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2008 Call for Proposals

President's Teaching and Learning Collaborative
University of Colorado.

Collaboration. Leadership. Assessing Classroom Learning. Pedagogical Change. Publication. Collegiality. These are the elements of the President's Teaching and Learning Collaborative that inspire investigators.

The President's Teaching and Learning Collaborative (PTLC) of the University of Colorado is publishing a call for proposed projects that investigate the scholarship of teaching and learning as it contributes to a greater depth of student learning in higher education. PTLC is interested in projects from a variety disciplines and perspectives as well as system Schools of Education disciplines and not just educational research. **The deadline for proposals is Thursday October 24th, 2007.**

Current PTLC investigators said the following about the PTLC program:

"In my case, the PTLC program has prompted me to attempt an objective look at teaching and learning, my own as well as that of others. Reflecting on the educational process is a necessary step to improving on it."

"There is added visibility and recognition of team-based endeavors to enhance teaching and learning."

"We have interacted with many people across the campus, both faculty and staff, during our investigation. Many of these people are individuals with whom we would likely not have interacted with otherwise."

1. PTLC Goals

What kinds of work does the program support?

- *Anne Becher inquires: "Does error classification in short compositions help students avoid common errors on subsequent papers?"*
- *Kenneth Bettenhausen wants to know "whether participation in freshman seminars increases student engagement, retention rates and academic success."*
- *Alan Mickelson is developing "an assessment methodology that can provide a running assessment of student development during a course."*

Central work of the PTLC is to create and disseminate examples of the scholarship of teaching and learning that contribute to thought and practice in and across fields. To this end, each scholar designs and undertakes an investigation aimed at deepening understanding of and practice related to an important issue in innovative learning. Several features for projects should be kept in mind:

1. Proposed work should center on the definitions, experiences, problems, and values, and the investigations of one's own students and classroom practices.
2. The focus of this work should be teaching and learning for understanding, exploring primarily the character and depth of student learning that results (or does not) from teacher practice.
3. We look for attention to enduring, widely recognized issues and questions that have broad relevance or implications for student learning; scholarship that advances understanding of such questions is more likely to find audiences and outlets thereby contributing to far-reaching thinking and practice.
4. We are interested in work that demonstrates a commitment to the personal and social development of students.

5. Also of interest is work with explicit links to prior and ongoing areas of investigation, and established lines of research; like other forms of scholarship, the scholarship of teaching and learning builds on and is situated in reference to work done by others. Please conduct a literature review of the research related to the problem to be investigated and include it in the project proposal.

2. Benefits and Expectations

Investigators will receive \$800 to support a graduate or undergraduate research assistant. Travel support to present project results at a conference will be available by application (funds will support about ten of the 20 participants this year.)

Investigators accepted into the PTLC should expect to meet regularly with coaches and mentors to define and revise the educational research project. Monthly PTLC meetings allow investigators, coaches and mentors to discuss scholarship of teaching and learning in small groups. The small working groups share ideas, open their research questions and research methodology to peer review, and critique one another's efforts. Publication, or notification of acceptance for publication, is expected by December 2008. Investigators receive recognition at the campus and departmental level upon completion of their research, in December of 2008. The growth of the PTLC depends on investigators' willingness to coach and mentor future PTLC investigators following their term in the program.

In addition to the support of the coach and mentor, investigators accepted to the PTLC program receive funds for an undergraduate research assistant. In some cases, these funds were used for more expert assistance. For example, one PTLC member paid a methodology expert to review a survey he planned to administer to students in his educational research project. Investigators also participate in scholarly discussions and presentations of teaching and learning theory, and receive assistance from reference librarians to research their topic of study.

The Institutional Review Board/Human Research Committee process should be completed in a timely manner. This review may take up to six weeks, depending on the proposed project. PTLC coaches, mentors, the director, and the coordinator may be consulted to assist in this process. Data collection should take place by the summer of 2008, to ensure time to analyze the data and write up the results.

3. PTLC Eligibility

Any faculty member and or teaching professor on any campus of the University of Colorado can apply.

We will look for faculty with a record of innovation in teaching and/or the assessment of learning. Experience in educational research is NOT a requirement; the aim of the program is to broaden participation of faculty in effective inquiry in learning and teaching. Familiarity with the literature on learning and teaching in one's discipline is an on-going necessity. The goal is to publish research.

4. PTLC Application

(We thank the Carnegie Foundation for the Advancement of Teaching CASTL program for permission to adapt their application materials.)

Please send the following all in a single Word Document

1. Cover sheet with the following information:
 - o Name
 - o Job Title and/or Academic Rank
 - o Discipline and/or Professional Field
 - o Institution:

- Campus Address:
 - City, State, Zip Code
 - Phone:
 - E-mail:
2. Curriculum Vitae
 3. Letter of proposal (no more than four pages double-spaced and paginated, with your name in the header of each page) answering these questions:
 - What is the central question, issue, or problem you plan to explore in your proposed work?
 - Why is your central question, issue, or problem important, to you and to others who might benefit from or build on your findings? Recall that the goal of the scholarship of teaching and learning is not simply to improve your own teaching but to contribute to the practice and profession of teaching more broadly.
 - How do you plan to conduct your investigation? What sources of evidence do you plan to examine? What methods might you employ to gather and make sense of this evidence? How might you make your work available to others in ways that facilitate scholarly critique and review, and that contribute to thought and practice beyond the local? (Keep in mind that coaching will be available to help you develop these aspects of your proposal.)
 - Include a literature review of the theory and practice of the subject of your inquiry in order to locate your research in the literature preceding it. (The Website offers expert information and advice on how to conduct a modest literature review.)
 - What aspects of the design and character of this work are you not yet fully prepared to describe?
 - What questions do you have and what do you still need to know?
 - What is your record of innovation in teaching and/or the assessment of learning? Can you suggest an appropriate coach for your project? (This is NOT a requirement but may increase your likelihood of acceptance.)
 - Are you able to attend the required meetings as specified above?
 - If your project is selected, are you willing to serve as a coach in PTLC in a future year?
 4. Letter of nomination from department chair (form is included on this website)

All application materials must be submitted electronically as attached Word documents to maryann.shea@colorado.edu no later than **Thursday October 24th, 2007**.

[5. Department Chair Nomination Form](#)

Please ask your department chair to fill out and submit the following

Department Chair Nomination Form
(adapted from the CU-Denver School of Medicine)

Name of faculty member:

Current academic rank:

Mailing address:

Department:

Phone:

Fax:

E-mail:

1. Describe the role that the faculty member currently plays in the department, including current teaching load and service.
2. Please indicate ways in which the candidate's PTLC participation might benefit the department, including opportunities to share research results with peers and students.

6. PTLC Review Criteria

For 2008 the President's Teaching and Learning Collaborative (PTLC) will focus on projects emphasizing student learning at any educational level, undergraduate and above. Projects should be such that meaningful results can be obtained during the 2008 academic year and thereby will be accepted in a peer reviewed journal.

Applications will be judged on the following:

- Significance for the undergraduate instructional program within the CU system (1-5 points)
- Enhancement of student learning outcomes and the student learning experience through improvement of pedagogy and instructional delivery (1-5 points)
- Enhancement of the understanding of teaching and student learning (1-5 points)
- Originality of the project (1-5 points)
- Quality of the project plan (1-5 points)

PTLC Goals 2008-2011

Annual PTLC Protocols

- Issue annual calls for CU system-wide, research projects across the disciplines
- Develop sustainable institutional priorities
- Explore thematic emphases as a supplement (second stream) to the annual call for proposals
 - Draw themes from a CU commons of teaching and learning issues
 - Seek PTLC cohort input into theme selection
 - Seek CU administrative input into research issues in teaching and learning
 - Seek CU faculty input on research interests, themes
- Refine call process to attract quality proposals
 - Clarify criteria to ensure scholarly frameworks
 - Frame the process with SoTL terms and its sources (Carnegie; Boyer, et al.)
 - Seek a breadth and depth of disciplinary participation
 - Issue second-stage CU collaborative calls for returning PTLC scholars
 - Promote interdisciplinary projects
 - Promote cross-system proposals
 - Promote CU-community based proposals
 - Seek diversity by appointment, rank and CU site
 - Contact chairs and directors of each college at all CU sites as venues for PTLC faculty recruitment
 - Establish and maintain PTLC participant records
- Establish predictable timeline for PTLC work
 - Calls and decisions
 - Cohort meetings
 - PTLC annual showcase events

Dissemination of PTLC Research

- Promote local and national dissemination as integral to PTLC practices
- Provide annual CU venues for disseminating PTLC research
 - Plan local venues at CU sites with appropriate aims
 - Define SoTL and its scholarly roots
 - Workshop faculty on generating research questions / projects
 - Showcase cohort projects across the system
 - Strengthen scholarly connections between PTS and PTLC
- Expand and diversify CU venues across time
 - Plan CU system-wide conference
 - Showcase individual projects
 - Showcase thematic-stream projects
 - Showcase institutional critique and change projects that impact policy and improve teaching and learning
- Establish effective communication streams to showcase PTLC Research
 - Sustain PTLC website
 - Communicate research outcomes locally and across CU system
 - Communicate regularly with provosts
 - Record all PTLC projects as abstracts with publication outcomes

- Record PTLC cohort recognitions for research, teaching and intellectual work
 - Grants
 - Awards
 - TP reviews of excellence in research and / or teaching
 - External peer or program reviews
 - Department and campus presentations of research in progress and publications
- Support PTLC cohort faculty travel to research forums beyond the system
 - Secure CU support for PTLC cohort travel to present peer-reviewed papers, posters or workshops
- Maintain a database of scholarly publications and venues that accept SoTL research across the discipline
 - Seek journal and venue input from PTLC participants annually
- Explore links to CU system-level of faculty awards
 - Link PTLC development to tenure and promotion review processes

Evaluation of PTLC Operations

- Vice President meets with campus Provosts
- External evaluation done by University CARTSS Office of Ethnography and Evaluation
- Compile and analyze data of each faculty researcher, i.e., Professor Jones by interview, self-evaluation at the end of her participation
- Generate evaluation report to Vice President prepared by Director to System Vice President for Academic Affairs
- Generate semester evaluations to VP

PTLC Leadership

- Appoint faculty directors for each CU site
 - Refine directors' roles
- Support PTLC leadership travel to SoTL Training Forums
 - Secure CU support for PTLC leadership travel to enhance PTLC administrative work

Fall 2008 Interview Questions

Researcher and her/his project

Suzanne (interviewer): When I spoke with you last spring, you told me that you had hoped to gain [add info from spring interview] from your participation with the PTLC. Do you feel you have gained or achieved this?

S: More specifically, how is your project progressing?

S: Has your research question changed over time?

S: Have you been reading research in your discipline?

S: Have you hired a research assistant? If so, can you describe the role of the assistant in your research?

S: Have you significantly changed part or parts of your project based on your interaction with the group at meetings or with your mentor or coach?

S: How would your research feel different if you worked on it without PTLC involvement?

S: Has your PTLC participation changed your conception of learning and learners? How?

S: Has involvement in the PTLC encouraged you to assess student learning in your course? How?

S: Do you publish your goals for learning in your syllabus or course prospectus?

S: Has your work on your research project changed the environment and culture of your classroom in any way?

S: If you were to imagine a future student participating in your classroom, can you describe the ways your PTLC research might affect her or his learning? Please be specific.

Researcher and the PTLC

S: What needs do you have as an educational researcher?

S: What might the PTLC do to better meet your needs as an educational researcher?

S: If you were to reflect back on your involvement with the PTLC over the past year, what stands out most for you?

S: What difference, if any, do you think it has made to you that the PTLC is a system-wide collaborative?

PTLC (more broadly)

S: How has the PTLC facilitated collaboration between and among other colleagues in your school, your dept, your campus, or across campuses?

S: How many conversations have you had about your project with colleagues outside the PTLC?

S: What positive impact has your work or the work of other participants in PTLC had on teaching and learning on **your** campus?

S: Do you have any suggestions for how we could bring about more faculty involvement in the PTLC?

S: Those are all of my questions. Is there anything else you would like to add?

Interview with Professor Lynne Bemis
UC Denver, School of Medicine
September 14, 2008

Researcher and her/his project

S: When we spoke in January, you told me that you hoped to learn ways to evaluate the group of students you work with. Do you feel you have gained that knowledge?

L: I think on the level of how to implement the study, I have gained that knowledge. However, I have also learned that it's more complicated than I thought before I joined the PTLC. I wish I had gained more specific knowledge, like what questions to ask. Still, every meeting has been an eye opener for me. Every meeting has been so valuable. I just wish I had more time to dedicate to this project. I should say that what the PTLC is helping me do is what is absolutely essential to me being able to get future grants. Showing that we thought ahead when we go to apply for a grant is important. Having the documentation that shows what we have done and what we planned for is essential. I found out that the main people who attend the health disparities meeting I send my few students to are other students. So now I am hoping to get data from others who have sent students. The problem I have is that the IRB stuff is difficult to manage. The data manager died and we didn't have the password, so we have to reconstruct some of the data.

S: I'm sorry, did you just say that someone passed away?

L: Yes, he changed the password every night, and he didn't tell anyone the password. Of course, you don't think you are going to die, so you don't go around telling people your passwords. Well, we think we can reconstruct what is lost. It's tricky as to how we will get the data on other students who are not from Colorado. I discovered this information, that there are other students I could use in my evaluation, when I was at the summer workshop. It's a big learning curve in the PTLC work in general though. I have to learn everything the PTLC has to offer and more. It just opens your mind to so many new possibilities. The speakers were absolutely fabulous. Plus the other researchers, I get something out of hearing about their experiences too.

S: More generally, how is your project progressing?

L: It's slow because of me. I have so many other things to do. Also, the students I have this year are not my direct mentees, so it's a different group now. The make-up of the group directs what I can do. They see me as someone who supplies them money and not much else. I tell them to come by my office at any time, but I don't have much contact with them. There just isn't the same buy-in to keep the program going, though there is the buy-in to the idea in general. I need to keep this going so we can graduate some M.D.'s who have knowledge about health disparities. I see this as PTLC has sponsored the beginning of a program. Before I started thinking as a PTLC researcher, the program and my ideas about it hadn't solidified.

S: Can you tell me what you mean when you say, "thinking as a PTLC researcher?"

L: Well, I don't think I necessarily think like that yet. I think there is an extra rigor though that goes into thinking about research in education. It's a really good addition, and it's not what you are necessarily trained to do as a researcher who doesn't work in education. We researchers may

teach, but we don't necessarily think about education or about educational research. It's not easy to do it well either. It's really hard to think about the research I typically do day-to-day and apply it to anything in the context of educational research. Because my mind is so much that of a basic scientist, it's not natural for me to think of education this way, but I am learning how to think differently because of the PTLC. It's difficult to think of how to even pose the educational research question.

S: What is the status of your project right now?

L: It's very bad. I need to get together with the person who does evaluation in the medical school, Gretchen. Robin Michaels has been wonderful. She has been so helpful. I haven't met with Gretchen though, and I need to. Then I can work on the evaluation. The students have information on every aspect of the meeting they attended. I have some of the data. I think my problem is that my question is too broad. I need to settle on something to write about, and then write.

