstone, Biology

The Living Laboratory: Bringing Community Based Experiential Learning into the Classroom

Jacob Tingle, Business Administration

Charlene Davis, Business Administration

Assessments as Learning Tools in the Classroom

Megan Plenge, Geosciences

Participant Feedback

"This gets me thinking about small things I can try in the classroom that semester and then maybe for future planning-- get ideas going that I can work on over the summer. I think it kind of inspires me to think about how I can adjust and try new things."

"Being a junior faculty member, it's been instrumental to my growth, I think, in developing a teaching repertoire that I can pull different skill sets from and seeing the other approaches from across different disciplines has helped me even in my own area of expertise."

"I just find that really exciting and satisfying to just take some time to reflect on what I'm doing, especially since I've been here so many years now and it's important to keep up with new trends in pedagogy."

Winterlude

Winterlude is an evolving, interregnum program that affords Trinity faculty and staff occasion to engage key topics and ideas in teaching and learning alongside thought leaders drawn from other sectors and institutions in higher education. The format integrates presentations, interactive discussion, and hands-on work to facilitate individual outcomes within a broader context of contemporary practice. Winterlude also lends instructors opportunity to consider broader curricular goals for student learning and success in a cross-disciplinary context.

- 2015 **Speaking to Learn, Write, and Understand: Strategies for Integrating Oral and Written Communication Across the Curriculum**

Invited Scholars:

- Dr. Chris Anson (North Carolina State University)
- Dr. Deanna Dannels (North Carolina State University)

- 2014 **Visual Learning: Pedagogy and Practice**

Invited Scholars:

- Dr. Barbara Tversky (Stanford University/Columbia Teachers College)
- Dr. Chad Berry (Berea College)

- 2013 **Teaching Naked**

Invited Scholar:

- Dr. Jose Bowen (Southern Methodist University)



Pictured: Alyssa Fink ('15) - Structuring Course Notes with Prezi



Pictured from left to right: Tyisha Williams, Glenn Meyer, and Michael Hughes

At a Glance: 2012-15

Total Sessions - 22

Presenters/Facilitators - 12

Unique Participants - 63

Academic Departments - 20 of 24

University Offices - 9 of 47

Established Programs

Participant Feedback

"The best thing out of the program is some very useful tools that I can use in class right away, such as padlet.com and some of [the] screen catch software. It is also always wonderful to get into groups with colleagues from different departments to exchange ideas."

"The program helped me to think about linking some of my instincts about assignments to learning outcomes in much more meaningful ways. It was a nice time to pause and think about our craft with experts."

Early Career Faculty

Since opening in 2012, the Collaborative has supported early career faculty (ECF) in various forms. These contributions include planning support and facilitation for New Faculty Orientation in partnership with the Office of Academic Affairs. Other efforts include an ECF luncheon series (2012-2014) and a pedagogical seminar series for new faculty (Fall 2013). The Collaborative did not provide these last two offerings during the 2014-15 year due to issues of sustainability, scheduling, and overlap with other professional development activities supported by Academic Affairs. The Collaborative continues to lend space and assistance to ECF groups that meet informally to share information and peer mentorship.

- 42 faculty from 18 departments have attended an Early Career Faculty luncheon or mixer
- 54 faculty from 23 departments have participated in New Faculty Orientation

Participant Feedback - New Faculty Orientation 2014

"Instructionally and informationally, the sessions 'met us where we were' and didn't try to force an agenda. It was helpful and related to our work, interests, and needs."

"As a first time faculty member I have been anxious about the expectations and how I am going to balance my teaching and research and find time for my family. The reassurance that I can relax a little and use this initial year to adjust to teaching, block out time for research and enjoy some time with family was very comforting."

