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LASER INSIGHTS ZANY ALTERNATIVES RIVETING DIALOGUE
On Teaching and Learning

Spring 2001

Lizard 55

Using Learning Contracts

Jeremy Zhe, GTF, Political Science

In this TEP interview, Jeremy Zhe, GTF, Political Science shares his experience using learning contracts in his ENV5 411—Ecological Democracy course last winter.

Why did you decide to use learning contracts?

My first experience with learning contracts was as an undergraduate at Le Moyne College, a small Jesuit school in Syracuse, New York. I took several classes from Dr. John Freie, a Professor in my major, Political Science. Dr. Freie taught each of those classes using learning contracts, and I had a very favorable experience. The contract, along with other pedagogies used in the classroom, was used to bring themes from the content of the course into practice. It was a great tool for illustrating themes of citizenship and participatory democracy.

When I was designing a politically-oriented course here for Environmental Studies, I couldn't imagine teaching it any other way. After I took one learning contract course, I couldn't help but notice the flaws inherent in the structure of a traditional course. I had no desire to replicate those flaws in my teaching.

What are the most important things you learned from using contracts that you would want to pass on to another instructor using them for the first time?

As I've only taught one course this way, it is difficult for me to answer this question comprehensively. For starters, though, I would stress the importance of carefully walking the line between not providing enough structure for students and not trusting students enough.

The goal of the contract is to provide students with a structure that will allow them to take responsibility for their own learning while giving them freedom to explore content and develop themselves in ways that traditional higher education courses do not allow. Just like in any course, if the instructor gives students too much leeway in areas such as deadlines, they could easily become irresponsible. On the other hand, if the instructor does not allow students room to explore new content and different activities, then they don't have the chance to take on as much responsibility as the contract format can provide.

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Are learning contracts only manageable in small classes?

I have only had experience with learning contracts in classes that have between fifteen and thirty students. The difficulty with having too many students would be in the most time-intensive portion of the course for the instructor—the meetings at the beginning of the term. In this format, every student must meet with the instructor at least twice before the contract is finalized. This must be completed as soon as possible to allow students to begin their work. One can imagine the difficulty of doing this with hundreds of students in the short time span of a ten-week term. It would be quite possible for GTFs to deal with the learning contract

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process in discussion sections; however, the FTE of the GTFs would have to increase to compensate for the extra work the GTF would be taking on.

What are some good ways to prepare students for this approach to their education?

Before teaching the course I met with Georgeanne in TEP to discuss this. We came up with two components for the first class of the term. After introductions, I read through a handout that detailed the foundations and the logistics of a learning contract course. I stressed certain deadlines that had to be met for the process to go smoothly. Next, the students broke up into small groups and discussed their perceived positives and negatives of taking such a course. After a few minutes of discussion, they reported back to the whole class while I wrote those perceptions on the board. It allowed me to understand better where the students were coming from and share some of my past experiences of taking learning contract courses. Students learned that others shared their fears of taking such a course, while they also began to realize the exciting potential of a contract course. It also reinforced immediately that, while the contract seems to be oriented towards treating students as autonomous individuals, the course is actually a communal learning experience as well.

What did students like best about working with a learning contract?

There were a variety of positive responses. One student, who did a mini-internship for his entire contract, enjoyed the opportunity to get “real world” experience. Several enjoyed exploring their own interests, ideas, and skills that they normally would not receive college credit for. Others appreciated the chance to take more responsibility for their learning by setting their own deadlines, choosing their own assignments, and the like. A few thought the learning contract structure allowed them to understand the course content more readily. All of them were grateful not to be taking a class that required them to take tests graded on a curve in which they were competing against each other.

“When students set their own deadlines and do not have assignments or tests on the same day as everyone else in the class, they seem to be even more likely to procrastinate.”

What did students like least or have the most difficulty with in using this structure for learning?

Many students had difficulty with the same thing I had trouble with as a student in a learning contract course—procrastination. When students set their own deadlines and do not have assignments or tests on the same day as everyone else in the class, they seem to be even more likely to procrastinate. My professor allowed students to not set any deadlines, which resulted in a barrage of assignments (mine included) handed in on the last possible day of the course. I wanted to avoid that grading pressure and only allowed students to hand in one assignment during finals week. This made the grading easier for me and helped students not to leave every assignment until the last minute. Of course, it also took some responsibility away from them.

How time consuming is this process compared to a more traditional approach to assessing learning in a course?