S: It sounds like maybe you feel like you are stuck. Can you think of a specific task you can do to make more progress?

L: No, I am not stuck. I am not making progress though. Getting funding to continue the program has detracted from my ability to collect the data and get it organized. Having to raise funds for these students to go to the meeting took a lot of my time and attention. Letting the students run the program meant letting them let things go until the last minute, and they don't stay in touch well. It was really hard to run the program this year with this particular group of students. I still think there is a wealth of information to write from though. I may need an extension though. I don't think I am stuck. I just need to put more effort into it.

S: Have you hired a research assistant?

L: No. Mary Ann let me use the money to sponsor one of the students going to the meeting. I need to go to the students and get them to produce data since they have been funded through PTLC, because they kind of owe it to the PTLC. The first six students who went, they are now halfway through their second year. That group was more responsive, and they didn't have the frustration with funding that this year's group has had. I originally wrote the PTLC application to evaluate the experience of the first group, but my attention has shifted to the new group.

S: Have you significantly changed part of your project based on your interaction with the group at meetings or with your mentor or coach?

L: Oh, yes. Robin is fabulous. She totally understood what I was saying. She is just fabulous. She is a fabulous mentor. She knew way better what I was getting into than I did. She understood what I was interested in, and I think it interested her too. She understood why it was important. It was really helpful. All the discussions about things not in your field, such as people talking about biology labs or about the performing arts, they are all important discussion to be part of. I wish I could get my colleagues to apply to the PTLC, but they are just inundated with apply to grants so they can survive and continue with their work.

S: Have you spoken with anyone to encourage them to apply?

L: I want to send the call for proposals to one of my friends, Sue, but I can't figure out how to spell her last name. She would be perfect. Unfortunately, she only works part-time and is already struggling to stay afloat with her research. I don't know anybody else who would be interested though. Well, there is a group of Ph.D.'s though who are working to fulfill their education promotion requirements. Unfortunately, Ph.D.'s don't get priority with teaching, so it's hard for them to work on their education requirements. If you send me a reminder email, I can get in touch with the people who run this group at the medical school, Race Nemenoff and Chris Calderon.

S: Okay, I will send you an email with the call in it, and then you can forward that on. Can you tell me whether your PTLC participation changed your conception of learning and learners?

L: It's changed my perception of people who are educating. It hasn't changed my perception of the learners themselves, but I now look at educators differently. We are such a diverse group. There must be something we have in common, those of us who come to the PTLC. I suppose we are all interested in improving education for our students.

S: Has your work on your research project changed how you work with the students in your group in any way?

L: No, except that it has made me more frustrated. Now I am aware of what, as educators, we could be doing and what we should be doing, and I am frustrated that I can't do more.

Researcher and the PTLC

S: To date, is the PTLC meeting your needs as an educational researcher?

L: Yes! I really think they do an amazing job. Every time I walk into a meeting, I feel huge benefits. There are people who aren't judging you but who are sincerely interested in what you are doing. They aren't people you would normally meet, and they don't have a part in your project, so they will give really honest feedback. I think it's helpful that we don't all know each other. They can freely say what they think, and their promotion doesn't depend on my promotion. I think there is a huge benefit from working with people who aren't normally associated with each other. It's also a really unique opportunity to interact with people from other fields and departments.

S: What might the PTLC do to better meet your needs as an educational researcher?

L: No, I think they did a really good job. I really like the structure of it. Maybe for me it would have been better to have more deadlines. Maybe one could be that I would have to meet with my mentor a certain number of times. Part of the reason it was hard for me is that I was matched with different people in the beginning. I haven't even talked with Gretchen, for example. But I also really needed the time to evolve, to think about what I am really doing and how I could do

it. The beauty of the PTLC is that you can come in with a research question that is totally different from the guy sitting next to you, and then you can still both talk about your projects.

S: I hope you can pass the call for proposals on to lots of people then, since you are talking about the PTLC so enthusiastically. So, if you were to reflect back on your involvement with the PTLC over the past year, what stands out most for you?

L: I think it was the people who came in and gave the talks. I can't think of what any of them said, but I recall thinking at the time that they were really spot-on. The field of educational research is so broad, and there are so many people doing different things, it's just mind-boggling. The speakers were so good.

S: Is there an aspect of the PTLC or a particular activity that you benefited from the most?

L: I think I have benefited the most from my interactions with my mentor. Just talking with Robin has affected my project, and I know I have benefited from my interactions with her. She knows things about the medical school that I don't know anything about. It was helpful to have her to talk with because she really knows everybody.

S: What difference, if any, do you think it has made to you that the PTLC is a system-wide collaborative?

L: Yes. I think that is a really, really important strength for several reasons. If you were on your own little campus, you are then meeting with people you are going to run into again. So I think it's helpful that we are interacting with other PTLC people we don't have to work with daily. Another aspect is that we are all working with students, so there is a certain amount of similarity there too. We can talk about the ways we teach or work with students. And you can do this with people from all different campuses.

PTLC (more broadly)

S: How has the PTLC facilitated collaboration between and among other colleagues in your school, your dept, your campus, or across campuses?

L: One nice thing is that people from the PTLC have sent me information that relates to my project. That has been so helpful. I saw things like that happening a lot at meetings: people informing each other about resources.

S: Have you worked as part of a pair or team with other investigators directly because of the opportunity to learn about SoTL together?

L: No, I haven't.

S: Even beyond SoTL, were other collaborations begun or reinforced based on the opportunity to learn together?

L: No, not yet.

S: How many conversations have you had about your project with colleagues outside the PTLC?

L: Probably about five, which is not as many as I would have liked to have had. It's not like I am a chemistry teacher teaching chemistry. I am a microbiologist working on health disparities. It's hard to have conversations with people about that.

S: Can you tell me anything more specific about the conversations you have had?

L: The majority of the conversations I have had locally were about how I am working to keep the program going, so I have talked about the funding problems. At the meeting I went to this summer, I did talk some about what I am trying to do. I want to talk with some junior-level faculty in my area. I am sort of a mid-level person. Unfortunately, I haven't found anyone who has the time to do something with the PTLC.

S: How has teaching and learning on your campus been impacted positively by your work or the work of other participants in PTLC?

L: I don't think my work is going to make a big impact because my group of students is so small. Robin Michaels's work has had a huge impact on the new curriculum though.

S: Do you think the PTLC can in any way change how the Scholarship of Teaching and Learning is viewed by the system, your college, or your department?

L: I wish, and I hope. I think it's really, really positive. In my field, and it may be true of all fields, it's so critical to think about educational research. We need to have forums where people go and realize this can't be left behind the scenes. The PTLC itself is important, but we also need to let others know. Maybe a newsletter about the PTLC could be and distributed all around the university.

Interview with Professor Peter Blanken
CU-Boulder, Geography & Environmental Studies
September 23, 2008

Researcher and her/his project

Suzanne Eyerman (interviewer): When I spoke with you last spring, you said you got involved with the PTLC to work on a project that had been on your mind for some time. I know you have also talked about your plans to publish. Do you feel you have gained this or that you are on your way to achieving this?

Peter Blanken (interviewee): Yes, for sure. There is no publication yet, but we have a bunch of data we are just collecting now. The survey is out. The last time Sarah [Hug] looked, there were about 180 responses, so there are tons of data. We are all set to do the interviews with people that have self-selected. After we get that, I will have at least two publications.

S: That sounds great. Do you have two specific ideas in mind already?

P: Yes, they are both on this same project, of course. One is on the data aspect in terms of the FCQ (Faculty Course Questionnaire) data. That will be a statistical analysis of the data. The other one will be on the faculty members' perceptions, more of the applied side. The first one is the facts, and the second one is more the explanation of the data. That one will be based on the interviews.

S: When does your data collection end?

P: There is no end date. It's whenever we pull the switch. I will have to talk with Sarah about that. Not that I do a lot of surveys, but the few that I have done have shown me that most of the responses come within the first 24 hours. After that, it just goes down to nothing. I think we could pretty well close it now because it's been a week or so.

S: What about your interviews? Will those take place some time this semester?

P: Yes, those will be done this semester. We have the student lined up to do them. Instead of selecting names and going through that whole issue, we included a question in the survey that invited people to volunteer to be interviewed. We got 15 names of people who said they were willing to be interviewed.

S: It sounds like you have made a lot of progress.

P: It seems like people are very interested in this topic. When I talk with people at conferences or when they email me after taking the survey, they say this is a really important subject. They say they are glad I am working on this. It seems to really resonate with people.

S: Have you significantly changed part of your project based on your interaction with the group at meetings or with your mentor or coach?

P: Yes, it has changed because of my interactions with people from the PTLC. It has been fine-tuned. It hasn't changed philosophically. It hasn't changed directions or anything. I still have the same objectives, but the methodology has improved. The analysis of the FCQ data is very mechanical, so that is the same. The survey design has changed though. When I wrote my proposal, I wrote that the survey was the area I needed the most help because I recognized that was not an area I knew a lot about.

S: Has your involvement in the PTLC encouraged you to think differently about assessing student learning in your course?

P: Yes, it has. That may be phase two of the project. This phase is focused on the instructor aspect. I could see redoing this study and turning it around to get the students' perspective.

S: Has your work on your research project changed the environment of your classroom or teaching in any way?

P: Yes, it has. I am certainly more aware of the issues of large classes. I have tried to treat a large class how I treat a small class, so to speak. I am now more apt to do small class discussions and hands-on stuff in a large class. I would say I am more sensitive to the issues of large classes.

S: If you were to imagine a student, now or in the future, participating in your classroom, can you describe the ways your PTLC research might affect her or his learning?

P: I think it will affect students' learning in the future. I think they wouldn't feel like they are in a large class. Some students wouldn't like that because they like feeling as though they can hide in a corner in a large class.

S: You sense some students like the anonymity?

P: Exactly. So, yes, I think my teaching has changed quite a bit as a result of this.

S: How much do you teach? How many classes a semester?

P: Right now, I teach only one class a semester because I am the director of graduate studies. So now that I am finding out more about teaching, I am doing less teaching now than I did for years and years.

Researcher and the PTLC

S: To date, is the PTLC meeting your needs as an educational researcher?

P: It's addressing my needs. Meeting them? No, but I don't expect the organization to do that. There is so much that could be done that I never expected the PTLC to be able to do it all. It's meeting my expectations, but it's not meeting all my needs as a researcher. The PTLC would need more resources to be able to do that.

S: Realistically, in consideration of limited resources, what could the PTLC change **tomorrow** that would improve your experience?

P: I think having meetings at each of the campuses would be helpful because the haul down to the medical campus is a stretch. Teaching schedules often conflict. I teach on Tuesdays and Thursdays, so I can't go to the Tuesday meetings. I think it is good that the meetings alternate between Tuesdays and Wednesdays. I appreciate what you are doing by having the meetings at that campus. I understand why you do that, but maybe campus-based meetings could be held in between. That could happen just a couple of times a semester.

S: Yes, unfortunately, the drive can be difficult. It sounds like you like that the meetings alternate days though, right?

P: Yes. If the meetings were only on Tuesdays, I wouldn't be able to go. It would be a loss for the whole semester

S: If you were to reflect back on your involvement with the PTLC over the past year, what stands out for you as the most beneficial or enjoyable aspect?

P: The interactions with my coach and mentor have been the most enjoyable and the most fruitful.

S: Have those interactions happened at the progress report meetings, or have you met here in Boulder at other times?

P: I see one of them at the meetings, and I see the other outside the meetings. Most of our discussions have been outside the meetings though, which is the way it should be, I think.

S: Have the meetings been helpful for you?

P: They have been helpful because that is when I get the different perspectives. They are not looking as closely as your coach and mentor are, but they have good suggestions because they are further from the project. They have suggested things that are obvious, but those things weren't obvious to us because we are so involved with the project.

S: What difference, if any, do you think it has made to you that the PTLC is a system-wide collaborative?

P: Honestly, no, it hasn't made any difference.

PTLC (more broadly)

S: More generally, how does the value of the PTLC relate to or depend on its being a system-wide collaborative?

P: I think the value of the PTLC will relate to it being system-wide if there are ways that our findings can make it out to all four campuses. I would say there is value and that it makes a difference if more people can hear about our research.

S: How has the PTLC facilitated collaboration between and among other colleagues in your school, your dept, your campus, or across campuses?

P: No, not in an organized way. I have received emails and been part of discussions about things, but I haven't been part of anything more concrete.

S: Have you gained any insights into what is going on at the other campuses because of the PTLC meetings?

P: Yes, a little bit. I have heard about how they administer FCQs.

S: Is something done differently on the other campuses?

P: Yes, I think it's the Health Sciences Center that offers the FCQ online only. In one of my classes, maybe last semester, I did online only, just to try to try to save paper. The response rate was horrible. I mentioned this to someone at Health Sciences, and they said they experienced the same thing. Response rates can go from 70% down to 20% when they are administered online. That is important knowledge I gained.

S: Do you think that information will contribute to your project?

P: Yes. On this campus, we still have the option of going online or using paper for FCQs. If we ever do go online exclusively, that change would affect data collectors. There would be a major shift in the data. In general, the larger the class, the lower the response rate. When you then go online, large classes take a big hit in response rate again.

S: How many conversations have you had about your project with colleagues outside the PTLC?

P: I would say I have had a dozen conversations. They didn't take place just here either. I talked to people at workshops and conferences. For example, at one meeting about teaching in the natural sciences, people were very interested. Of course, those are people who are interested in teaching anyway. I guess if you include the people I have now reached through the survey, the number would be more like 200. I don't know whether you can count that or not. We did make sure it says, "the PTLC," in the email message and in the Buff Bulletin. It mentions that in the survey too. I tried to make sure I advertised that way too.

S: Have you recommended to anyone that they apply to be part of the PTLC for next year's cohort of researchers?

P: No. Not for lack of wanting to, but I haven't seen any colleagues that have as much of an interest in research on teaching.

S: How has teaching and learning on **your** campus been impacted positively by your work or the work of other participants in PTLC?

P: Optimistically, I would say yes. As you know, we are still in the data collection phase. Once we write it up, get that polished, and have it peer-reviewed, then we will be ready to share our findings.

S: I noticed you said, “we.” Do you plan to write with someone else?

P: I will continue to work with Sarah and Clayton [Lewis]. I don’t know what the level of involvement will be of the student who is doing interviews. After this is finished, there will still be so much else to look at. I would like to work on more of that later, such as the student angle.

S: It definitely sounds like there is more work that could be done. I wonder if you could integrate information about the use of Clickers in classes too.

P: Yes, it may be that students feel less isolated in large classes that use Clickers because it gives them a voice in the large class setting.

S: Do you think the PTLC can in any way change how the Scholarship of Teaching and Learning is viewed by the system, your college, or your department?

P: Again, optimistically and hopefully, yes. This program can help people to recognize they can improve teaching by studying it.

S: Do you have any suggestions for how we could bring about more faculty involvement in the PTLC?

P: I think people who are interested in this are those who, in their hearts, are interested in improving teaching. They must value teaching themselves because we are a research-based institution with tenure. I don’t know if anyone in the sciences has ever gotten tenure for excellence in teaching. The system is geared to put all the eggs on the research side. You should do a good job teaching, but you don’t have to be a stellar teacher to get tenure. I think that is a lot of the origin of the situation. This program will appeal to those who already have tenure and who are also interested in teaching. Before tenure, unless their primary research is already about teaching, they will just do the minimum in their teaching to get by until they get tenure. Then they can focus their efforts on research. To change that idea, you would have to change the culture on the entire campus.