Special Events

The Collaborative creates stand-alone programs and projects to support Trinity's teaching community and to provide timely information on current topics in higher education. The following are examples of these activities:

- 2014. "The Role of Writing in All Courses: Strategies for Success": a one-day writing instruction workshop with Dr. Chris Anson (North Carolina State University) that included 25 faculty from 14 departments.
- 2013. "Creative Spaces": an evening art reception for work by faculty in Trinity's Art Department and a presentation on studio pedagogy.
- 2013. "Collaboration in Design": a three-day summer workshop for course design involving 13 faculty from 10 departments.
- 2013. "Trinity MOOC Project": a project funded by the Collaborative to help Trinity faculty evaluate the relative merits and variety of MOOCs from a learner's perspective.



Collaboration in Design

Pictured from left to right: Erin Summer and Brian Miceli

Workshops

Over the past two years, the Collaborative has piloted a series of interactive workshops to address pedagogical issues and problems important to Trinity faculty. These sessions invite cross-disciplinary exchange among participants and are informed by pedagogical research and/or theory shared in summary form. The Collaborative will continue to develop and shape this program in the years to come.



Pictured from left to right: Anne Jumonville Graf, Patrick Keating, Harry Wallace, and Carl Leafstedt

At a Glance: 2012-15

Total Sessions - 11

Presenters/Facilitators - 2

Unique Participants - 55

Academic Departments - 20 of 24

University Offices - 4 of 47

Workshops Offered:

Lack of Preparation? Motivating Students to Engage Material before Class

Beyond Comprehension: Engaging Students with Lectures

Structuring Group Activities for Student Engagement

Ensuring Students Apply Your Feedback to Future Assignments

Structuring Peer Review to Support Your Instructional Goals

Sequencing Long Assignments to Support Student Performance

Constructing Higher-Order Multiple-Choice Questions for Quizzes and Exams

Note-Taking Matters: Fostering Key Skills for Learning

Using Low-Stakes Blog Assignments to Support Writing Outside of Class

Helping Students Use Visual Media Effectively in Oral Presentations

Grading Student Participation

Participant Feedback

"Great format. Very useful to engage a short article. Summary presented was fantastic. The rubber meets the proverbial road in application, so it was very useful to think through specific instances or ways in which I can incorporate some of the ideas in my classes."

"I used the advice of my colleagues from our small group to revise an assignment in a way that engaged students both inside and out of the classroom. (I had been struggling with how to connect the assignment to the activities during classtime.) Their suggestions really reenergized this assignment for my students, and I'll keep this change in the future."

Invited Scholars

In Spring 2015, the Collaborative organized a set of events to bring faculty from Trinity together with scholars from other institutions who are developing digital humanities projects, courses, and student research. The invitees were selected with input from Trinity faculty members and were afforded opportunity for informal scholarly exchanges during their visit. The session formats varied, but included time for discussion, teaching examples, and hands-on learning.



Pictured: Dr. Amy Earhart (Texas A&M)

“Incorporating Digital Archive Projects in the Classroom: Process, Critical Thinking, and Writing”

Dr. Amy Earhart, Associate Professor of English, Texas A&M University

“Sailing on the Boundless Sea: Online Tools to Help Students Navigate through Historical Space and Time”

Dr. Adam Rabinowitz, Associate Professor of Classics, UT-Austin

Participant Feedback

“I like hearing of different examples, especially the way she connected what she’s doing to particular classes.”

“I walked away with some new ideas about how to get my students working on research projects in the classroom.”

“I appreciated that she tailored the talk specifically to our new curriculum.”

Faculty Learning Communities

The Collaborative facilitates and supports small, cross-disciplinary faculty groups who meet to advance their teaching expertise and/or share ideas for work-in-progress related to their courses. Groups meet for a semester or longer and, in some cases, produce teaching materials and reports for use by the broader Trinity community:

2014-present. “Assignment Design Circles”: groups of faculty that share and refine course assignments; facilitated by the Collaborative.

2014. “Summer Reading Group”: a cross-disciplinary reading group for writing instruction; facilitated by the Collaborative involving 24 faculty.