The first couple weeks of the term are very time intensive as the instructor meets with every student at least twice and must handle the paperwork of the contracts. After that, the rest of the course involves about as much as any other course.

Responses from Jeremy's students

To be honest, I was a little apprehensive when Jeremy first presented us with the learning contract idea. Once I understood the process, I was excited to try it. I think that is great to be able to create my own projects and agenda. I felt an even greater responsibility to complete my projects because I chose them myself and signed a form stating that I agreed to the rules and process.

The learning contract made a huge difference. The class was about being an active citizen and taking responsibility for one's place in the world. I highly recommend a more widespread use of this format.

Loved it. If this wasn't my last class at UO and I had taken it as an enthusiastic and inspired sophomore or junior, my work probably would have been better. I enjoyed seeing how other people decided to express themselves.

I was used to traditional classes and the learning contract challenged me. At first I was scared and a little hesitant about it, but towards the end I enjoyed it. It allowed me more freedom. I saw it as a style closer to real world activities. It made me completely responsible.

The learning contract was one of the best class tools I have had because it didn't make people meet insignificant standards and encouraged expression that is appropriate for everyone.

It allowed me to attempt things I wouldn't normally try because they aren't my strengths. I feel like I have become more articulate in my writing and my discussions.

I love it. It gave me a chance to do research and explore ideas in a way other processes could not have. The contract lets me learn in a way that is more customized and enjoyable.

I learned not to bite off more than I can chew. Breaking my own deadlines which someone else holds me to is a true lesson in accountability.

What Teachers Should Know About Students

Freshman student responses on the first day of class

Students enjoy caring about the class subject, but they don't necessarily feel that way when they first take the class. The teacher must show how the subject can be exciting.

Students hate lectures. Maybe they should figure out another teaching method.

Students have time conflicts with other classes sometimes. Just try to understand what they have to say about it.

Students have extra curricular activities as well as classes, so don't load them up with homework.

Sometimes the material is really hard, but the teacher blows right through it.

Teachers should get to know their students, then students will feel more confident. If a student is having difficulty, help that student personally.

Teachers should know how well each student is doing in class. They should be able to work with poorer students and try to motivate and encourage them.

All students have very different learning styles and come from different backgrounds. Please don't grade me based on how well I compare to my classmates.

What I Expect...

Freshman student responses on the first day of class

For instructors to be thorough in their teachings and write important concepts and terms on the board.

To not be so confusing with notes and information. They need to have a clear outline.

For instructors to do their best to provide understanding, to teach what we will be tested on, to be accessible during office hours, and to not look down on students when we're confused.

For the instructor to be well organized, so I also know what to expect from the class.

It is important for an instructor to be able to understand that their class isn't our only class, and remember that people get the "mid term blues." Also in smaller classes to know names and personalities.

For the instructor to help each person and to try to be personal. The instructor needs to know that each person learns differently.

I expect the instructor to make the class worth coming to so that I keep being interested in it and keep coming because I want to.

It's very important that the skills that I learn in this class can help me in my other courses as well as my college career. I hope my GPA can be raised too.

I expect to get something out of the class that I can apply to the real world. Now and later.

A Teacher for All Seasons

TEP interview by Tim McMahon
with Sharon Schuman, Honors College

Meeting Sharon Schuman for the first time, one is struck by two things. First—she is passionate about everything she does. Second—she does many things. As she notes in her interview below, "I guess I think that variety is good and that it can be both energizing and restful to go from one intense activity to another."

Sharon teaches the literature sequence in the Robert D. Clark Honors College. In this role, she does everything she can to get students excited about literature. Sharon's commitment to helping students learn to be better writers is also evident in her thoughts and actions. She describes the individual conferences she has with students to discuss their writing and of teaching students the process of peer editing. These approaches, and the other resources she uses to teach writing, produce a noticeable improvement in the writing of students from the first course to the last course of the literature sequence.

Whether playing the violin or running in a marathon, donating her time for a charity concert or writing an op-ed piece for the local newspaper, Sharon Schuman is truly a teacher for all seasons. Her passions for life and for her work are undeniable.

How do you teach students to write?

For me, teaching writing involves three elements: 1) individual conferences, 2) my essay on editing (and other information on the class web site), 3) peer editing, and 4) revision. Every year I see that most students are ill-prepared for writing at the college level, but I find that if I assign short papers (2 pages) that I can go over with them individually in 15-minute conferences, they benefit greatly by rewriting them. I have them read my essay on editing, and when they begin to understand the principles in it (second term), I turn them loose on peer editing, with each student peer edited by two others, all of whom follow the format

given them in my peer-editing work sheet. I also find that in the paper-writing process they benefit from the class listserv and the optional study groups once a week (both discussed below).