Interview with Professor Judith Coe
UC Denver, Music and Entertainment Industries Studies
November 19, 2008

Researcher and her/his project

Suzanne (interviewer): When I spoke with you in the spring, you said you hoped to pick up where you left off in working on your 2006 PTLC project. You said that you hoped to finish collecting data and to publish. Do you feel you have gained or achieved this?

Judy (interviewee): Yes, I had a paper accepted for the ISSOTL [International Society for the Scholarship of Teaching and Learning] conference in Edmonton, and that was a big part of my goal for being part of PTLC again for 2008. I put together a paper with some photographs to display for that conference. I am now working on working that paper into a more publishable form and will be submitting it sometime next semester. The other things that came out of that conference are the amazing connects I made. I have also gotten four people from my program involved with the PTLC now. They applied and were accepted to the 2009 cohort, which is very exciting. We will meet once a month together in addition to the regular PTLC meetings. I want to make the study of these junior professors my next project. I want to see how it influences their teaching and learning. I should also mention that I got an email from someone who teaches a songwriting class at MIT in their first-year experience grouping of courses. She has a class full of MIT engineers who are probably not musicians, but they are students who are interested in music. I had a two-hour conversation with that professor, and I have shared all of my materials with her. She is going to incorporate some of the activities into her class. We will check in with each other at the end of semester.

S: Wow, that sounds amazing. Can you tell me more specifically how your project is progressing?

J: I finished collecting data in the spring, and I am now working on creating publications from that data. I did not teach my songwriting ensemble course this semester. This is the largest undergraduate music program in this state and in an eight-state region, so coordinating the program is a lot of work.

S: Has your research question changed over time?

J: The questions changed a little bit. I would say they were refined. I did not change my focus, but I came to understand my questions better and so I was able to better define my goals for this research.

S: Have you been reading research in your discipline?

J: Yes, I have done huge amounts of reading. I have also done lots of online research to see what other programs are out there. I have found some great digital repositories for SOTL [Scholarship of Teaching and Learning] research. I also found resources through the ISSOTL conference.

S: Have you hired a research assistant? If so, can you describe the role of the assistant in your research?

J: I did hire a research assistant. I hired a graduating senior who is also a gifted photographer. We decided to have him photograph various classroom activities. He took pictures of every class period, all of our rehearsals, and our final concert in the spring. We then displayed the photographs during our concert. The students talked with people who attended and were able to describe for the attendees what was happening in the pictures. So we had visual storytelling along with the concert. That was not my idea. That was an idea from Deb Thomas, my coach. I met with my research assistant every week for an hour looking at the pictures, discussing, and writing reflections.

S: Have you significantly changed part or parts of your project based on your interaction with the group at meetings or with your mentor or coach?

J: Deb Thomas was just incredibly supportive. She is going to be involved with a couple of the new faculty I have brought into the 2009 PTLC cohort. Her openness and her willingness to share her beliefs in different ways of teaching have been so encouraging.

S: How would your research feel different if you worked on it without PTLC involvement?

J: I had been doing this kind of thing for at least a decade, but I had no way to contextualize it. I did not know about SOTL. I did not know there were methods and processes to describe what I was doing. I just had no idea other people were doing this sort of thing. I didn't know anything about learning theories. I would say this was an interest and a passion I had that began to solidify with my involvement with PTLC. Through the collaborative, I have taken a serious scholarly interest in this work on teaching and learning. It absolutely turned out totally differently from how it would have turned out if I had worked on it without PTLC involvement. It transformed my thinking about my teaching. The PTLC systematized, organized, and contextualized my practice.

S: Has your PTLC participation changed your conception of learning and learners? How?

J: Yes, my ideas about learning have changed. I also have different ideas about myself as a teacher. As a graduate student, what I did as a student was teacher-centered. I am curious and questioning though, and I have moved toward a student-centered perspective.

S: Has involvement in the PTLC encouraged you to assess student learning in your course? How?

J: I want to assess learning in a systematic and thoughtful way. I want to think about their creative processes in different ways. I want them to be able to use reflections that come about by writing or talking because those reflections can inform and transform them as artists.

S: Do you publish your goals for learning in your syllabus or course prospectus?

J: My work on this project is completely tied to the learning objectives of my course. I tweak those each time I teach, so my expectations for my students and for what I do in the classroom have shifted over time.

S: If you were to imagine a future student participating in your classroom, can you describe the ways your PTLC research might affect her or his learning? Please be specific.

J: Every time I teach I change things. But a lot of this was exploration type of experimentation. I have a better idea of what worked well and what was marginal. The next iteration will be much sleeker. I will continue to explore, but the next time I teach it will be much more finely tuned.

Researcher and the PTLC

S: What needs do you have as an educational researcher?

J: The biggest problem or challenge is the negative connotation that SOTL research has in academic circles in contrast with traditional scholarship. First, many people do not know what it is. In addition, there are negative attitudes about learning, teaching, and research that are difficult to break through. My biggest challenge is getting people to take this research seriously. We have to work toward tenure within a system that is not geared toward accepting and recognizing this work. SOTL does not create a false divide between your research and teaching. It instead interweaves those aspects.

S: What might the PTLC do to better meet your needs as an educational researcher?

J: Funding from provosts has been helpful in encouraging faculty members to become involved. I think adding funding that sponsors some sort of symposium would also raise recognition. Making this work and its importance more valuable would be helpful, and funding is usually a vehicle for that. Developing PTLC's website could be helpful too. A very visual website with learning artifacts could be a gateway to some amazing things. The current site is too text-driven.

S: If you were to reflect back on your involvement with the PTLC over the past year, what stands out most for you?

J: I am not sure that I have one particular thing that stands out for me. There have been a couple of "aha" moments for me. Mary Ann's persistent support and enthusiasm have been great. Talking with the individual researchers has been invaluable because I gain insights into other colleges and disciplines across the system. The guest speakers who came in were amazing. I wish there had been more opportunities for social interaction among the researchers.

S: What difference, if any, do you think it has made to you that the PTLC is a system-wide collaborative?

J: I do absolutely think it has made a difference. It's a pretty small Petri dish here, and I appreciate getting outside and beyond that. I like to hear what is going on in other places. We are all part of the same system, but areas like nursing are so different, and I find it helpful to talk with people from there. Nursing is a good example because they have been using reflective

practices for years, and I have learned about that from them. Because of my mother's illness, I am thinking of a new project of taking my students into hospice settings and doing songwriting with patients.

PTLC (more broadly)

S: How has the PTLC facilitated collaboration between and among other colleagues in your school, your dept, your campus, or across campuses?

J: I am working with Ellen Stevens and Rod Muth on my campus to create a campus learning group that consists of 2009 cohort researchers, mentors, and coaches from the Denver campus. We will have our own group that will be a microcosm of the larger PTLC cohort. We will also continue to meet with the larger PTLC group at the progress report meetings.

S: What positive impact has your work or the work of other participants in PTLC had on teaching and learning on **your** campus?

J: I see that in little bits and pieces already. Another professor here in the art department has been working on designing rubrics in painting classes. She has done some publishing and speaking about that, which has affected our college's culture about assessment. Her work and my work have opened the college to examining or at least considering these ideas about teaching and learning.

S: Do you have any suggestions for how we could bring about more faculty involvement in the PTLC?

J: I think spreading awareness of the PTLC must be person-to-person and peer-to-peer. The reason four people from my department are in the 2009 cohort is because I encouraged them to apply. I think it takes personal outreach.

S: Those are all of my questions. Is there anything else you would like to add?

J: I feel so privileged to have been involved with the PTLC group over time. The PTLC has transformed over time, and I am incredibly honored to be part of it.

Interview with Professor Alejandro Cremaschi
CU-Boulder, College of Music
October 15, 2008

Researcher and her/his project

Suzanne (interviewer): When I spoke with you last spring, you said the reason you wanted to become involved with the PTLC was the opportunity to work with a coach and mentor. Do you feel you have benefited from that support?

Alejandro (interviewee): Yes, I have definitely benefited. Erik Ellis and Jim Austin have different expertise. Jim has more expertise in quantitative research so he looked at that part of my work and gave me ideas on how to refine it. Erik has more qualitative experience, so he gave me ideas in that area. He told me about things like student journals, so I could possibly include qualitative data as well. We brainstormed some ideas that I may use next semester because I am going to reapply to be part of the PTLC next year. I had some family emergencies this summer and was stuck abroad for several months. I am now on parental leave this semester. I will reapply, and then I will use some of Erik's ideas.

S: More specifically, how is your project progressing?

A: By the end of the spring, I had 53 of 60 students complete a survey. The research assistant already entered that data into a spreadsheet. I was working this week to organize the data. I am meeting with the RA tomorrow to discuss the types of statistical tests we will run. By next month or so we should have some information so I could start writing. I have very little qualitative data now; most of the data is quantitative. We used Likert scales for the survey. I haven't yet analyzed it, but we are starting soon. The second survey included a space for comments on the class material and their future plans about what they intend to do with their piano skills in the future.

S: Has your research question changed over time?

A: No. This was more of an exploratory research study to find out different motivational aspects of the students who take the class. I didn't start with a specific hypothesis. I want to find out whether there are correlations, and then I can do more qualitative research to figure out what to change. We didn't manipulate any variables so far.

S: Can you tell me any more about the role played by your research assistant?

A: My research assistant collected and will analyze the quantitative data. She has some experience in that. I will be going to Jim Austin to help with that too.

S: Would your research feel different if you worked on it without PTLC involvement?

A: Yes. The good thing about the PTLC is that the meetings and the mentor and coach push me to continue to work on this. I am not sure I would have gone into this area of research on my

own. I have done some research on technology with others, but I had been doing new reading in this area of motivation when I saw the call for proposals last year.

S: Has your PTLC participation changed your conception of learning and learners?

A: It was interesting to see other researchers projects during the meetings. I don't think it changed my thinking about teaching or learning though. I do think this type of research, educational research, is very important. I learned that in the meetings.

S: Has involvement in the PTLC encouraged you to assess student learning in your course?

A: I am trying to find out about different aspects of motivation and correlate it to students' self-regulation of practice. Then I also want to see if those things are related to their grades in the course. I want to find out if there are relationships between those variables. It isn't experimental research to see if their final grades change if I manipulate a variable. I could try to change their self-efficacy, which is their perception of how effective they are. I could manipulate that as a variable, but this right now was more of a naturalistic study of what is actually going on.

S: Do you publish your goals for learning in your syllabus or course prospectus?

A: Yes, I discussed learning and self-regulation at the beginning of the course. I discuss how to practice, why they are taking the course, and how the course can help them in the future. I tried to include those ideas in the course information I gave them. I didn't discuss motivation though because it is such a subtle thing that relates to other ideas such as self-efficacy. I am looking at intrinsic and extrinsic motivation too, so there are sub-scales for those on the surveys.

S: Has your work on your research project changed the environment and culture of your classroom in any way?

A: No, I don't think I have changed anything yet. I may change things in the future, maybe in the spring semester.

S: If you were to imagine a future student participating in your classroom, can you describe the ways your PTLC research might affect her or his learning? Please be specific.

A: Yes, a future student may have a different experience. However, I am not sure yet what I may change, so I can't be that specific.

Researcher and the PTLC

S: What needs do you have as an education researcher?

A: The PTLC is good. I think it fills one need I have, which is talking to other researchers. Also getting a research assistant is important support for me to be able to complete this project. It's not a lot of money, but at least it gives me the chance to have an assistnat, which is really helpful. The financial support and being able to have a student to help me with the research is really important.

S: What might the PTLC do to better meet your needs as an educational researcher?

A: For one thing, the meetings are so far away and they take place during the week. I am now able to attend because I am on leave. Last spring, I couldn't get there because it is so far from Boulder and it's during the week. I wonder if Friday would be better because that is often a lighter day for teaching faculty. Maybe Saturday meetings would be good too. Based on the few meetings I attended, I would say the people who were there to present were useful. I think you could explore that more for future meetings.. Maybe bring in researchers who are full professors and have experience in educational research. They could come and just talk about their research. In one meeting, someone talked about clickers, and I thought that was interesting. I missed most of the meetings because of time constraints. At the last meeting, the person who spoke [Sarah Hug] said things that were a little too basic and maybe a little too conceptual without enough examples. She also didn't have enough time to present, so maybe she had more to say that she didn't get to say.

S: If you were to reflect back on your involvement with the PTLC over the past year, what stands out most for you?

A: My meetings with my mentor and coach were the most helpful. I have also benefited from listening to other researchers in the PTLC. It gets my juices flowing and gets me thinking about new things. It was good to split into smaller groups at the last meeting.

S: What difference, if any, do you think it has made to you that the PTLC is a system-wide collaborative?

A: More disciplines are involved because there is more than one campus involved. I appreciate that kind of diversity.

PTLC (more broadly)

S: What does PTLC foster among faculty and departments?

A: Can you explain that question?

S: I think Mary Ann wants to hear about what the PTLC may promote among faculty and departments. Is there anything that the PTLC promotes?

A: It promotes educational research and learning about teaching and learning.

S: What will sustain PTLC work?

A: I am not sure I know what that means.

S: Well, what do you think can keep the PTLC going as a collaborative within the university?

A: I am sure that funding is important. I think we current researchers could do more to get colleagues involved and applying to the PTLC. I want to tell more colleagues about the PTLC and what it has done for me. I think it would be good to be more selective. I find it a little weird that all proposals were accepted last year. I thought it was a little weird that Mary Ann told us that we were all accepted for 2008. I think it's okay to end up with fewer members in the PTLC if they are of higher quality.

Interview with Professor Kendra Gale
CU-Boulder, School of Journalism and Mass Communication
October 24, 2008

Researcher and her/his project

Suzanne (interviewer): When I spoke with you last spring, you said you became involved with the PTLC because you had made a decision to do pedagogical research. Do you feel you have gained or achieved this?

Kendra (interviewee): Yes. The PTLC gave me the impetus to really start to delve into this. In terms of what I did with my initial enormous proposal, I have broken it down into smaller pieces. The area in which I have been working now has been in reflective activities. I have been asking my students to integrate classroom experiences with their own personal experiences. I have been talking more with colleagues about the idea reflection. I am going to give a presentation at an upcoming civic engagement workshop that will be here on the Boulder campus. Reflection is a critical part of the learning experience.

S: How do you feel your project is progressing?

K: I feel like I have made progress and learned a ton. I have not made as much progress on the initial proposal as I had hoped, but I think I had no idea how much I didn't know when I first wrote it. I have now broken the larger idea down into more manageable pieces. For example, the assessments of students who have graduated will take place later. The original idea was to think about how we might see changes in students over time. I will track students, but there are only 15 students a year to study. Those are the only ones I can really influence and track.

S: Your original research question asked, "Do students demonstrate a shift away from "formula following" to increased personal responsibility in a civic engagement course designed to facilitate a move toward self-authoring?" Has this question changed over time?