2012-14. “Reading for Reflection”: a cross-disciplinary reading group that met annually with facilitation from the Office of Academic Affairs.

Co-Sponsored Programs & Events

Between 2012 and 2015, the Collaborative co-sponsored and/or provided space, logistical support and planning for professional development events and programs that enabled campus partners to share information on student learning. These have included the following:

- 2014/2015. “First Year Experience Faculty Retreat”: a professional development to support the Pathways curriculum. Facilitated by Dr. Duane Coltharp (Associate Vice President of Academic Affairs & Professor of English).
- 2014. “Confronting Our Misconceptions about Misconceptions: A New Framework for Thinking about Thinking in the Sciences”: a teaching presentation by Dr. Stephanie J. Slater (CAPER Center for Astronomy & Physics Education Research). Facilitated by Dr. Neiscja Turner (Charles A. Zilker Professor of Physics and Astronomy).
- 2014. “Education’s Analog to Digital Transition”: a teaching presentation with Dr. Cristin Moran (Senior Research Chemist at 3M). Facilitated by Dr. Jennifer Steele (Associate Professor of Physics and Astronomy).
- 2014. “Your Unthinkable Mind”: a creativity workshop with Lynda Barry. Facilitated by Dr. Jennifer Brown (Associate Professor of English).
- 2014. “The National Survey of Student Engagement (NSSE): Trinity’s First Experience”: a presentation on 2013 survey data. Facilitated by Dr. Diane Saphire (Associate Vice President of Office of Information Resources & Professor of Mathematics).
- 2013. “Integrating Undergraduate Research, Scholarly and Creative Activities into the Curriculum”: a workshop for humanities faculty with Dr. Jennifer Shanahan (Bridgewater State University). Facilitated by Dr. Ruben Dupertuis (Director of the Mellon Initiative for Undergraduate Research in the Arts and Humanities & Associate Professor of Religion).

Funded Projects

The Collaborative pursues and contributes to the acquisition of external funds to support innovative pedagogical and professional development activities. Awards involving the Collaborative have exceeded four million dollars:

- 2014. “San Antonio Biomedical Education and Research (SABER).” Inter-institutional project to provide pedagogical training to post-doctoral scientists from under-represented minority populations. Funding from NIH/MIGMS IRACDA (\$3,392,950).
- 2013. “Developing Shared Expertise for Blended Learning Instruction Through Institutional Collaboration.” Inter-institutional workshop for blended learning. Funding from the Associated Colleges of the South (\$10,000).
- 2012. “Undergraduate Research in the Arts & Humanities: The Mellon Initiative at Trinity University.” Institutional project to support planning and implementation of the Pathways curriculum. Funding from The Mellon Foundation (\$600,000).

Support, Scholarship, & Outreach

The Collaborative is proud to champion continual professional development for Trinity faculty in the areas of learning and teaching.

The Collaborative for Learning and Teaching also offers instructional and curricular assistance to individuals, teams, and departments at Trinity University upon request. These conversations are both confidential and formative in nature.