(Note: Sharon's essay on editing can be found at: <http://darkwing.uoregon.edu/~sschuman/tentips98.html>)

Tell us about your concept of "peer editing".

I don't think it's wise to have students peer edit before they have written and revised two or three papers with my guidance. Once they learn about editing, though, they can really help each other just by identifying the thesis in a paper (or the lack of one) and asking questions about passages that seem unclear or ideas that need to be supported with evidence. In this process students follow the guidelines in the work sheet I give them, and I am careful to have two students peer edit each paper, so that the writer can differentiate between idiosyncratic and shared reactions. When students turn in a peer-edited paper, I have them include the peer-edited copies as well as the final copy.

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What do you do to get students excited about literature?

I don't always succeed at this! But I will resort to almost anything to light a fire for discussion. In general, I try to draw connections between our reading and the

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contemporary world. For example, with Dante's *Inferno* I might glance at the psychology of lying, self-deception, greed, or despair. This helps the text come alive for the students. More importantly, I try to ask questions that call for judgment—questions that can be answered a number of ways and that call for evidence. My students get very good at coming up with evidence from the text and talking about it. Occasionally I do something like hold a trial, say, of Adam and Eve, in which students are assigned to the role of prosecution or defense. There's no one key for me. I'm constantly trying to think of ways to excite them about literature. I think they like the fact that I find it important.

How do you use electronic discussions in your classes?

I set up a class listserv at the beginning of the term, and I sometimes send out a question or thought to get them started. More often, they just use it to ask questions of each other in preparation for papers or exams. They also use it to communicate with study group members and to report on study group discussions. Sometimes they wind up talking about papers for other classes entirely.

Tell us about your "optional study groups."

At the beginning of the term I ask if they want to be in an optional study group once a week, with rotating leadership. Usually there are about 6 groups with 8-10 students each. Some of them meet religiously and energetically all term and post interesting comments and questions on the listserv. Some of them struggle to keep going and wind up with poor attendance. In general, though, these discussions provide a good alternative to the highly-guided discussions we have in class.

You've given a lot of thought to "study questions." Why are they important, and what are some of the ways in which you use them?

At the class website I post study questions for all the readings. These questions—"Why do you think the Canterbury pilgrims start their journey in the Spring?" "Is Milton's God defensive?"—involve answers that call for judgment and can be debated, using evidence from the text. They encourage students to question the texts as they read and to see the authors in conversation with each other and with the students themselves.

These study questions also prepare them well for study groups, class discussions, papers, and exams. I rarely use these questions directly in class. They are just out there for the students to use as they become more effective independent learners.

What resources do you recommend to students who want to improve their writing?

I post a link to the UO composition website, which is always changing, but is a great resource. I also post a link to my essay on editing and to Strunk and White's *Elements of Style* on line. I always encourage students to read more, especially magazines like the *New Yorker*, but also great novels. The more you read, the better you write.

(UO Composition website: <http://darkwing.uoregon.edu/~uocomp/word.html>)

(Sharon's essay on editing: <http://darkwing.uoregon.edu/~sschuman/tentips98.html>)

(Strunk and White's "Elements of Style" on-line: <http://www.bartleby.com/141/index.html>)

Please tell us about the volunteer project you're currently working on with the Eugene High Schools.

I'm very excited about this project, because it's something I dreamed up as an effort to spur the recruitment of minority students at the Honors College, and now it has taken on a life of its own. I got the idea last summer for a seminar in literature something like the Clark Honors College literature sequence that begins with Homer and ends with contemporary literature. I wanted to have about 15 minority students meet with me all year to discuss texts, write about them, and prepare themselves better to take the SAT and write college applications. I spoke with Jim Slemp, then Principal at Churchill, and he connected me with other principals and counselors at five high schools. After visiting these schools and talking with students, I wound up with a group of 15 that has been meeting all year at Churchill, every Monday 4-6. In addition, about ten Honors College students volunteered to be mentors and meet with these students outside class, inviting them to events at the UO, going to concerts or movies, having coffee, helping with papers, etc. It's been a great experience so far, and I hope to develop a web

site that will encourage other professors to try something similar. In fact I would love to hear from anyone interested in participating in such an activity.

You're involved in a number of notable activities outside of your job. Please tell us a bit about them and what you do to maintain a sense of balance in your life.