K: No, I don't think the question has changed, but I have found that the measurement piece is really, really difficult. I want to make sure the curriculum has a more holistic approach. I want students to move away from that formula following. However, I don't teach all the classes, and I can't influence how they are all taught. For me, I have learned that some of what I need to do involves changing relationships with students in my classes.

S: Have you been reading research in your discipline?

K: I have so many pedagogy books on my shelf! I did an enormous amount of reading. I have become familiar with pedagogical journals. People from different fields write talks about this stuff, but they seem not to talk with each other. For example, student development and pedagogy people don't talk to each other. Reading was a huge part of what I did last school year. I kept a fairly significant log of self-reflection for myself. I do reflect normally, and I think about what I would do differently in the future, but I was a lot more deliberate this time. I was consciously reflective instead of just jotting down notes. I was thinking of the specific learning objectives for

the course and how that corresponded in the students' work. Conversation in class, assignments, and student journals were my data sources for that.

S: Can you tell me about the role played by your research assistant?

K: I hired Amy Subert out of the School of Education. I haven't done much with the data, but she was enormously helpful in collecting that baseline data from the spring 2008 course I taught. It was pre- and post-course survey data, and it asked questions about experiential learning and self-authorship. The same questions were given to all the people in the intro courses and to all graduating seniors. That data will start to accumulate so we can address the impact of experiential learning.

S: What do others in your department think of your work?

K: I have not talked about it much with colleagues, but my dean is hugely supportive. I wish I could speak at a departmental meeting, but we are so busy that I can't get it on our agenda until the spring. Many of our full professors think we spend too much time on undergraduate issues, so I have been hesitant to speak too much about my work since its focused on undergraduate issues. About 95% of our students are undergraduates. We have a small graduate program. I will be the first to go up for tenure on the basis of my teaching. My work with the PTLC has contributed significantly to my dossier, which is out for review now.

S: Have you significantly changed part or parts of your project based on your interaction with the group at meetings or with your mentor or coach?

K: No, I haven't spent time with my coach or mentor. I met with Mary Nelson once, and she gave me some advice on HRC. That was really helpful. We left it that I would get in touch with her again, but I didn't pursue the mentoring relationship. It had nothing to do with her. I was just totally overwhelmed. The spring meetings on the Boulder campus were very helpful. Those are the people I think of as being in my PTLC cohort. I know a lot about their projects, and I enjoyed the opportunity to exchange information. I did go to the meeting in May down in Denver, but the content seemed very specific to challenges to the health sciences campus. I think that was a product of who was present at the meeting. Now I just cannot make it to the big group meetings this semester either.

S: How would your research feel different if you worked on it without PTLC involvement?

K: Yes, I think it would be different if I had worked on it alone. I think the PTLC gave me some concrete deadlines to work against. It gave me people to talk to at the Boulder meetings. It also lent a sense of legitimacy to my work. I like to know that there are others working hard on this stuff. I had almost no training in teaching in my graduate program, like many others.

S: Has your PTLC participation changed your conception of learning and learners?

K: I am much more comfortable thinking about learning as a collaborative process. Intellectually, I liked the idea of thinking about it as a collaborative process, but I came to think

about teaching as being on a stage during my time in graduate school. One of my biggest challenges has been to be much more clear with my students about what I want to accomplish. I like it when my students review my course and indicate they were not just receiving knowledge or information. I want them to experience learning as collaborative. For many students, they still just want to know what they need to know or do to get that high grade. They are uncomfortable with uncertainty.

S: Has involvement in the PTLC encouraged you to assess student learning in your course?

K: I have always done a lot of qualitative evaluations, but I have started to ask different kinds of questions now that are more self-reflective though. I ask how they learn best and what they see as their strengths. I want to ask them about themselves as learners and not just about course content. I do that both as part of ongoing journals and in end-of-course evaluations. I want my students to reflect on themselves as learners and about their passions.

S: Has your work on your research project changed the environment and culture of your classroom in any way?

K: The PTLC absolutely pushed me to make changes. I understand pedagogy from a theoretical perspective now. It might have taken me 15 years to make the changes I have made recently. I understand student development and learning theory much better. It makes me think differently about myself as a teacher too. I think of myself less as that person on stage and more as a collaborator. It's hard to let go of control, but I am working on doing that more.

S: If you were to imagine a future student participating in your classroom, can you describe the ways your PTLC research might affect her or his learning? Please be specific.

K: I can't imagine everything won't continue to evolve. I am trying to implement one thing at a time instead of too many things at one time, which is my tendency. I am looking forward to implementing this with graduate students sometime too. I have only done this so far with a particular group of students, Deans Scholars, who were freshman. They are very non-representative group though.

Researcher and the PTLC

S: What needs do you have as an education researcher?

K: I would really like to see the university figure out how they will reward and recognize teaching more. I think one of the challenges right now is for the PTLC to connect people who are interested in teaching. Within the collaborative we have the underlying common link is to improve teaching, but our approaches are so varied that it's hard to make connections sometimes. I would hope that it might become easier to make connections with people who have similar teaching interests.

S: What might the PTLC do to better meet your needs as an educational researcher?

K: I think the biggest thing would be to figure out a way to make it easier to meet. I understand there will always be scheduling conflicts, and I really appreciated having the smaller Boulder campus meetings. I have meetings or teaching almost everyday, so it's nearly impossible for me to get away from this campus for so many hours.

S: If you were to reflect back on your involvement with the PTLC over the past year, what stands out most for you?

K: I think the most valuable thing for me has been the group meetings on the Boulder campus. I picked up ideas for resources to consult, and I heard about the research struggles others were having. The most enjoyable has been me doing my own research and having those "aha" moments. That was a lot of fun for me, to figure out how and why things work.

S: What difference, if any, do you think it has made to you that the PTLC is a system-wide collaborative?

K: I am not sure I can even comment on that. I only went to the first one last December and then the one in May. I had no other interactions with people not from Boulder. The two meetings I attended were not particularly helpful.

PTLC (more broadly)

S: What positive impact has your work or the work of other participants in PTLC had on teaching and learning on **your** campus?

K: I absolutely think my research affects teaching and learning in my program. My PTLC work shapes my involvement with the course design here. I am creating a course that will be different from one I would have put together several years ago. I proposed a residential academic program that will probably begin the fall 2010. We will teach courses in the residence halls, and that could create a much more holistic learning experience. We haven't started curriculum development for that yet, but Cindy White is the lead person from Communication on this proposal.

S: Do you have any suggestions for how we could bring about more faculty involvement in the PTLC?

K: We talked in Flagship 2030 meetings about needing to change the incentive and reward structure for teaching. People teach well now out of the goodness of their heart or because they are very interested in it. It's enormously time consuming but it's not highly rewarded. The system is set up to actually discourage them from investing time into teaching. I think the PTLC is great and is chipping away at the problem, but it's ultimately a systemic and structural problem. I would also like to say that working with the PTLC has been a great experience. I wish I could have been involved with people from other campuses because maybe then I would have made more connections.

Interview with Professor Jean Hertzberg
CU-Boulder, Department of Mechanical Engineering
November 13, 2008

Researcher and her/his project

Suzanne (interviewer): When I spoke with you in March, you said you were interested in the PTLC because it would provide a community and some recognition in which to situate your work. Do you feel you have gained or achieved this?

Jean (interviewee): Yes, I do feel I have gained those things. I have definitely gotten the feeling of community. I feel that I have gotten some recognition for my work, but it's still not terribly visible to some of my colleagues. That is probably partially my fault.

S: More specifically, how is your project progressing?

J: It's progressing okay. It took me a long time to find a student researcher to do the talk-aloud interviews I need to collect. This type of research is time-consuming! It is especially so because I want pre- and post-test data. The IRB process also took longer than I had thought it would. I think I would find it hard to believe anyone could complete this research and get it published in one year.

S: Can you elaborate on your trouble with the IRB process?

J: It didn't take me long to submit my request, but they seemed to sit on it for a while. It took weeks and weeks for me to receive an answer. I think it was low on their priority list. I had to wait for their second meeting to occur before I received an answer.

S: Can you tell me more about your graduate research assistant?

J: I hired a graduate student who came into my office and expressed interest in engineering education research. I think he found out about what I was doing by reading my website. He is doing interviews now. He has done a few, and I would like to get a sample size of about ten. I have sent out two requests to students via email, and I offer a free drink from the coffee cart. I also assure them I will not review the data until the semester is ends and they have received their grades.

S: Has your research question changed over time?

J: I have refined my questions a bit based on some of the reading I have done. I wish I had more time to devote to reading because I have realized how much reading I ought to do. It's hard to find time during the academic year. I made some good progress over the summer but it has slowed since.

S: Have you been reading research in engineering education or in another area?

J: It was education research actually. I was reading about how to quantify people's perceptions and attitudes. What I read in the education literature told me I could do it but that I needed a model on which to base my quantitative analysis. That led me into readings in the perceptual and cognitive science fields. It was a process, and I am still in it, to figure out what to even search for within the databases.

S: Have you significantly changed part or parts of your project based on your interaction with the group at meetings or with your mentor or coach?

J: I have changed things a little bit. I have not spent all that much time with one person, but I found the other person helpful. Steve Pollack didn't seem to have a lot of time. Alan Mickelson has been great. I had not met him before, but he has been very interested in my project and has been very helpful.

S: How would your research feel different if you worked on it without PTLC involvement?

J: It would have progressed a lot slower. I probably would have eventually pursued this project. It was a direction I was headed in anyway, but being involved with the PTLC gave me more incentive to work on it.

S: Has your PTLC participation changed your conception of learning and learners?

J: I did get a lot out of some of the speakers. They brought a perspective of the overall field to me. I am thinking specifically of Randy who came to the May meeting. It was about the division about the Scholarship of Teaching and Learning research and education research. I found that very interesting.

S: Has involvement in the PTLC encouraged you to assess student learning in your course?

J: Eventually I want to see how changes in perception affect the attitude toward the content, but I guess there is already a lot of research on how attitude affects learning.

S: Even if there is, I wonder if that research exists within the discipline of engineering or mechanical engineering.

J: That's true. I could replicate a study that was done in another discipline. You are right. Just because there is research about that topic already does not mean I should not pursue it.

S: Do you publish your goals for learning in your syllabus or course prospectus?

J: Yes, but I am not using learning goals in my flow visualization class. In the fluid mechanics those are easier measure because there are established metrics and scales.

S: Has your work on your research project changed the environment and culture of your classroom in any way?

J: I don't know. I don't think I have changed anything in a huge way. In a way, I don't want to change much but I want to control the variables in my experiment. I don't want to change things in the middle of my research project. Scholarship of Teaching and Learning folks believe that the new way of doing things are better, so they may change things in the middle of their data collection. It may be premature to change something before you have data to back up its effectiveness.

S: If you were to imagine a future student participating in your classroom, can you describe the ways your PTLC research might affect her or his learning? Please be specific.

J: I do believe I will make changes, but I am going to wait for the data to make decisions about what that will look like.

Researcher and the PTLC

S: What needs do you have as an education researcher?

J: My biggest need is time. Let me rephrase that. My biggest need is will power. I have to resist external influences to do the work I have defined for myself. Some of that is self-discipline to stay on task. Other people may want me to work on other things, and those things may be interesting. It is up to me to make this educational research a priority.

S: What might the PTLC do to better meet your needs as an educational researcher?

J: I sure hate having to go to Anschutz. I hate wasting the fuel and time to get there. It doesn't seem like an efficient use of time. Video conferencing would be much more efficient.

S: If you were to reflect back on your involvement with the PTLC over the past year, what stands out most for you?

J: The actual education research information from the various speakers has been helpful. I really enjoyed Sarah Hug's presentation. I thought her talk was very good. I thought her talk was so good that I invited her to come talk with engineering faculty who are interested in this. I had about eight people show up for that about a month ago.

S: What difference, if any, do you think it has made to you that the PTLC is a system-wide collaborative?

J: No, it has not made a difference to me. I enjoyed those women from Nursing. However, I think there are enough disciplines on the Boulder campus that interacting with faculty from the Boulder campus alone could satisfy the inter-disciplinary aspect.

PTLC (more broadly)

S: How has the PTLC facilitated collaboration between and among other colleagues in your school, your dept, your campus, or across campuses?

J: No. I have a graduate student working with me. My colleague Shelly Miller is excited to have been accepted to the 2009 cohort. I haven't been involved in any collaborations though.

S: What positive impact has your work or the work of other participants in PTLC had on teaching and learning on **your** campus?

J: Yes, I think I will have an impact, but it will happen over time. It's not an overnight thing.

S: Do you have any suggestions for how we could bring about more faculty involvement in the PTLC?

J: More faculty would be involved if the PTLC gave more money going to the researchers.

Interview with Professor Jane Kass-Wolff
UC Denver, School of Nursing
October 1, 2008

Researcher and her/his project

Suzanne (interviewer): When I spoke with you in February, you said that you hoped to improve education through educational research, which is not typically valued at your campus. Do you feel you have gained or achieved this?

Jane (interviewee): We are right now testing students who were taught by teaching associates. We may extend our study and study the preceptors to see whether they perceive a difference in the students. I think our educational research could improve education on our campus, but it is too early to know.

S: You are thinking of conducting a second study of this topic then?

J: It is really a follow-up or an extension. The preceptor is the nurse practitioner whom the student works with out in the field and is very aware of the students' level of knowledge in terms of their competence with the physical exam. We could research whether the preceptors see a difference in our students.

S: More generally, how is your project progressing?

J: Right now, it hasn't. We are done with the research, but we haven't looked at the data. Late this fall, I think Ernestine and I will start writing. Then we hope to publish something and to do a presentation.

S: Where do you hope to publish and present?

J: I suppose we would publish in a professional journal, maybe a nurse practitioner journal. I will have to think about that one. I don't know where it would get read the most. Ernestine and I haven't talked about that.

S: How has your research question changed over time?

J: It changed pretty drastically. Well, no, the question didn't change. The way we conducted the study changed. We had a much smaller sample than we had originally planned.

S: What other changes took place along the way?

J: We didn't have any other changes really.

S: Can you tell me about the role your research assistant has played in your work?

J: Yes, she helped get us set up with the CAPE center. That is how we were able to find the teaching assistants.

S: Have you significantly changed part of your project based on your interaction with the group at meetings or with your mentor or coach?

J: No, but it's been helpful hearing about other people's research. I tended to listen to their issues and then hopefully avoid those problems. It didn't result in any radical changes, but I did find myself looking out for potential problems.

S: Would your research feel different if you worked on it without PTLC involvement?

J: I think so. I keep running into people from the PTLC around the campus. I have talked with them about their research. There are future possibilities for research collaborations out there. I haven't been involved in any new collaborations yet though. I think some inter-disciplinary research could be great. That could bring together different disciplines.

S: Has your PTLC participation changed your conception of learning and learners?

J: It has. The PTLC has made me more aware of how I need to change my teaching styles for different classes. I think I need to do more reading and observing to learn more about teaching. I could spend time observing other good teachers.

S: Has involvement in the PTLC encouraged you to assess student learning in your course?

J: I think so. Again, I haven't really incorporated it yet. There are different ways of evaluating and assessing their learning, but I haven't had the time to look into that.

S: Do you publish your goals for learning in your syllabus or course prospectus?

J: Yes.

S: Are you using your goals to assess student learning within your course?

J: Yes. That is the basis for our evaluation.