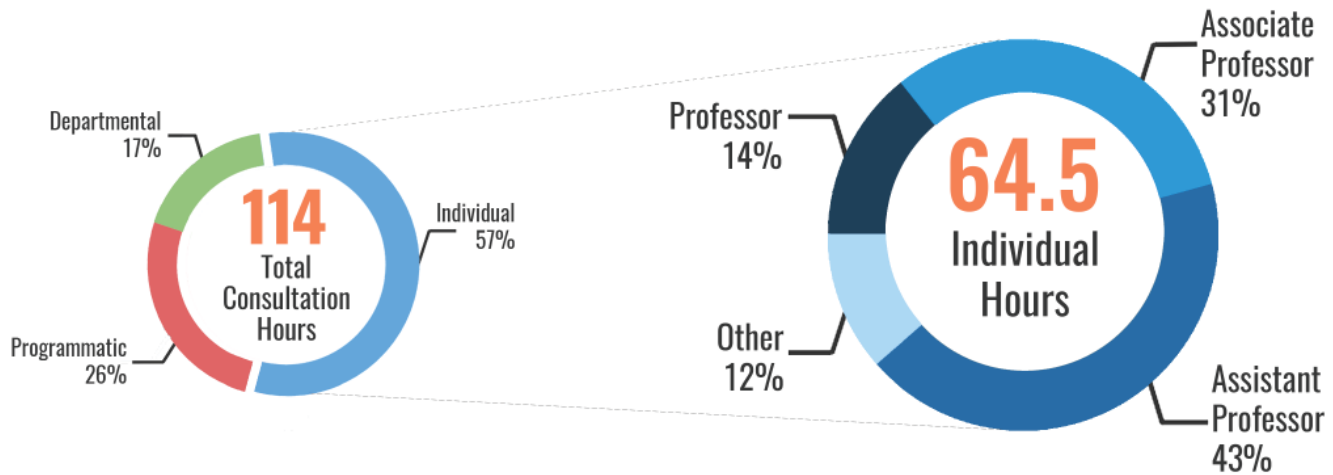
Faculty Stipends and Grants

The Collaborative manages a revolving portfolio of grants and stipends to support faculty of all ranks in the design and use of innovative and engaging teaching practices as well as their participation in selected teaching programs. A total of \$30,545 in awards has been remitted since 2012 to recipients representing 26 departments and programs.

Course Design (36)	\$20,500
• Collaboration in Design (13).....	\$9,100
• Course Redesign Grants (9).....	\$7,600
• Assignment Design Circles (10).....	\$3,000
• Trinity Round Tables (4).....	\$800
Faculty Travel Awards (3)	\$3,145
Funded Projects (14)	\$2,800
• IRACDA (6).....	\$1,600
• Blended Learning (8).....	\$1,200
Winterlude (21)	\$2,100
Research (2)	\$2,000
• Trinity MOOC Project (2).....	\$2,000

Curricular Assistance

The Collaborative offers individuals, departments, and programs feedback and information to support their pedagogical goals and to address areas of concern related to student learning. All conversations are formative in nature and are treated as confidential unless otherwise permitted by the participant(s).



Committee and Advisory Groups

Service on University committees and advisory groups provides staff at the Collaborative opportunities to share their experience and expertise and to build collegial relationships with members of Trinity's academic community. We have served on the following committees:

- Committee to Assess the Curriculum
- Curricular Implementation Committee
- IT Subcommittee
- Environmental Studies Committee
- CLIR Digital Humanities Postdoctoral Fellowship Search Committee
- Mellon Undergraduate Research Advisory Committee
- Trinity Staff Engagement Committee

Scholarship

The staff at the Collaborative actively invest in disciplinary teaching and scholarly communication. While our attention has been focused on establishing the Collaborative, we also continue to engage in other academic pursuits.

Teaching

- 2014-present. Introduction to the Environment (ENVS 1301). Connin.
- 2014-present. Religion and Film (RELG 3318). Gravett.

Papers and Presentations

- 2015. "A View From the Margins: Situating CTL Staff in Organizational Development." *To Improve the Academy*. Accepted. Gravett & Bernhagen.
- 2015. "Impostor Syndrome: Reflecting on our Experiences to Better Serve Instructors." Professional and Organizational Network in Higher Education. Annual Conference. San Francisco, CA. Accepted. Rudenga & Gravett.
- 2015. "Mending the Pipeline: Collaborations to Support Minority Scholars in STEM." Professional and Organizational Development Network in Higher Education. Annual Conference. San Francisco, CA. Accepted. Connin.
- 2015. "Moving from Theory to Practice in Blended Instruction. Blended Learning in the Liberal Arts Conference." Bryn Mawr College. Connin & Gravett.
- 2015. "Biblical Moses as an Analogy for Teaching." *Teaching Theology and Religion*. Gravett.
- 2015. "The Monarch CURE." Poster. Texas Institute for Discovery Education in Science. University of Texas, Austin. Lyons, Ribble, and Connin.
- 2014. "I Wasn't Trained for This...or Was I?: Rethinking Collaboration. Professional and Organizational Development Network in Higher Education." Annual Conference. Dallas, TX. Gravett, Kinder, and Klaf.
- 2012. "The Future of Collaborative Integrative Teaching in STEM Fields." Trinity University Howard Hughes Medical Institute Program. Integrative Learning: Pedagogy and Partners Conference. Invited Speaker. Connin.