It's true that I'm stretched pretty thin. I have a family and try to see them once in a while. I also have a number of writing projects, both scholarly (Mikhail Bakhtin) and not (op-ed pieces for the Oregonian or the Register Guard). I also play violin with the Oregon Mozart Players, the Eugene Opera and Ballet, the Oregon Bach Festival, and various chamber groups. This year was especially challenging because I was concertmaster of OMP and the Opera Orchestra, which involved additional responsibilities and solo work. I'm also involved in fundraising for Fanconi Anemia Research (For \$100 you can come to my concert with Victor Steinhardt at the Frohnmayers' house May 12), and I like to run distances (Portland and Boston Marathons) and work out in the gym. I guess I think that variety is good and that it can be both energizing and restful to go from one intense activity to another. I remember once running the Portland Marathon in the morning and just having time to drive back to Eugene in time to play a Mendelssohn symphony. It felt surreal. One of my favorite activities is to plan writing projects as I run around the butte. To maintain a sense of balance, I try to rotate what goes on the front or back

burner, and I try to eat well, see friends, and rest. I think I have a lot of fun, and most of my work seems very much like play.

To me a great teacher is part coach, part minister, part colleague, part fan, part entertainer, and part role model for the sheer enjoyment of the social aspects of learning.

Finally, what is good teaching ?

To me, good teaching invigorates students and inspires students to read carefully, think independently, argue respectfully and responsibly, and enjoy learning for its own sake. To me a great teacher is part coach, part minister, part colleague, part fan, part entertainer, and part role model for the sheer enjoyment of the social aspects of learning. The logistics of how this is achieved can vary greatly, from the lecture before hundreds to the seminar with fifteen, but it's hard to evaluate great teaching till years later, when the students have had a chance to absorb an orientation on learning and the role of learning in daily life. A great teacher infuses us with the desire and ability to make learning a daily part of our individual and social lives.

Guessing Games:

How utilizing TEP's class interview can help alleviate your worries

Lory Bedikian, GTF, Creative Writing

How's your class going?

There's usually a short and a long answer to that question. No matter what the answers are—where are we getting our information? Some of us use our intuition. Others judge what's going on by the amount of participation in discussions, or comments students make before or after class. Quizzes, tests and papers provide more evidence.

One of the best ways to get detailed and specific feedback is through the class interview. A TEP staff member comes to your class (and you leave for 15-20 minutes) and interviews your students about how the class is going and asks for suggestions on what could be improved. We find that students are willing to be honest and constructive in their feedback.

Lory Bedikian, a GTF in Creative Writing, writes about her experience with the class interview.

I kept thinking: they all hate me.

Well, perhaps that's an overstatement. But for some reason, my second term of teaching *Introduction to Imaginative Writing: Poetry*, didn't feel the same as it did my first term.

In the fall, the class was small and intimate. I knew how the students felt, and most of them participated in discussions, as well as conversations before and after class. This term the class was full and most of the students didn't say much—participation grade or no-participation—grade. It looked like it was going to be tough.

There were many ideas I had read about for improving class discussions, and colleagues were full of support and encouragement when I told them of my troubles. But with one strange look from a student above their course reader, or with the ominous silence after asking: "So, how does the poet use this metaphor throughout the poem?" I decided that all my training had backfired and my calling toward the teaching profession was a "faux pas."

With shame, with anxiety, I decided to contact the Teaching Effectiveness Program. I was sure the results would be painful, but I thought it would be better to have a class interview and work on what the problems are before it's too late in the quarter and the students are filling out the departmental evaluations on the last day of class.

The afternoon of the interview, I reluctantly waited outside the classroom, in the hall hoping this wouldn't be as big an embarrassment as I felt it would. Later that day, I was able to schedule an appointment at TEP. To my surprise, here were some of the responses:

"You're doing great,"

"The students are really enjoying the class,"

"They said you should relax, you're doing a great job."

This type of humiliation was much better than the one I thought I was experiencing. The worst of it was, that I walked in to Georgeanne Cooper's office saying—"I think they hate me,"—drama in every word. Well, the news was relieving and encouraging.

Besides the interview clearing up any misconceptions I had created about the students and my teaching abilities, Georgeanne was extremely helpful in giving advice toward creating better working relationships with the students. For example, she recommended individual meetings to help create more dialogue with each student, which in turn would help them be more

comfortable in class. And it did.