S: Has your work on your research project changed the environment of your classroom?

J: We are still using the new way of teaching. We will continue to look at that, evaluate it, and make sure students are learning. It's hard to relinquish things I used to do and let someone else do it. It's hard to let the teaching associates do the teaching. We can watch the classes via video and then go back in and make corrections. The teaching associates haven't taken that very well though. They see us as intruding on their work, so that is something else we need to address.

S: If you were to imagine a student participating in your class in the future, can you describe the ways your PTLC research might affect her or his learning?

J: Yes, I think their learning experience will be different. I am not sure how at this point, but I think things will change as we go along.

Researcher and the PTLC

S: To date, is the PTLC meeting your needs as an educational researcher?

J: Yes. My work with the PTLC is going well. I like to hear how other departments value expert teaching and how they have different ways of looking at students learning.

S: What might the PTLC do to better meet your needs as an educational researcher?

J: There is nothing that I can think of. I think they do a good job.

S: If you were to reflect back on your involvement with the PTLC over the past year, what stands out for you as most beneficial or enjoyable?

J: The meetings and the discussion have been the most beneficial and the most enjoyable. I have enjoyed experts who came in and talked. Those talks really stimulated a lot of thinking on my part. It led me to reevaluation and reflection after the meetings. I almost wished we could meet more frequently or for a longer period of time. I value the meetings

S: What difference, if any, do you think it has made to you that the PTLC is a system-wide collaborative?

J: It's very beneficial. I like that the PTLC has involvement from people outside of our realm of the health sciences. I can see how people teach in other areas.

PTLC (more broadly)

S: More generally, does the value of the PTLC relate to or depend on its being a system-wide collaborative?

J: Yes. I think everybody who gets involved contributes something and also gains something overall.

S: Can you say more about how the system-wide aspect brings value to the PTLC?

J: I think being a system-wide collaborative makes the PTLC more useful to people involved.

S: I think you said this before, but has the PTLC facilitated collaboration between and among other colleagues in your school, your dept, your campus, or across campuses?

J: No. I would like to be involved in future collaborations though.

S: How many conversations have you had about your project with colleagues outside the PTLC?

J: Just yesterday I strongly encouraged someone in the School of Nursing to submit a proposal to the PTLC for 2009, but I don't know if they have. I have probably talked to about five or six people altogether.

S: Has teaching and learning on **your** campus been impacted positively by your work or the work of other participants in PTLC?

J: I hope so. I would hope others would value teaching more as a result of the PTLC research. We seem to recognize the need to mentor new teachers, which may be related to the PTLC's work.

S: Do you think the PTLC can in any way change how the Scholarship of Teaching and Learning is viewed by the system, your college, or your department?

J: Yes. I think the PTLC can work to change how the Scholarship of Teaching and Learning is viewed at all levels. The more people who go through the collaborative create more of a mass of people who then go out and share their research with others through publications and presentations

S: Do you have any suggestions for how we could bring about more faculty involvement in the PTLC?

J: One suggestion would be to have some sort of a symposium, such as a half-day presentation of posters for all faculty members. It could move from campus to campus so everyone could see the posters.

Interview with Professor Yvonne Kellar-Guenther
UC Denver, Communication and Evaluation
October 15, 2008

Researcher and her/his project

Suzanne (interviewer): When I spoke with you last spring, you said you had gotten involved with the PTLC because you wanted to study pedagogy but didn't know much about it. You said that having a coach and mentor were important elements for you. Do you feel that you have learned about pedagogy and have been supported by your coach and mentor?

Yvonne (interviewee): No, but that might be my fault. I haven't been able to go to the meetings. I met with my mentor in the beginning, but then she stopped hearing from me, and I stopped hearing from her. I have been doing it on my own since then. I don't know that I have learned anything about pedagogy, but I have read a lot about training. The literature about evaluating training sessions is mostly in business literature. I am testing whether people are really learning what they should be.

S: More specifically, how is your project progressing?

Y: I never actually tapped into my funds, but I finally figured out another way to get my data.

S: Why did you need another way to get the data?

Y: I used to teach this course for the IRB, and I already had approval to get data through them. They were supposed to pull information for me, but they are preparing for accreditation. My project wasn't as important as other things that were going on, so they couldn't help me. I then just contacted people myself to get the data.

S: Have your research questions changed over time?

Y: No.

S: You said you didn't tap into your funds. Does that mean you did not hire a research assistant?

Y: Right, I did not hire one. I was unable to get a commitment from someone in enough time. I couldn't meet the PTLC deadline for that funding, so I've been doing it on my own.

S: Have you significantly changed part or parts of your project based on your interaction with the group at meetings or with your mentor or coach?

Y: Yes. I got feedback from people about follow-up survey. I haven't worked much with my mentor though.

S: How would your research feel different if you worked on it without PTLC involvement?

Y: I think it wouldn't have happened. Submitting a proposal to be part of the American Evaluation Association conference motivated me. That happened around April or May. I probably found out around July or August that I was accepted, and I will be presenting on November 6.

S: Has your PTLC participation changed your conception of learning and learners?

Y: I evaluated one course that is part of a curriculum I have been putting together. We meet only once, so it's not a relationship we are building or continuing. It's not the same as teaching a course. I probably do think a little differently about learning though I am not sure how exactly.

S: Has involvement in the PTLC encouraged you to assess student learning in your course?

Y: My course is about teaching people how to write for lower reading levels. If they use tips and tricks from my course, they send me something they have written after the course, and I look at it objectively. I have no pre-test or pre-write. Clearly, some get it and some don't. It's not a skill people can fake.

S: Do you publish your goals for learning in your syllabus or course prospectus?

Y: Before the training, they know what we will cover, so you could call those goals. Not all of the people are going to use what they learn right away or even at all. They should walk away understanding what influences reading level. That's the goal, but the course only takes place over two hours.

S: Has your work on your research project changed the environment and culture of your classroom in any way?

Y: I haven't changed what I am doing.

S: If you were to imagine a future student participating in your classroom, can you describe the ways your PTLC research might affect her or his learning? Please be specific.

Y: Yes. I think I could change things, but I don't know how yet.

Researcher and the PTLC

S: What needs do you have as an education researcher?

Y: Carving out the time to spend on this has been a huge need. I don't have to write anything for the presentation, I just have to put together 15 minutes of PowerPoint slides. Writing up an article will be the hard part, but I haven't gotten there yet.

S: What might the PTLC do to better meet your needs as an educational researcher?

Y: I don't know why it doesn't work for me to have a mentor. I don't teach. I am grant-funded, and I work 12 months. I think I am just too different from everyone else. I had expected I would

meet more people. I always kind of felt like I was an outsider in the group. People talked about it being a supportive environment, but I never felt that.

S: If you were to reflect back on your involvement with the PTLC over the past year, what stands out most for you?

Y: The most interesting part of the year was when someone came to a meeting and gave a lecture that talked about working with science students. I really, really enjoyed that. It was interesting to hear about ways to measure students' knowledge. He talked about knowledge as skill based versus conceptual. He said there were different ways to teach. He said teacher could teach what to do or they could also teach why students should do it.

S: What difference, if any, do you think it has made to you that the PTLC is a system-wide collaborative?

Y: I am wondering if it being system-wide is part of the problem for me. Maybe having so many people from so many areas creates some kind of disconnect. The person I am connected to is not on my campus, so that could be part of the problem. It also seems like you are having trouble getting people to the meetings.

PTLC (more broadly)

S: How has the PTLC facilitated collaboration between and among other colleagues in your school, your dept, your campus, or across campuses?

Y: No. When we have those meetings, I have learned some interesting and important things, but I don't know that I feel like I have made new connections. I don't feel like I have grown or gained a major relationship. I think part of the problem is me. I just don't fit in.

S: Well, I am sorry you feel like you don't fit it. How many conversations have you had about your project with colleagues outside the PTLC?

Y: I have talked to about six or seven people.

S: What does PTLC foster among faculty and departments?

Y: I am guessing that the interest in educational research could spread, especially on more academic campuses like Downtown Denver or Boulder. It was interesting to hear about the visual aspects of engineering or music, but it just didn't work for me.

S: What will sustain PTLC work?

Y: I don't know, but maybe if people had to give a final presentation they would feel motivated to finish. I don't have any other ideas. I think the organizers have worked hard to make this work, but maybe it should be a two-year commitment instead of just one year. The first year could be spent working on the problem and gathering data. The second year could be spent writing and submitting to journals.

Interview with Professor Mary Klages
CU-Boulder, English Department
October 2, 2008

Researcher and her/his project

Suzanne (interviewer): I wasn't able to interview you in the spring, and I haven't talked with you individually, so I don't know anything about your project other than what was in your original proposal

Mary (interviewee): It has changed a lot! I found the question I was asking wasn't relevant. I wanted to know why students put off taking the theory class. I found that that, statistically speaking, that wasn't happening, but it was my just impression. They are in fact taking the course toward the beginning of their English major instead of toward the end. My new question is about what we are teaching when we are teaching literary theory. The idea of adding it to the major came from the top down, so to speak. It has become required knowledge at the graduate level to be able to join in the professional conversation. It then had a sort of trickle-down effect. Those of us teaching had learned it in grad school, so we then taught it to our undergraduates. It's important knowledge for students who go on in the profession, and it also raises their level of sophistication, in terms of how they can talk about English at the upper division level. But I did wonder whether it was something of a fad. I call it the fraternity initiation model of education; you have to do this because I had to. I wanted us to look at what we are teaching and ask what we are trying to accomplish with this class. It's not just about content, but it's about intent. We focus too much on the content of what the students need to know. That includes gender literature, ethnic lit, American lit, renaissance lit, and all the rest. That does give our students a fabulous range of texts, but it's as though accumulating a large number of texts gives you something in and of itself. We have one course called literary analysis that includes teaching the skills they will need to participate in their major. It also gives them some historical sense of how these genres and forms developed. The content doesn't necessarily matter for this course. Then we have the literary theory course I teach and am studying. I have found the theory course is one of the few places in the English major that forces students to leap to a meta-critical level. They have to ask why they are doing what they are doing. I started the semester with asking them what the frequently asked questions are within the English major. What I found was that we are asking about how meaning is made in this theory class. Then at the end of the semester I asked what they thought the class had been about. One person said, "It made me think about how I think." That is what this course should be about. It gives them the ability to think critically. My question now is why we teach theory apart from the content. In this class they make an amazing cognitive leap from trying to find right answers to being able to think critically and ask questions. So it also sort of answers my original question too. I think students used to put off taking the theory class because it forces them to be meta-critical, which is different from what they are used to. They maybe aren't at a developmental place to be able to take the class. But I am finding that students who take it on early in their major do a great job. They struggle for the first half of the semester, but then a light bulb comes on and they understand they can think in all these different ways about the world. I have all this raw evidence from student interviews, which is all in narrative form. Now I am trying to dig up some scholarship of teaching and learning research that will frame what I have done so I can write about it.

S: Can you clarify the relationship between the various courses you mentioned?

M: We have Introduction to Literary Theory and we have Literary Analysis, plus the content courses. Essentially, there are two gateway courses we ask them to take in first or second year. One is the literary analysis course, which is about the skills needed to analyze text. You could say it's the equivalent of a methods class for English majors. Then the literary theory class is what I teach. It's been fascinating because I am asking my students what is going on for them. It's an endless amount of information. It's taken me this long to be able to filter out what is interesting and what is really going on. I collected data in fall 2007 and spring 2008. My undergraduate research assistant got very engaged in determining what people are learning in an English major, aside from the idea that everyone should know Shakespeare. I typically teach this theory class 2 times a year, and I have often have a large lecture section with 150 students. I have taught it with as few as 20 but with as many as 150. The efficient way to teach a class everyone needs is in the large lecture format, but we can't do that for literary analysis. It doesn't lend itself to mass teaching. I developed the theory class as a large lecture class about 10 years ago, though I have also taught it as a smaller class.

S: What did you hope to gain through your involvement with the PTLC this year?

M: I really wanted to know how other disciplines think because my sense is that people wonder why the university system has an English major. I wanted to know what it is that we think we are producing. I have seen the emphasis shift within the academy over the past 10 or 20 years to people wanting each discipline to produce something tangible. What does the English department produce, other than scholarship no one reads? It's harder to show that. The engineering department can show that more easily. The humanities, and especially the English department, have kind of stumbled with that. We have a lot of rhetoric about how it doesn't prepare you for anything in particular but for everything in general that requires critical thinking. I want to know what other departments and what my department do to answer this. I see a shift from it being okay to just produce an educated person to us having to produce more tangible results. I wanted to know how other disciplines answer the question of what they produce or how they conceptualize that they are doing within their discipline. It is amazing to be able to have a conversation with someone who designs biology lab experiments or who is doing things within song writing. We are all engaged in the same kind of process though what we are working on such different specific things. We are all looking at phases of intellectual development. We all want to move students from novice ways of thinking to expert ways of thinking. It was enormously helpful for me to think about structure apart from content. I realized the importance of this because of those conversations with other PTLC participants.

S: Have you significantly changed part of your project based on your interaction with your mentor or coach?

M: No, Marty has been very hands-off. I have been doing it pretty much on my own. He has checked in with me and asked if I need anything or if I have any questions. I work well by myself. It hasn't proceeded in a straightforward way like a science experiment. I found out that I had to change the question.

S: How would your research feel different if you worked on it without PTLC involvement?

M: I don't think I could have come up with any of this on my own. I think I would have been floundering without the PTLC. I needed to see outside the box, though I hate to say it that way. I needed to see beyond the English major and hear how others conceptualize what they are doing within each of their departments. I could then compare and contrast it with the English department. The input from people of all different disciplines has helped me think about the English department's contribution to intellectual development. We teach skills you would learn in any department, it's those meta-critical thinking skills.

S: Has your PTLC participation changed your conception of learning and learners?

M: Absolutely. It has introduced me to a body of scholarship that helps me to think about how learning happens. In the English major it has been ill defined or completely unexamined. We are unsure of what we do because what we do involves a lot of emotion or emotional involvement on the part of the student. We want them to feel passionately about what we do. On the other hand, post-structuralist theory has led us to critique exactly those feelings and thoughts. People are no longer clear as to why we have to study this particular content. Learning about learning has given me a whole set of tools to talk about what we do without falling back into humanist rhetoric. I have been thinking about this for some time. I have been saying we can't use the models of other departments, such as the sciences. I have been fighting against the university as it was asking us to show what we are producing. It is also the parents and the general public asking us about the value of what we do. I have had to then explain what it is we do within the English major. Now I have discovered what we actually do. We teach critical thinking just like all the science disciplines do as well. Part of my motivation for joining the PTLC was to see whether other majors think about themselves as preparing students for particular jobs. PTLC exposed me to other ways of thinking about departmental productivity. It is still something I am wrestling with though.

S: Has involvement in the PTLC encouraged you to assess student learning in your course?

M: I would say it has made me think about it. It hasn't made me change anything in my curriculum or my syllabus. I would want to make a distinction between assessing student learning and measuring student learning. I haven't changed any graded assignments, but it has changed what I do in the way I ask my students what is going on for them.

S: I would use the term evaluating to talk about the measuring student learning.

M: Okay, yes, so I am not evaluating them in different ways. I am assessing them more though.

