Awakening Scholars:
Student Learning Teams in Undergraduate Research

A Faculty Institute Presented by the Teaching Effectiveness Program

Call for Applications

Two-Day Intensive: Saturdays, November 6 and 13, 8:30am to 4:00pm
Winter All-Participant Workshop: Winter 2005, Week 3
Spring All-Participant Workshop: Spring 2005, Week 3
Spring Showcase: Spring 2005, Week 8

The Teaching Effectiveness Program invites eligible faculty to submit applications for a 2004 Instructional Technology two-day intensive training experience focusing on the Student-Driven Collaborative Research Model, a model that results in deep, sustained learning and reflection that transforms students’ understanding of the research process and that works well across the curriculum, in both large and small classrooms, and with lower-division, upper-division, and graduate students.

In the two-day intensive workshop, TEP will provide participants with resources, guided application, and technology support to:

• Review successful collaborative research assignments.
• Explore structures and grading options for collaborative learning activities.
• Become familiar with Blackboard features that support collaborative research activities.

At the completion of the two-day intensive, participants will have an opportunity to make a request to extend their work on their curriculum designs with continuing support and guidance from TEP. During the remainder of the fall term and during the winter and spring terms, this group will meet with TEP staff to design, implement, and evaluate their new collaborative research activities. Finally faculty will present their curriculum projects during a spring showcase, and selected projects will appear as case studies on the TEP Collaborative Research web site.

Eligibility/Stipends: All full and part-time faculty at the University of Oregon may apply. Space in the two-day intensive is limited to 15 participants, each of whom will receive a $300 stipend upon completion. Space is limited to 7 participants for the year-long program, each of whom will receive an additional $500 stipend, provided they attend both all-participant workshops and participate in the Spring Showcase.

Application Process: Complete the one-page application (included), secure the signature of your department chair, and submit the application no later than October 8, 2004, to Laurie Jones Neighbors at The Teaching Effectiveness Program, Academic Learning Services.

What is the Collaborative Research Model?
The Collaborative Research Model is a flexible model for collaborative student research in coursework across the curriculum. The foundation of the model lies in its cooperative stance, which supports students in working together toward informed decision making on a common research question or a related series of research questions.

Many variations on the model are possible, but most implementations include collaborative research projects in lieu of individual research papers. For instance:

• In a sociology class, students might work together to explore issues relevant to population growth, create issues briefs focused on a common resolution with common claims and counterclaims that represent multiple perspectives, then engage in a cooperative debate.
• Students in an early-childhood education class might decide to examine various perspectives on reading instruction, working together to create a common resource bank, and then engage in a round table discussion for pedagogical decision making.

The Collaborative Research Model works well in small and large undergraduate classrooms, and has the potential to result in interesting and innovative research by lower-division students, as well as sophisticated research products by upper-division students.

Questions? Contact Laurie Jones Neighbors (ljneigh@darkwing.uoregon.edu) or Tara Stark (tstark@uoregon.edu). We’ll be happy to help individuals identify possible projects and revisions for courses they are teaching or plan to teach.
Application for Awakening Scholars:
Student Learning Teams in Undergraduate Research
A Faculty Institute Presented by The Teaching Effectiveness Program
(Note: Applicants may create a facsimile or electronic version of this sheet – simply provide the same information)

Name: ___________________________________ Department: __________________
E-mail: _________________________________ Campus phone: ________________

Please check one
_____ Tenured/Tenure Track
_____ Nontenure Track
_____ Other: ______________________________

A. What courses have you taught in the past two years? (Provide both number and course name.)

B. What courses will you teach in the 2004-05 academic year?

C. For which of your courses in the 2004-05 academic year are you hoping to implement a collaborative research project? Include your brief, initial thoughts on the project here or, if you wish, attach an additional sheet. (Please indicate how many students you anticipate in the course and whether or not you will have GTF/TA support.)

Applicant Signature _______________________________________
Date: ___________

Chair/Director Signature ___________________________________
Date: ___________

Applications
By: October 8, 2004

To: Laurie Jones Neighbors
The Teaching Effectiveness Program
Academic Learning Services
University of Oregon
346-3484, ljneigh@darkwing.uoregon.edu