Most of all, I think it helped me, as an instructor and as a person. I can just imagine, with my morning coffee finished, my thoughts perplexed and my anxieties clearly upon my face, I probably affected the students with my own rigidity and insecurity.

Going back to class the next week was quite wonderful. I was able to place my satchel down and speak to the students before class started. I had my answers and I was ready to get on with the course.

Implementing Technology: Which side are you on?

By Tara Stark

We can approach the implementation of online technologies into our traditional classroom in two ways. We are excited by what it has to offer and enthusiastic about how it might improve teaching and learning or—we're skeptical and wondering what walls we will run into if we attempt to use it.

If you're like many instructors, you are carrying both— anxious anticipation of new possibilities and the countering duress of possible failure. Regardless, examining both the pros and cons of the online technologies will better prepare you for new opportunities and new challenges.

So What's The Up Side?

Participation anytime, any place, anywhere

Today's students are busier than ever. They are taking double class loads, working full or part time jobs, volunteering, playing sports, trying to have a life outside of school, and handling family obligations. The anytime, any place, anywhere possibilities of online education are vital to them.

Discussion boards, email, and web-based training create any time participation. Students can access information, complete and submit assignments, and communicate with other students and the instructor at their convenience. The online world allows for any place participation as well. Students can find classes that fit their schedules and their needs. Suddenly, the opportunity and the ease of completing a higher-ed degree seems more manageable.

The anywhere access made possible by online technologies can increase time-on-task participation for students who may be struggling with classes. It gives them an opportunity to reread a lecture or take more time to reflect on some material before moving on. The impact this may have on the retention of students is undeniable.

High Synergy

Online technologies offer students an environment that incorporates a high level of synergy. Used correctly, assignments can create dynamic interaction between the instructor and the students as well as among the students themselves. As ideas and resources are shared, knowledge is created and passed on by several minds, not just the 'expert' instructor. This synergy is created in part because the online environment tends to create more thoughtful dialogue.

In the traditional classroom, if a student has something to contribute, it must be done quickly or the chance is lost. Contributions are not always well-thought out or clearly-stated.

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Asynchronous discussions give students time to reflect before responding or moving on. Online technologies are ideal for students who may want to contribute, but feel uncomfortable participating in face-to-face discussions with their peers.

Level Playing Field

In this environment, attention is placed on the quality of thought. Learners can maintain a sense of anonymity, even when their name is associated with their comments. It doesn't matter what they look like or how they dress. Their age and sex never enter into the picture.

Student-Centered

Students come into a learning situation with different background information, different misconceptions and different intended outcomes. Because students help create their own learning in the online environment, *they* fill in *their* own blanks rather than relying solely on the instructor to do this.

The online environment supports self-directed learning and allows the students to develop their own learning outcomes. It can be used to develop critical thinking skills and collaboration, things still lacking in many traditional classroom settings.

Easy Access To Resources

Resources are more easily distributed in the online environment, which can promote creative teaching. It allows us to include experts and content from other institutions and organizations.

So What's The Down Side?

The Technology Itself

The strengths of online technologies will not be beneficial if students cannot access the information. Machines break down, systems crash, information is lost. These things *will* happen and when they do, it detracts from the learning experience. In some cases, the learning curve of the technology itself detracts from the learning that is supposed to take place *through* that technology.

Accessibility/Inclusiveness

Without careful consideration, the use of online technologies may exclude many students. Different platforms, software incompatibilities and availability of

tech support all play a role in the accessibility of online information. Internet access in one area may be much cheaper and easier than in another. Connections may be slower to students off campus. The amount of time spent participating online may be limited by how much Internet time the student can afford to buy.

Computer Literacy

A minimum level of computer skills is required in order to successfully interact in an online environment. Both students and the instructor must already possess, or be given the chance to gain, these skills.

The Participants

Not all students are going to be strong learners in an online environment. Learning online takes self-discipline, time management skills, organization and self-motivation. It places greater responsibility on the student to facilitate his or her own learning.

Instructors face new challenges, too. Delivery and methodology online differs significantly from the traditional face-to-face classroom. Instructors must be able to compensate for the lack of physical presence through clear written communication and accessibility.

Class Size

Similar to face-to-face classrooms, interaction is more difficult and less collaborative with a larger class. Synergy diminishes and online education begins to mirror a correspondence course.

With awareness, preparation and flexibility, teachers can be better prepared to deal with online tools. Subject matter, instructional design and teaching style play important roles in their success or failure.

Some courses are not taught as effectively online. Subjects requiring physical movement and hands-on practice are still more successful in the traditional classroom.