Online Presence

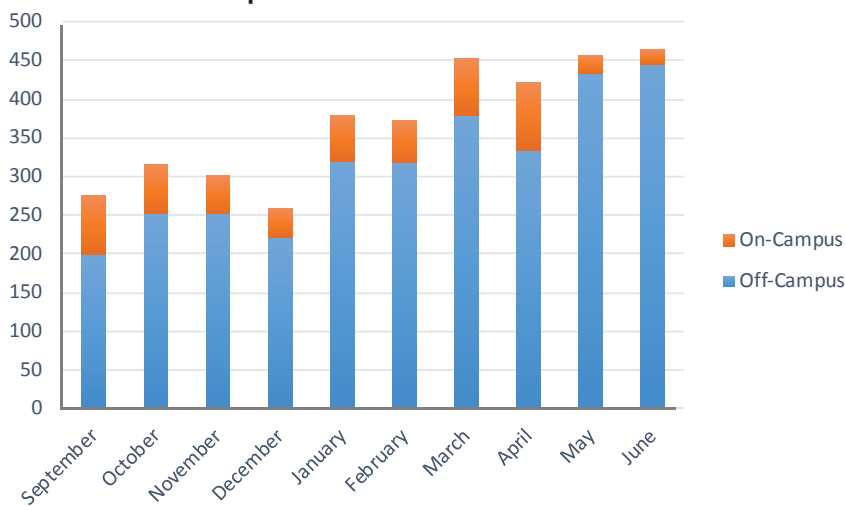
The Collaborative maintains an active website to provide timely information on programs, grants and stipends, meeting room reservations, and related resources. In 2014, we also established a co-authored blog, “Hot Tamales,” to share observations, summaries, and reflections on teaching and learning with the broader educational community. As of July 2015, it hosts 12 posts.

Collaborative Website

<http://www.collaborative.trinity.edu>

September 2014 - June 2015

Unique Visitors to Website



Top 3 Program Pages (# of page views)

High Noon Luncheons	(343)
Student Engagement Workshops	(228)
Winterlude	(185)

Hot Tamales

<http://www.tu-collaborative.org/>

Blog Post Titles

- Structuring Small Group Learning Activities
- Blended Learning to Advance Liberal Arts Values
- Three Best Practices for Writing Instruction
- Teaching Writing and Time: A Zero-Sum Game?
- The Formative Opportunities in Summative Assessments
- Academic Writing as Model Writing?
- Remodeling the Liberal Arts Classroom
- No Stable Meaning among Genres
- Between the Lines: Student Note-Taking
- Digital Humanities in the Lone Star State
- Note-Taking Matters: Exploring Our Options
- The Pedagogy of Digital Humanities in the Liberal Arts Classroom



Appendix 1: Pathways and Trinity Tomorrow

Since Fall 2013, the Collaborative has supported and tied to the new Pathways Curriculum and the Trinity Tomorrow Strategic Plan through the following offerings:

2014-15

- High Noon Luncheons
 - Heather Sullivan, “Interdisciplinary Humanities: Success in an Age of Crisis”
 - Kyle Gillette, “Collaboration in and out of the Classroom”
 - Kevin Livingstone, “The Ins and Outs of Blended Learning Assignments”
 - Jacob Tingle and Charlene Davis, “The Living Laboratory: Bringing Community Based Experiential Learning into the Classroom”
- Curricular Retreats (September 2014/May 2015)
- Assignment Design Circles
 - Fall 2014 – Writing Instruction
 - Spring 2015 – Writing, Oral and Visual Communication
- Winterlude 2015 - “Speaking to Learn, Write, and Understand: Strategies for Integrating Oral and Written Communication Across the Curriculum.” Facilitated by Dr. Chris Anson & Dr. Deanna Dannels (North Carolina State University). Interactive Sessions:
 - Integrating Speaking into Your Course
 - Integrating Writing into Speaking Assignments
 - Writing, Speaking, and Emerging Technologies
 - Using Speaking to Support Writing
 - Supporting Students’ Speaking Development
 - Analyzing and Critiquing Writing/Speaking Performance
- Invited Scholars - Digital Humanities in the Liberal Arts Classroom (Spring 2015)
 - Dr. Amy Earhart (Texas A&M)
“Incorporating Digital Archive Projects in the Classroom: Process, Critical Thinking, and Writing.”
 - Dr. Adam Rabinowitz (UT-Austin)
“Sailing on the Boundless Sea: Online Tools to Help Students Navigate through Historical Space and Time.”
- Student Engagement Workshops
 - Ensuring Students Apply Your Feedback to Future Assignments
 - Structuring Peer Review to Support Your Instructional Goals
 - Sequencing Long Assignments to Support Student Performance
 - Constructing Higher-Order Multiple-Choice Questions for Quizzes and Exams
 - Note-Taking Matters: Fostering Key Skills for Learning.
 - Using Low-Stakes Blog Assignments to Support Writing Outside of Class
 - Helping Students Use Visual Media Effectively in Oral Presentations
 - Grading Student Participation
- Blog Posts: (<http://www.tu-collaborative.org>)

2013-14

- High Noon Luncheons
 - Tom Jenkins & Lisa Jasinski, “Reflecting on “Reflections”: What We Learned About First-Year Students”
 - James Shinkle and Sean Connin, “Experiential Encounters: An Evolving Program for Peer Tutor Training”
 - Stacey Connelly, “The Play’s the Thing: Drama as Interdisciplinary Magnet”
 - Patrick Keating, “Making Media History: An Archival Project at the Ransom Center”
 - Nicole Marafioti, “Raising the Dead? Reviving Medieval History with a Course Redesign Grant”
 - Rob Chapman, Jessica Halonen, and Cade Bradshaw, “Learning by Making: The Art of 3D Printing”

- Faculty Reading Groups (Summer 2014) - *The Elements of Teaching Writing*.

- Winterlude 2014 - “Visual Learning: Pedagogy and Practice.” Facilitated by Dr. Barbara Tversky (Stanford University and Columbia Teachers College) & Dr. Chad Berry (Berea College). Interactive Sessions:
 - Looking and Learning: Teaching with Visuals across the Curriculum
 - Faculty Lightning Talks
 - How Graphics Communicate
 - Evaluating Visual Explanations of STEM Phenomena Produced by Students
 - Managing Visual Media for Teaching and Research

- Student Engagement Workshops
 - Lack of Preparation? Motivating Students to Engage Material before Class
 - Beyond Comprehension: Engaging Students with Lectures
 - Structuring Group Activities for Student Engagement

- Spring Writing Workshop - “Writing Instruction to Support Disciplinary Learning: Strategies and Examples.” Facilitated by Dr. Chris Anson (North Carolina State University). Interactive Sessions:
 - Articulating Learning Goals for Writing
 - Low-Stakes Writing to Enhance Learning
 - Designing Writing-to-Learn Assignments
 - Evaluating Low-Stakes Writing
 - Principles of High-Stakes Assignment Design
 - Supporting Writing Development (Part 1)
 - Supporting Writing Development (Part 2): Peer Response
 - Principles and Methods of Evaluation
 - Articulating Criteria
 - Using Criteria Formatively (Demonstration)