S: Do you publish your goals for learning in your syllabus or course prospectus?

M: No, I don't. I don't know how to articulate my goals for learning. I am learning that right now. I have seen it in a syllabus where very specific goals are noted, but I don't like that. I guess I haven't thought about it this much before. I suppose I see publishing goals as too directive for me. I don't know what my students are going to get by the end of the course, and I don't want to

frame it for them. I guess that is part of my free-floating English department self. I don't know specifically what they will get. I love when I hear back much later from students who took my course. I think making this cognitive leap is something they will understand later in their lives. They will look back and realize why I was teaching them something. I also feel like English courses are supposed to help students find individual paths and not tell all of them what they are all going to learn.

S: Has your work on your research project changed the environment of your classroom in any way?

M: It enhances what I do in the classroom already. It has made me be meta-critical. I know more about why we do the things we do and why they are important.

S: If you were to imagine a student in the future participating in your classroom, can you describe the ways your PTLC research might affect her or his learning?

M: I don't think it will be different for them. I think I know a lot more about what I doing, but I don't think it will be different for the students. It's more that my own light bulb went on.

Researcher and the PTLC

S: To date, is the PTLC meeting your needs as an educational researcher?

M: Yes and no. The best thing about PTLC is the contact from people all over, from every conceivable discipline. I could have used a little more hands-on stuff. For example, meeting with just the Boulder people every other month. Frankly, it's been a pain to get down to the Aurora campus. I understand that is the central campus where everyone can meet, but it would nice if we could have smaller, local meetings too. It could be more informal too and less following of an agenda. I would like more information about how to use the scholarship of teaching and learning resources.

S: Could you say more about that, about using resources?

M: It could be like a research methods session, maybe a one-hr long session, that could teach us how to do the research in the scholarship of teaching and learning. I want to know how to look for stuff, the sort of things a librarian could tell us. I also want to know how to evaluate the sources. It is specific to that kind of scholarship, which I don't know anything about. And that may be different within the humanities too, so maybe we would need separate sessions for the humanities and for the sciences.

S: If you were to reflect back on your involvement with the PTLC over the past year, what stands out most for you?

M: The eye-opening one-on-one conversations during the larger meetings. I like hearing what they are doing in other disciplines. I gained a wealth of knowledge from asking elementary level questions about the projects they are working on. I don't know anything about their disciplines,

so I can't ask sophisticated questions. It was good to ask and to answer those questions. We can ask each other what we are really doing in our disciplines, aside from the usual rhetoric.

S: What difference, if any, do you think it has made to you that the PTLC is a system-wide collaborative?

M: It has made a difference because of the range of disciplines that I got exposed to. I got a lot from talking with people in the health sciences. Everything is very different in their discipline, such as the professional training they give their students.

PTLC (more broadly)

S: More generally, how does the value of the PTLC relate to or depend on its being a system-wide collaborative?

M: I think it's been a good experience for me. My first thought on the idea of value is from the perspective of an administrator, or that money is being spent to offer something to all four campuses at one time. There could be an experiment of running it separately on each campus to determine whether there is value to that alternative way of organizing the PTLC. On one hand, I feel I have benefited from the system-wide aspect. However, there could be intimacy gained from a campus-only meeting. I would have liked to get to know my Boulder colleagues more because I am potentially going to run into them again. Then we could have begun an on-going conversation rather than meeting with people I probably won't see again, such as those on the health sciences campus

S: How has the PTLC facilitated collaboration between and among other colleagues in your school, your dept, your campus, or across campuses?

M: I have only worked with my student research assistant. I haven't not been involved in other collaborations.

S: How many conversations have you had about your project with colleagues outside the PTLC?

M: I have talked to probably five or six people in the English department about it. Certainly the chair knows about it. I have talked more with my grad students about it just because it comes up in conversations about my research work. I have probably talked to 20 or more grad students

S: How has teaching and learning on **your** campus been impacted positively by your work or the work of other participants in PTLC?

M: I would hope so. It will benefit the Boulder campus the more we can make teaching and learning visible as areas of scholarly research within each discipline. A lot of us went into college teaching so we could go into teaching without setting foot in a school of education. As a result, we are brilliant scholars within our discipline, but we may turn out to be duds in the classroom. We don't know how to be reflective about our teaching and our students' learning.

S: Do you have any suggestions for how we could bring about more faculty involvement in the PTLC?

M: The things I am thinking of are along the lines of making sure participation in PTLC is a valued part of someone's tenure and promotion file. That is part of changing the climate at the university as a whole. That involves changing how we think about teaching and shifting our focus slightly away from research scholarship within each discipline. It seems like what we are really here for in the English department is to write articles and books. We teach to make money, and that just isn't as valuable. As a result, paying attention to teaching is a de-valued skill. That has to change to interest people in spending their time working on the scholarship of teaching and learning.

S: Those are all the questions I have. Is there anything you would like to add?

M: I am curious about the connection between the PTLC and Carnegie or the national movement of the scholarship of teaching and learning. If there is a way to communicate to faculty that they are part of a growing international group of faculty interested in this topic, that could improve the climate that makes this something that is worthwhile doing. My cynical part is then wondering whether this international movement promoting the scholarship of teaching and learning is coming from the same model that is asking the university to justify its existence. Again, that goes back to the idea of proving we are producing something.

S: I am not sure I have an answer for that, but I would say this is something Mary Ann could address for us.

Interview with Professor Suzanne MacAulay
CU-Colorado Springs, Department of Visual and Performing Arts
September 14, 2008

Researcher and her/his project

Suzanne Eyerman: When I spoke with you last spring and asked you what you hoped to gain through your involvement with the PTLC this year, you said you are “always looking for opportunities to combine teaching with research.” Do you feel you have gained or achieved this?

Suzanne MacAuley: Definitely. In fact, I have become a little bit of a missionary in promoting this program to my faculty. I have told them it is almost expedient. We are already doing this sort of this, reflecting on practice, but they need to make the leap to take it into the arena of the scholarship of teaching and learning.

SE: More generally, can you describe how your project is progressing?

SM: It’s going quite well, as far as I am concerned. I have sent out a proposal out to give a presentation at a practitioner symposium. This is the MUSE [Measuring Unique Studies Effectively, hosted by Savannah College of Art and Design] conference, which is held at a school of art and design. The only pitfall for me is codifying some assessment procedures, so that is probably the next stage. I know what I am doing, but I’d like it to be more systematic.

SE: Would you say your research questions have changed over time?

SM: I don’t think the question has changed. That was always to probe the efficacy of interdisciplinary learning. What has changed is a new kind of awareness of applying ethnographic processes to the classroom. I have always done it but now I am looking at assessing how it is done. When I was crafting the proposal for this MUSE conference, I realized I actually have two ideas for publication. In particular is the idea about the annotated portfolio. I would also like to publish an article about applying ethnography to the classroom. I wrote that article before, but it was not accepted for publication, and now I realized I had sent it to the wrong audience. The MUSE conference will focus on what has occurred because of my engagement with the PTLC. The article will be framed in more ethnographic terms, and that should be interesting to an international audience who is interested in art and anthropology. There are a couple of publications I could target. One is called Pedagogy, Culture, and the Classroom. The other that might work well is Ethnography and Education.

SE: Have you hired a research assistant?

SM: I have. Last spring I hired Sara Meghdari. She is an undergraduate here in sociology or something like that. She is also taking some visual arts classes, and a professor who works under me suggested contacting Sara.

SE: Would your research feel different if you worked on it without PTLC involvement?

SM: Definitely. The whole idea of the scholarship of teaching and learning would not have occurred to me. Let's go back to the article I was mentioning. That article I would have tried to publish again anyway, even without my involvement with the PTLC, but I would have been missing the framework of ethnography and education. I would have left it as me describing an interesting experience of me teaching abroad. The PTLC experience has given me an awareness of how to frame this so it has a message that will get it published.

SE: Has your PTLC participation changed your conception of learning and learners?

SM: Yes, definitely, but I couldn't say how exactly. Well, I did step out of the safety net and started introducing experiential components in a fairly systematic way. I think I am a lot more sensitive to a more nuanced approach to experiential education. If I taught studio art, the applied laboratory experience would be a given, and the students wouldn't be so challenged to accept this experiential component. But art history classes typically take a more lecture-oriented approach. I am interested in the whole array of reactions on the part of the learner when they have to think critically in their applied experiences within the class. It's been so neat working with Deborah Haynes because she has the same approach of wanting to engage students. I was also co-teaching in this class, so I then had to impose my approach on my co-teacher. She was very willing, but part of the results I present will include her attitude on the experience.

SE: Has involvement in the PTLC encouraged you to think differently about assessing student learning in your course?

SM: Yes. We have now hired someone who is in charge of program assessments, and I want to talk with her about how we could apply this portfolio approach to other classes within the program. I think it has that potential. I expect to talk with her soon.

SE: Do you publish your goals for learning in your syllabus or course prospectus?

SM: Yes.

SE: Are you using your goals to assess student learning within your course?

SM: Yes, otherwise I would be doing this on a whim. Students need to know what the objectives and goals are. Then they are not flummoxed on how they are being assessed. The goals keeping coming up in the criteria of the projects.

SE: If you were to imagine a student, now or in the future, participating in your classroom, can you describe the ways your PTLC research might affect her or his learning?

SM: I am not really changing my methods, but this is making me much more aware of how finely I must communicate with my students, in terms of my expectations about learning. Another aspect is the collaborative engagement. Not only am I asking them to engage in the topic, but I am also asking them to engage with me as the professor. This way I can keep tabs on their progress and their growth rather than waiting until the assessment at the end of the project. I am also quite committed to continuing projects that help them to assess their progress too. It's

cumulative assessment over time, not just an experience that occurs at testing time. I plan to continue this type of assessment. I have always done it, but now I have acquired a new layer, which is intensifying the self-reflective aspect. I am also careful to govern the rigor, to tap into it all the time but not to control it.

Researcher and the PTLC

SE: To date, is the PTLC meeting your needs as an educational researcher?

SM: Yes, very definitely.

SE: What might the PTLC do to better meet your needs as an educational researcher?

SM: I am the kind of person who takes the raw material and uses it. I don't usually turn around and ask for more or ask for a different quality. A lot of people in my cohort are sociologists or in education, so they are all kind of tuned into this anyway. I come in with images and all different kinds of things. I can see a kind of disjunction sometimes, particularly last Tuesday. They clearly couldn't see how I could assess this kind of thing, but that's okay. I haven't worked with quantitative data ever, and the other cohort members have a different perspective. That's okay though. I received travel funding after the deadline, which meant my provost had to support it, which is fine. Then the awareness of the PTLC had to grow. If that hadn't happened, I would have said I would have liked funding for publication expenses, though I guess there aren't any since everything is electronic now. I know the Denver campus is central, but the travel is hard. I want to encourage someone to apply, but the travel may be insurmountable problem for her. There isn't any public transportation to get us all the way to that campus.

SE: If you were to reflect back on your involvement with the PTLC over the past year, what stands out most for you as being the most beneficial or enjoying?

SM: I am always doing my research, even if I am on a desert island, but the engagement with the coach and mentor were special. Plus the engagement with other researchers was helpful. That is something that cannot be duplicated.

SE: Do you think it has made a difference to you that the PTLC is a system-wide collaborative?

SM: Yes. Of course, my coach and mentor come from different campuses from each other and from me. I know Boulder, but I know nothing about UCD, so Rod's input has been interesting.

PTLC (more broadly)

SE: More generally, does the value of the PTLC relate to or depend on its being a system-wide collaborative?

SM: Yes. That just reinforces what I just said, not in terms of my coach and mentor but in terms of the group as a whole. The caliber of the open discussions and even the little discussion groups is wonderful, and it's such a heterogeneous group.

SE: How has the PTLC facilitated collaboration between and among other colleagues in your school, your dept, your campus, or across campuses?

SM: No, I haven't been part of any collaboration. If someone has a project I could add to, I am always eager to help, but that hasn't happened. My subject area is so different, so I think that is difficult. There are a lot of nursing people and some people in English. I love mixing with different disciplines beyond the humanities, but there is a divide between qualitative and quantitative methods.

SE: How many conversations have you had about your project with colleagues outside the PTLC?

SM: Because I think everyone in my department would benefit, I do talk about it a lot. I have talked about it in faculty meetings. I have talked about it with various program heads too. I have also stepped out and talked about it in terms of the College of Letters, Arts, and Sciences that I am involved with, not so much in terms of recruitment but to get them to turn the lens on their own research project because so many people don't see the value in doing that. I want to create an awareness.

SE: It sounds like you have talked with a lot of people then.

SM: Yes, I'm not sure how many, but I have talked with quite a few.

SE: How has teaching and learning on **your** campus been impacted positively by your work or the work of other participants in PTLC?

SM: I don't know about my work, because it has a tendency to be regarded as rather idiosyncratic. My work could have an effect on the visual and performing arts department as we work to craft a larger assessment. As far as my campus, we can create a larger effect as each individual researcher affects their own niche.

SE: Do you think the PTLC can in any way change how the Scholarship of Teaching and Learning is viewed by the system, your college, or your department?

SM: Yes, definitely. That ties in with what I have been saying. The portfolio thing is an instrument that we can introduce within the department, but it comes from the larger field of the scholarship of teaching and learning. So the instrument can inspire others. It can help them to see how they could assess learning in a new or different way. People who are unaware of this scholarship of teaching and learning may be very aware of the scholarship of their own field. This new promotion and tenure criteria that UCCS is considering could help people to move toward thinking of scholarship of teaching and learning. The PTLC fits this very well.

Interview with Professor Stefanie Mollborn
CU-Boulder, Dept. of Sociology and Institute of Behavioral Science
October 9, 2008

Researcher and her/his project

Suzanne Eyerman (interviewer): When I spoke with you last spring, you emphasized that you became involved with the PTLC because you were seeking a community of “like-minded people.” Do you feel you have gained or achieved this?

Stefanie Mollborn (interviewee): Yes, and it’s been great. I appreciate that I have been able to get a sense of what is going on outside my own department. I can hear about what others are doing in the scholarship of teaching and learning.

SE: Are there others who study teaching in your dept?

SM: No, not here, though plenty of sociology department at other schools do take an interest in teaching. Studying education is something I did in grad school, but it’s not emphasized here. I like being part of the PTLC because I am able to have conversations about educational research with people from other departments. The conversations are interesting because they include ideas about how to have innovative teaching within the particular constraints of this university, which include large classes and few TAs.

SE: More specifically, how is your project progressing?