Online programs offer expanded learning opportunities and can provide high quality education, but the curriculum, the technology, the facilitator and the students must be carefully considered in order to take advantage of the strengths presented by this format.

TEP's Spring Term Calendar of Events

Today's College Students--Who are they? What do they want? How can we best teach them?

Wednesday April 11 (2:30-4:30pm, Studio D in Media Services) or Thursday April 12 (2:30-4:30pm, Studio C)

College students today seem to view the world from a different perspective than did previous generations. The disparity of values, wants, needs, and outlook between students and faculty can result in a disappointing classroom experience for everyone involved. This program will identify how traditionally-aged students may/may not differ from other age groups and examine how this impacts the classroom experience. Please register with Tim McMahon (timmc@oregon).

Teaching about Issues of Power and Privilege in the Classroom

Wednesday April 18 (2:30-4:30 pm, Studio D in Media Services) or Thursday April 19 (2:30-4:30pm, Studio C)

Issues of power and privilege occur in every class, every day. Sometimes they are purposefully raised and addressed; other times they spring up unexpectedly and create turmoil for both teachers and students. More often than not, they simply lay there with some knowing of their existence and others being oblivious. This workshop will: identify issues related to power and privilege that exist in the classroom; examine how these issues may emerge and discuss what to do when they do emerge; and propose some ways to encourage student learning about issues related to power and privilege. Register with Tim McMahon (timmc@oregon)

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The Inclusive Classroom

Wednesday April 25 (2:30-4:30 pm, Studio D Med Serv)
or Thursday April 26 (2:30-4:30pm, 301 Condon)

Much has been written recently about the inclusive classroom. In this workshop, we'll explore what that means for both teachers and students and provide information about how to try to create such a classroom. Please register with Tim McMahon (timmc@oregon).

Using Excel to Teach Large Classes

Excel is a common spreadsheet program that you can use to manage your gradebook. In this module, we will take you step-by-step through some of the functions instructors can use to ease the hassle of managing grades in large classes. We will show you how to download your gradebook from the web as well as show some basic design and layout techniques. We will demonstrate formulas to automatically add point totals, average a group of assignments and weight and add those averages. You will learn to automatically choose the top grade from a group of assignments, drop the lowest score and replace specific information with new information. You will learn how to use the sorting functions to quickly isolate students by score that may need extra assistance and how to save your gradesheets as HTML for posting to your course webpage or Blackboard site.

This 2 hour training will be offered two times--April 11 from 2:00 pm to 4:00 pm and June 19 from 11:00 am to 12:50 pm. It will be held in the ITC located on the second floor of the Knight Library. Please register with Tara Stark (tstark@oregon).

ALS 609: Blackboard Websites

ALS 609: Blackboard Websites will be taught ONLINE this spring as a one credit (or no credit) Pass/No Pass course focusing on using Blackboard Technology in new and existing courses. Course content will address the technical/pedagogical issues. By the end of the quarter, participants will have developed a Blackboard course site.

Homework will include group activities, online discussions, reading assignments, presentations and assessments. Participants will create a Blackboard site for a course they will teach during the coming

academic year and will need to gather/prepare course material for use in creating it.

Participants will enter into a learning/participation contract with the instructor. This contract will outline expectations for participation, assignments, due dates and grading. A preregistration meeting with the instructor is also required.

BRAND NEW!!!

Tuesday Tea with TEP - Join us for tea and treats and stimulating conversations on a variety of teaching and learning topics—yours (send an email to gcooper@oregon) or ours (we'll always have something)—on Tuesday afternoons beginning Tuesday, April 10 from 3pm-4pm in room 51 PLC (the resource room for Academic Learning Services).

2001 Instructional Technology Summer Short Course

The Teaching Effectiveness Program is offering two eight-day Instructional Technology Summer Short Course (ITSSC) sessions for faculty interested in exploring online education through an online experience. Session I will run from June 20-29 and session II from August 20-29. Topics will include online assessment, website development, building learning communities, online communication and fair use of copyrighted material.

Sessions will begin and end with face-to-face meetings. The six days in between will be completely online. Content will be delivered via the web with optional hands-on technology labs for learning Blackboard, Excel for grade management, and PowerPoint.

Participation is limited to 15 faculty for each session. Contact Georgeanne Cooper (gcooper@oregon) to register. Registration deadline for the first session is June 1st and for the August session August 1st. (Requests for accommodations related to disability should be made to gcooper@oregon one week prior to the event.)