- Blog Posts: (<http://www.tu-collaborative.org>)

Appendix 2: High Noon Luncheons

2014-15

Heather Sullivan, “Interdisciplinary Humanities: Success in an Age of Crisis”

Benjamin Surpless, “Making Movies: Providing Effective Feedback to Students with Video”

Kyle Gillette, “Collaboration in and out of the Classroom”

Nancy Mills and Laura Hunsicker-Wang, “Active Learning as a Part of the Traditionally Passive Classroom Lecture Situation”

David Crockett, “Reacting to the Past: A Role-Playing Simulation Pedagogy”

Kevin Livingstone, “The Ins and Outs of Blended Learning Assignments”

Jacob Tingle and Charlene Davis, “The Living Laboratory: Bringing Community Based Experiential Learning into the Classroom”

Megan Plenge, “Assessments as Learning Tools in the Classroom”

2013-14

Tom Jenkins and Lisa Jasinski, “Reflecting on ‘Reflections’: What We Learned About First-Year Students”

James Shinkle and Sean Connin, “Experiential Encounters: An Evolving Program for Peer Tutor Training”

Stacey Connelly, “The Play’s the Thing: Drama as Interdisciplinary Magnet”

Patrick Keating, “Making Media History: An Archival Project at the Ransom Center”

Willis Salomon, Tim O’Sullivan, and Chiawei Lee, “SURF’s Up: Experiences with Summer Undergraduate Research”

Nicole Marafioti, “Raising the Dead? Reviving Medieval History with a Course Redesign Grant”

Rob Chapman, Jessica Halonen, and Cade Bradshaw, “Learning by Making: The Art of 3D Printing”

Luis Martinez, “Innovation Comes First, Entrepreneurship Is What You Do With It”

2012-13

Sheryl Tynes and Chris Ellertson, “Their Dreams, Dysfunctions and Distractions: Educating the Whole Student”

Jennifer Henderson and Aaron Delwiche, “Teaching with and about participatory media cultures”

Michelle Bushey and Kate Ritson, “Unusual Partners Unusual Opportunities”

Judith Norman and Corinne Pache, “HUMA as a Model for Interdisciplinary Collaboration and Teaching”

Anne Jumonville and Benjamin Harris, “Animal, Vegetable, Deliverable: What the QEP is Teaching Us About Students, Faculty, and Information Literacy Learning”

Jane Childers, “Why Comparing Multiple Examples Enhances Learning”

Carol Mansen and Brian Hirsch, “Expanding Learning Internships at Trinity University”

Sean Connin, “Adaptive Radiation in Education: The (R)evolution Will Not Be Televised”

Kenneth Loiselle, “Rethinking the Place of Lecture in a 1000-Level History Course”

2011-12

David Ribble, "The Reverse Lecture: How Video Lectures Can Prepare Students for Class"

Amy Stone, "Peer Observation and Feedback: Getting Feedback from your Students"

Katsuo Nishikawa, "New Ways of Using Old Techniques: Reformulating the PowerPoint Presentation"

Ruben Dupertuis, "Fishbowl: A Technique to Stimulate Class Discussion"

Amer Kaissi, "Use of Games in the Classroom to Enhance Learning"

Mary Daniels, "How Experiential Learning Can Engage Our Students"

Jonathan King, "What Are the Attitudes toward Science of Students who Take Topic-Specific Classes for Non-Science Majors?"

Rob Huesca and C. Mackenzie Brown, "Using Clickers in the Humanities and Social Sciences Classroom"

Paula Hertel, "Desirable Difficulties: Results from Experiments in Cognitive Science that Challenge the Wisdom of Some Intuitions about Learning"

Cynara Medina, "Wikis in the Classroom"

Jeffrey Rufo, "5 Things I LIKE about You: Writing Moves that Trinity Students Already Know How to Make (for the most part) and How to Promote Them"

Collaborative

FOR LEARNING AND TEACHING

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