SM: My research assistant and I spent June and part of July transcribing data. We then spent part of July and the month of August analyzing the quantitative data. August was our most active period to date. I gave two presentations. The first one was at the Society for the Study of Social Problems, which took place in Boston. I had to spend time getting ready for that. The point of my presentation was both a sort of how to and it was also telling people why they should do it; I was talking to other sociology teachers about how and why to use clickers in their classrooms. I also gave them ideas about things to avoid. This was all based on the data we collected for my PTLC project. The data included evaluations from student perspective. I also presented at COLTT, which stands for Colorado Learning and Teaching with Technology. There were several hundred people at that conference, so it was smaller than the national conference I attended, but there was still a lot of interest. One great aspect was that I had 45 minutes or an hour to present. My presentation was called something like “Using Clickers Outside the Science Classroom.” It was similar to my other presentation, but this one was more in-depth. I even passed out clickers and had audience use them. I showed them national demographic data and compared it to the demographic data I collected from them during my talk. I was then able to talk about how white and privileged the group was compared to national averages. I wanted to concretely show them how clickers could be used in a social science classroom. What I do is outside of and beyond the concept test framework used by the sciences. The COLTT presentation was also good because there were lots of questions from the audience that I was able to take time to answer. I did most of the talking, and my research assistant Angel also spoke during the presentation. We now have chunks of manuscript drafted, and we plan to really dig in over winter break. We hope to publish in *Teaching Sociology*, which is the national teaching journal in our field. It’s a prestigious

journal. It unfortunately has only a 20% acceptance rate, so we can't count on getting in. Unfortunately, it's the only teaching in sociology too. People at the COLTT conference were suggesting our work could apply outside sociology, so we are going to keep in mind that we can send it somewhere else if *Teaching Sociology* doesn't accept our work. What we are doing probably does apply more broadly. We aren't asking for correct answers like the sciences generally are. We are looking to start discussions based around conceptual questions.

SE: Have you significantly changed part or parts of your project based on your interaction with the group at meetings or with your mentor or coach?

SM: Yes, I have changed my project. Steve Pollock had really good input. It hasn't changed the form of my project so much as it has changed how I think about it. I come from a quantitative tradition too. So I have been used to mixing qualitative and quantitative methods. I have worked hard to speak to qualitative people, but Steve pushed me in the other direction. We had closed-ended questions asking students about their learning in conjunction with clickers. Steve wanted me to include more objective measures of learning, whereas I had focused on speaking to people through qualitative data. I was using the students' self-reports of learning as evidence of learning. He pointed out that perceptions don't always measure the objective reality, and he gave me examples of it in the sciences. He pushed me to compare learning using some more objective measure, though I haven't found a way to do that though because there isn't a class or a test I can compare it to exactly. Other instructors who aren't using clickers teach using different measures of learning and they have altogether different objectives for their students' learning. So I don't have a control group of non-clicker users. It's been helpful to think of Steve's challenge to find an objective measure. It hasn't changed the study design, but it is changing the way I think about it. I am more careful about what I can claim. I don't claim the students have learned more, but I claim instead that the students think they have learned more. I think people in the sciences would require objective measures, but people in the social sciences are more interested in what students think of them and how the clickers are being used.

SE: How would your research feel different if you worked on it without PTLC involvement?

SM: My research would definitely feel different if I had worked on it apart from the PTLC. I didn't know what the scholarship of teaching and learning was. I read about it in the call for proposals, but I didn't realize it was a movement and a body of research. It's been interesting to get involved. I like that is a grass-roots sort of thing in that it's arising from individual classrooms.

SE: Has your PTLC participation changed your conception of learning and learners?

SM: It definitely has. I had already started doing reading on my own about clickers, but this has pushed me to read more and learn more. I want students to take part in their own learning; the clickers aren't about keeping them entertained. My PTLC participation has strengthened my idea that I need to follow through on student engagement. I have become more thoughtful about following through on that goal throughout my class. I can't give a multiple-choice exam because it doesn't line up with my goals.

SE: It sounds like your work with the PTLC has already encouraged you to make changes in your classroom.

SM: Yes. It has only resulted in small changes to my syllabus, but it has changed how I think and plan for the classes I teach. I started to flirt with lecturing and multiple-choice testing because of pressure from my department to manage the large class size. What that really means is that my teaching in a way that requires writing from my students creates more work for me. I was starting to think I might do things differently because of the pressure from my department. The PTLC has helped me to keep my convictions in student engagement. I don't want to change my fundamental learning philosophy about engagement and the way I teach the class.

SE: Has involvement in the PTLC encouraged you to assess student learning in your course?

SM: I usually assess my students through writing. I have a clicker-based learning quiz everyday for my lower level classes. I am always assessing through papers that are research projects and short-answer essays. I want them to be embedded in the research we do. It's about the higher-level critical thinking.

SE: Do you publish your goals for learning in your syllabus or course prospectus?

SM: Yes I do make it clear in my syllabus that they should focus on the bigger ideas. The numbers are data points that can support or go against the big ideas.

SE: If you were to imagine a student in the future, participating in your classroom, can you describe the ways your PTLC research might affect her or his learning? Please be specific.

SM: I hope a student in the future will have an even better experience. I hope to make use of the data I have been collecting. I think I already am. I have reframed my objectives. Some students complained about the reading quizzes. They felt like it was just my checking up on them and seeing whether they did the reading. I then reframed my discussion about reading quizzes and told them that checking whether they did the readings is only one of my two objectives. The other objective is for the students to see whether they understand the readings. If they get a question wrong, they will be able to determine whether they truly understood the concepts. It could turn out that they need to go back and re-do the readings.

Researcher and the PTLC

SE: What needs do you as an educational researcher?

SM: I feel like PTLC has done a great job meeting my needs. I have gotten great support. The only other thing I could ask for is some follow-up support like events that alumni could come back a couple of times a year. For example, maybe once a year the PTLC could have someone embedded in educational research could give a state of the field talk. That person could describe what is happening in scholarship of teaching and learning.

SE: If you were to reflect back on your involvement with the PTLC over the past year, what stands out most for you?

SM: The incredible amount of support stands out the most for me. Some examples are everything you and Mary Ann have done, the support of the coach and the mentor, and the willingness to change the content of the meeting depending on people's needs.

SE: What difference, if any, do you think it has made to you that the PTLC is a system-wide collaborative?

SM: I was just thinking about that. Getting to Denver has been very difficult. I think the smaller Boulder group was more helpful for me. I would have wanted to meet with the large group sometimes, but maybe it could alternate between campus meetings and whole-group meetings. The coaches and mentors are more able to make the meetings on their own campuses. The problem for participants is that you don't have many options for changing your teaching times. If meetings had been on Fridays, I would have been able to make them all. I don't know if others have similar schedules. The campus-specific meetings had a totally different feel, and I think each person could benefit from campus-specific meetings.

PTLC (more broadly)

SE: How has the PTLC facilitated collaboration between and among other colleagues in your school, your dept, your campus, or across campuses?

SM: Angel and I have been collaborating a lot. Her dissertation is about clickers in the classroom. She has been able to provide a lot of excellent background material. It's been a very valuable collaboration for me because I am doing a specific teaching study of clickers. Her whole dissertation is about clickers, and she has data from five different disciplines about clickers. Her very broad knowledge has been great for me, but it's been mutually beneficial and a fruitful collaboration.

SE: How many conversations have you had about your project with colleagues outside the PTLC?

SM: I spoke in front of maybe five people at the national sociology conference, I presented to 30 to 40 people at the COLTT conference. I talked to probably 15 of them afterward. I have had conversations with maybe a dozen people here on the Boulder campus, and those conversations have been mostly at within my department.

SE: What does PTLC foster among faculty and departments?

SM: One of the most important things it fosters is that people can find out that what they do in the classroom is a set of skills and knowledge they can hone. It's less a cult of great individuals who are naturally great teachers. We can talk about what in particular we do that works. We can use our research skills to do inquiry in our own teaching.

SE: What will sustain PTLC work?

SM: Spreading by word of mouth is a pretty good one. The PTLC's focus on that seems totally appropriate. Having a little bit of funding seems to help too. It would be good if incoming faculty knew about it. I sort of disagree that only more senior people with tenure should be doing this work. Someone mentioned that at a meeting recently. Probably what they meant was that it would be bad for junior faculty to do only this research for a whole year. However, if you keep your other research up then it can be a great thing for you to do in addition.

Interview with Professor Mary Jane Rapport
UC Denver, School of Medicine
September 16, 2008

Researcher and her/his project

Suzanne (Interviewer): Do you recall the goals you set for yourself to achieve through your involvement with the PTLC this year?

Mary Jane (Interviewee): Probably the primary goal I had was to finish writing a publishable article and submit it. I have not achieved that goal. I also had secondary goals, which were to network with other faculty and to learn new ideas about the scholarship of teaching and learning. I thought the PTLC would be a good avenue to accomplish that. The university is an environment in which I don't often get to do that.

S: Do you think your secondary goals have been achieved?

MJ: Yes, to some extent, though not to the extent I had hoped for originally. I did miss a few meetings. Even though I committed to attend them when I applied, other things came up. Sometimes conferences, meetings, or other things I had to attend interfered. I did miss more meetings than I had expected to. But I do think that today is a good example of one of the things that has bothered me and is one of the reasons I don't think I have accomplished those secondary goals. It seems always like the speakers we have had come in, give us some information, and then they leave. I realize that we probably end up reflecting on those talks more than we realize and that we probably do incorporate it into our work as we move forward. However, I do feel like the meetings haven't been as intellectually nurturing as I had expected. I don't know if I am explaining this very well though.

S: Could you tell me what you would have liked instead? Or could you tell me more specifically how you would have liked the meetings to be run?

MJ: If we use today as the example, the meeting started with this whole other discussion about the structure of the PTLC. I think that was because we were waiting for people other to arrive. The speaker then didn't have enough time to give her presentation. I don't think that was very fair to her because she had prepared been to present. It seems like this has happened a couple of other times too, that the speaker had to rush and didn't have time to answer questions. Another time, we had our usual meeting of talking about our projects, and then we were almost out of time when the speaker was finally able to get started. If I bring a speaker to my class, I give them the priority. I begin class with that person, for example. Now, not that my way is always right, but I think we should be more accommodating and allow more time for what the speakers are bringing to the meetings.

S: I think I hear you saying that the way time is spent is a problem. At first, I think you mentioned that there isn't enough time to get as in-depth as you would like with the speakers. I think you also said you would like the speakers to present first at the meetings.

MJ: Right. I think we need more time to process their information and really talk it through. I could then talk in a smaller group about, for example, what I could change when I teach my courses. Those ideas are important too. Most of the time though, our discussions at the meetings are always focused on our projects. I would like to spend more time on the ideas the speakers bring to us.

S: I think you explained that well. Thank you. More specifically to you, how is your project progressing?

MJ: It hasn't progressed very far. It actually was kind of coming along, and then I finally hired a research assistant. At that point, I thought I was really going to make this great progress, but I really didn't do a very good job in my hiring process. I knew the student was going to graduate soon, but that person committed to still do all this work for me. That didn't really happen though. The person decided to stop working even before graduation. By that point, it was too close to the summer for me to hire another student because I do the majority of my teaching in the summer. It was too busy of a time for me. I just didn't have a single second to devote to this. The whole summer passed by, and I really didn't do anything. Now I am mad at myself for that. As I was getting ready for this meeting, I was thinking about what I would say about my progress on my project. I realized that I do have some new ideas about how I could use the research assistant money to bring in a new student worker, if I were still allowed to use that money. I could then continue to move forward. Some of this is possible because of changes to our program, which means we now have more graduate students than we did before. I might now have access to people I didn't have access to previously. I didn't use very much of my money, so I guess that will be up to the PTLC leadership to determine whether we are allowed to reapply [to be part of the 2009 cohort of the PTLC]. Then maybe I could still have access to those funds. Without the funds, I can't get any assistance. That is just the way it is.

S: Okay, it seems yet to be determined about people reapplying to be part of the next cohort of researchers. Would you say you have significantly changed part of your project based on your interaction with the group at meetings or with your mentor or coach?

MJ: I have changed things a little bit. Mostly my project has changed in terms of the data analysis and thinking about what I might do in the future. Between last December and May, the meetings kept me motivated to continue moving forward. My efforts have kind of died since then.

S: Has your PTLC participation changed your conception of learning and learners?

MJ: I don't think it has changed my ideas, but the PTLC has helped me think about some things a little more deeply. The PTLC has also helped me to realize that the scholarship of teaching is viewed as important by various faculty members across the campuses and across many different disciplines and programs.

S: Has involvement in the PTLC encouraged you to assess student learning in your course?

MJ: I really do think about assessing student learning. That has been an evolution in my own teaching. I continue to be more reflective and think to myself about what is my true purpose of giving an assignment. I think about how I can figure out whether students have learned what I hope they have learned. In my course syllabi, I have started to make statements about why I give particular assignments to the students. I don't know whether that does anything for them, but I feel like they could not now say that I am just giving them busywork. I state up front the purpose of the assignment. I hope that helps them reflect on the assignment as an assessment of their own learning.

S: Telling students the reason for giving them particular assignments is a good example of transparency in your teaching, which is something we talk about in the School of Education. Has your work on your research project changed the environment of your classroom or your teaching in any way?

MJ: My project isn't about something that happens in the classroom. It is a component of our program that is specifically designed to help students learn about people with disabilities, but it is not course-based. It is linked to several courses, but it is more part of the program generally.

S: Okay. I was remembering that it was acting as a type of practical experience linked to one of the courses you teach.

MJ: No, it's linked to the program more generally, so I can't really answer that question.

Researcher and the PTLC

S: To date, is the PTLC meeting your needs as an educational researcher?

MJ: Yes, in certain ways. I think it's hard to meet everybody's needs. I don't know if this is your next question, but I have some ideas I could suggest to make it better. One idea would be to have people continue for more than one year. Another thing is that I had thought the PTLC would provide me with an easier way to link me to graduate students who could help me with my project. I guess I thought the PTLC would have access to some grad students who would be interested in helping with this kind of work. I thought you had a resource pool of grad students who are interested and available. I was hoping for a little bit more support. I did receive some money, but I didn't know how to go about finding somebody for a really long time. I feel like I wasted a lot of time on that piece of it. I would have liked more assistance around finding a graduate student worker.

S: You also made a suggestion earlier about the meetings.

MJ: Yes, and I also want to say that I almost feel like the monthly meetings have been too much. I suppose I could give you pros and cons for having monthly meetings or for cutting them back. If the meetings are less often, then it's really bad if you miss one. I almost feel though that meetings held every other month would be sufficient. It just seemed like there were a lot of meetings and not everyone shows up, so I started to wonder how helpful that was. I also had to explain my project every time because I wasn't meeting with the same people every time. I feel bad saying this, but I don't think the time at meetings is spent in the most productive ways. I

know that I wouldn't have traveled all the way to Boulder for these meetings, so having them here [at the UCHSC campus] was a great benefit for me.

S: If you were to reflect back on your involvement with the PTLC over the past year, what stands out for you as most beneficial or enjoyable?

MJ: Getting to interact with people from other programs stands out a lot in my mind. I know the university at a whole does place some value on the scholarship of teaching. That is shown by the existence of this collaborative. I would hate to see it end. I think that it might be time to look at different ways of structuring it. Something must be wrong if so few people know about it and so few people are applying. We are a huge university, and we are all about teaching. There must be a missing link here.

S: Okay, so is there one aspect of the PTLC you can think of that has given you some real benefit?

MJ: The money would have been more beneficial if I could have found a person. I would love to have access to some of the rest of the money, so then maybe I could keep going.

S: Can I interrupt and ask what you mean exactly when you talk about having access to the "rest of the money?"

MJ: I probably used \$200 of the \$800 I could have had. I am wondering if I am still entitled to \$600. I don't have to be entitled to that because maybe other people else could justify their need better, but I would like the opportunity to more fully utilize the resources. Okay, something that benefited me were the meetings, to a point. The whole program though did make me feel like I was accountable for what I said I was going to do and accountable to get that all done. I am disappointed that I didn't make more progress and that I am not further along than I am right now. The biggest benefit though is that the PTLC made me conceptualize better my idea about evaluating this component of our program. It's not done yet though.

S: How do you see yourself moving toward finishing this project and achieving a publication?

MJ: It's going to be hard. I need to set aside the time to do it. If I were to continue to feel like I was accountable to the PTLC, then I would be more likely to get it done. I think another benefit is that I also have lots of other ideas for other projects about measuring the scholarship of teaching. I could propose lots of other projects, but I am not going to propose a new project until I finish this one. I just don't think that would be fair. Now I think I have a better idea of what to propose, and I think the project would be a lot simpler. I think assessing one component a course would be easier to complete in the one-year timeframe.

S: Do you think it has made a difference to you that the PTLC is a system-wide collaborative?

MJ: Yes. I think that it is much more interesting. A lot of things people talk about are so far away from what I do, but it's still very interesting. I like to hear about other people's ideas. That may sound like it flies in the face of what I said before about spending too much time talking about

our own projects, so I guess I think it would be more productive to talk about our projects for just a little less time. We could still hear other people's ideas, but we could also talk about what the speakers have to say.

PTLC (more broadly)

S: More generally, how does the value of the PTLC relate to or depend on its being a system-wide collaborative?

MJ: I think the program would lose a lot if it were not a system-wide initiative or collaborative. The program would still be valuable if it were not system-wide, but this organization increases its value. It helps us to think beyond the scope of our own discipline or our own coursework.

S: How has the PTLC facilitated collaboration between and among other colleagues in your school, your dept, your campus, or across campuses?

MJ: I don't think so.

S: How many conversations have you had about your project with colleagues outside the PTLC?

MJ: I think I have had 20 conversations.

S: Can you tell me about the nature of those conversations?

MJ: The conversations have mostly occurred with colleagues on this campus. Just last night, I was at an annual department meeting. At the meeting, I talked with the department chair about the PTLC in conjunction with professional development. I said the department should promote this kind of thing to help faculty get more involved. I don't think people understand what the collaborative does exactly, but I hope it helps them to recognize the name when they see it again in an email. If I had received help in finding a student to work on my project, and if my project had been successful, my colleagues would have noticed that. Then maybe they would have wanted to apply to make use of the funds to help their research along. Unfortunately, I wasn't able to demonstrate that to them.

S: How has teaching and learning on your campus been impacted positively by your work or the work of other participants in PTLC?

MJ: Not yet. It might be eventually because quite a few people from this campus are involved. If we reach the point of publishing, then people will notice.

S: Do you think the PTLC can in any way change how the Scholarship of Teaching and Learning is viewed by the system, your college, or your department?

MJ: I do think there could be a lot more awareness of the scholarship of teaching and learning. We all realize there is more to teaching than just the mechanism of teaching, but I don't know that the awareness is spreading now. The potential is there though.

S: Do you have any suggestions for how we could bring about more faculty involvement in the PTLC?

MJ: Our dean in the School of Medicine puts out a weekly newsletter, and I think he included the PTLC in his newsletter at some point. Things like that could work in other disciplines too, but each discipline and program work differently. Maybe there is a way to give this information out at a venue like faculty senate. This is such a big university that it's hard to know how to get the word out.

Interview with Professor Cathy Thompson
UC Denver, School of Nursing
October 27, 2008

Researcher and her/his project

Suzanne (interviewer): What did you hope to gain through your involvement with the PTLC this year?

Cathy (interviewee): I had hoped to gain some collaboration with other researchers on campus to find out what other people were doing. Unfortunately, it's a problem that I live four and a half hours away. I had been hoping that I could make some of the meetings. I wanted to widen my network of researchers.

S: How many meetings were you able to attend?

C: I was at the very first meeting. Other meetings were held when I was on campus, but I was teaching at the same time. I think I have been to four or five meetings maybe. I haven't been to any meetings this fall.

S: Do you feel you have gained or achieved this widening of your network of researchers?

C: It is really good to know what others on campus are doing. Of course this is educational research and we are all doing it in different departments, but I found that the concepts, ideas, and results were applicable across a wide range of disciplines.

S: More specifically, how is your project progressing?

C: My project was a pre- and post-test data collection about an intervention of various methodologies to address student engagement and enhancement of knowledge. I collected my data in the spring 2008 semester. I was able to do pre- and post-tests for two classes I taught in the spring. I did not have a research assistant though it turned out I could have used one. I have looked at the general percentages in the data, but that is as far as I have gotten with looking at my data because of other research I have been working on. I have a general idea of which methods showed positive results, but I would like to do some correlations. Hopefully I will get an article out for publication in the next six months.

S: Where are you looking to publish?

C: I haven't looked too much at any publications or conferences other than nursing education ones. I have just started looking at other places like ISSOTL. That is one conference I think I will submit to. They do have some nurses who submit. My ideas about dissemination have widened as a result of my PTLC involvement.

S: Have your research questions changed over time?

C: I definitely wanted to get my data collected right away, and that got done in the spring. So my questions didn't really change because I collected data so soon. I would probably have asked some of my survey question differently in hindsight though.

S: Have you spent time reading educational research in your discipline?

C: My research is usually nursing-related, and right now I am doing an evidence-based study, but it is about nursing and not education. I did do reading for this PTLC study though. I want the online student to feel more connected with class. So, yes, I have been reading but just not right now.

S: You mentioned that you didn't hire a research assistant, right?

C: Yes, I didn't hire once because I didn't think I needed one. I like to do things myself so there is an element of my personality in that decision.

S: Have you significantly changed part or parts of your project based on your interaction with the group at meetings or with your mentor or coach?

C: No, I don't really think so. I think it's just that my awareness broadened. I was hoping that what I was doing in my classes was working. Thankfully, the data do support that perception. I joined more for my own growth and development than to get help specifically with my project.

S: Had much contact with your coach and mentor?

C: I have had hardly any contact with them in conjunction with this PTLC project. Both of them were excellent candidates to help me, but I really just ran my ideas by them at the very beginning. I showed them my proposal and my survey questions, but I haven't consulted with them since then.

S: How would your research feel different if you worked on it without PTLC involvement?

C: PTLC spurred me on to get this done. I don't really think it would have changed the project if I had done it on my own, but I am not sure I would have gotten it done on my own. It gave me deadlines. I had wanted to expand my research into educational research, so the call for proposals was a good opportunity for me to get started. Time limits help me get things done.

S: Has your PTLC participation changed your conception of learning and learners?

C: I can't really say that my ideas have changed, but my awareness has been broadened. There is not a lot of published research on the methodologies I use, so now I know I can work to get this published.

S: Has involvement in the PTLC encouraged you to assess student learning in your course?

C: My work is based around student engagement. I wanted to look at connectedness, which is whether students feel connected to the course, their colleagues, and their instructor. I had more group work in one of the two classes I taught last spring, and I wish I had asked survey questions that were a little more specifically related to each class. One of the things that was important for me was to see which teaching methods were the most highly rated. Student learning is not really a focus on my work. In the future, I will look at the idea of transfer, which is more closely tied to the students' learning. I did ask what type of learner they thought they were, and I will look to see if that correlates with what method they liked the best.

S: Has your work on your research project changed the environment and culture of your classroom or online teaching in any way?

C: The results of my data collection just make me more aware. I have a heightened awareness of the students' needs. What I thought was true turned out to be true. I will make some changes based on the results.

S: If you were to imagine a future student participating in your classroom, can you describe the ways your PTLC research might affect her or his learning? Please be specific.

C: I will make some future changes to strengthen the changes I have already made. For example, I use case studies in class. I think I will increase the use of case studies. I also give audio lectures. I will continue to use those, and I will strengthen them and make them a primary method in my teaching.

Researcher and the PTLC

S: What needs do you have as an education researcher?

C: Access to the literature is a definite need for me. Knowledge of tools is another big need. We tend to reinvent the wheel because we don't know what is out there. The PTLC was helpful because it is a forum to meet with other researchers.

S: What might the PTLC do to better meet your needs as an educational researcher?

C: The one thing that was frustrating to me was that the travel funds were available far before I had research that was ready to be presented. I think the travel funds should be available the year after because I don't see how a researcher can be ready to present on this during the same year they are collecting their data.

S: If you were to reflect back on your involvement with the PTLC over the past year, what stands out most for you?

C: I had asked for handouts from the meetings we missed, but they were not mailed to me. One of the speakers who came to the May meeting from Carnegie stands out as helpful.

S: What difference, if any, do you think it has made to you that the PTLC is a system-wide collaborative?

C: I think that aspect is extremely important. It's an excellent opportunity to network with others. I think that is really important.

PTLC (more broadly)

S: How has the PTLC facilitated collaboration between and among other colleagues in your school, your dept, your campus, or across campuses?

C: The PTLC does open opportunities for collaboration. Unfortunately, I have too many other things going on right now, so I have not been able to collaborate. In the future, I may involve others from the PTLC when I move on to other phases of research.

S: How many conversations have you had about your project with colleagues outside the PTLC?

C: I think I have had about five conversations. I think word is spreading. Nursing faculty members are definitely aware because it has been mentioned at faculty meetings.

S: What positive impact has your work or the work of other participants in PTLC had on teaching and learning on **your** campus?

C: I do think our campus can be affected. I think it will result from the dissemination of the work. I will give a presentation to my faculty once I get a publication. It wouldn't be a bad idea for the PTLC to put on an annual half-day conference about people's completed work. It could be done Fall 2009 when everyone is finished. The PTLC could record presentations and then have them available online.

S: Do you have any suggestions for how we could bring about more faculty involvement in the PTLC?

C: I think the people who have already been involved will just have to be the ones to tell others. That is the most effective way to get the word out. The researchers who publish should be recognized. Maybe you could collaborate with the CU Online conference. It's an in-person conference sponsored by ATEL, which is something about education. It's the people who run CU Online. They have a conference and maybe the PTLC could do a joint conference because they are interested in educational methodology, though it's online educational methodology. The other problem is that the PTLC does not off a big pot of money. There is a small amount for a research assistant, and there isn't really money for travel because the timing of that offer is unrealistic. The PTLC may be perceived as not having much benefit. Maybe other talks and presentations could be archived and offered online like the May presentation was. There are other problems such as snow, so meetings could easily be video-recorded and posted online for each of the meetings. Then people wouldn't have to travel to get to them.

Interview with Professor Cindy White
CU-Boulder, Department of Communication
October 9, 2008

Researcher and her/his project

Suzanne (interviewer): When I spoke with you last spring, you said you “really wanted to do some more focusing on teaching” and that you saw the PTLC as “an opportunity for [you] to formalize that.” Do you feel you have gained or achieved this?

Cindy (interviewee): I guess the answer is yes and no. I would say yes because I am doing more than I would have than if I weren't involved with the PTLC. I would say no though because I would be doing more for this project if I had a course buy-out. I have so many other projects and responsibilities. I can't emphasize this as a central goal or project. It wouldn't fly in my department. I have other projects under way. This is one among a number of competing things.

S: More specifically, how is your project progressing?

C: I think I have had to scale back something I had planned to do this fall, and I hope to do more in the spring. I hadn't anticipated the amount of variability in the graduate students' ability to take on the course. When I started meeting and working with them, I realized their ability to reflect was more variable than I had thought. Because they are GPTIs, I can't necessarily get them to implement what I want them to in the way I want them to. In our department the GPTIs are teaching stand-alone sections. I suppose I could tell them what to do, but that would go against our department's ethic of letting them teach independently. Part of their professional development is for them to work with material and develop a course, so I was hesitant to ask more of them. There are three of them teaching the course. One of them has really struggled with teaching. I felt uncertain about layering on another responsibility. I am working with fairly small numbers of people. Having one of the three with less skill can really affect the data. As they all come up to speed this semester, the spring courses will be a bit more comparable under these three instructors. That is where I am, and I am okay with that. The interviews I will do this fall will tell me about the undergraduate students in the courses. It would be hard to do scholarship work on my own teaching, but it's also difficult to do this work on someone else's teaching because my control is limited. There is more variability. The GPTIs preparedness is very different, so their students are going to have very different experiences. The spring sections should be more comparable. The undergraduates' ability to self-reflect and take another's perspective should improve regardless of their instructor, but I am more comfortable collecting data in the spring. This class I am looking at typically has 5 to 6 sections with 25 students in each section.

S: Have you research questions changed over time?

C: I don't think my research questions have changed. I am facing the difficulty of figuring out how to measure this sort of thing. I started by asking students to tell me what they know about self-reflection and about change over time. I need some kind of measure that can show me change over the semester. I want an activity to be part of the course and not a separate piece. I want it to be a component of the course.

S: Has your PTLC project encouraged you to read research in your discipline?

C: It has except that one of the things about research on teaching in communication is limited. *Communication Education* is the primary journal. It reports about teaching and studies of educational contexts or uses, so it's a journal that has a broader scope. It tilts very heavily toward quantifications of student learning outcomes or teacher characteristics. I am a little interested in those things, but I am more interested in this idea of self-reflection. I want to study certain communication behaviors. For me the interesting questions are more about curriculum design and the kinds of learning students do in communication courses. I spent some time this summer looking for research on reflection and reflection journals, and there is some research in the discipline of education on this topic. There is some discussion of this in the discipline of writing too, but that tends to focus on how it affects their writing not on their communication skills. It's hard to search outside my own discipline, but it's also possible that there isn't much research on this topic. I am going to think more about this journal writing and the specific of those assignments.

S: Can you tell me about the role of your research assistant?

C: I hired a research assistant. I hired an undergraduate to help me with the interviewing process. As course director, I feel like I am both in charge of the GPTIs, and I am invested in the course too. I want the GPTIs to talk to the interviewer in a more straightforward way. I think being interviewed by an undergraduate would help that.

S: Have you significantly changed part or parts of your project based on your interaction with the group at meetings or with your mentor or coach?

C: Yes my interactions with the smaller Boulder group last spring did affect my project. I thought it was helpful to think through my project with that group. I have had almost no contact with coach and mentor. My mentor is outside my discipline. Our talks haven't felt very centered on reflection. I haven't sought out Clayton, and I haven't heard from him either. I should have a meeting with this person in my department who has done some research on writing within communication. However, I haven't felt like my mentor and coach could have changed my project either. It's a matter of time and energy and coordination of the project. I don't know how different it would be if I had more involvement on the part of my coach and mentor. Neither of them is strongly invested in this project, though that would be a benefit if it were the case. Though that could be messy if the mentor were a more advanced colleague who pushed her own ideas or goals. I have never felt lacking because I haven't had problems that I felt a coach or mentor could solve. I liked hearing about how people think about pedagogy and curriculum. Helpful conversations in terms of thinking about what I need to do in terms of pedagogy and curriculum to help students learn better.

S: How would your research feel different if you worked on it without PTLC involvement?

C: Yes, I think so. If I had worked on it without PTLC involvement altogether, I would have thought of it more as my own teaching development than as research. That is, I would have had a

different idea about the scope of the project. I would have taken a smaller scope of focusing on my own teaching rather than thinking about a course I direct. I might not have thought of it as research.

S: Has your PTLC participation changed your conception of learning and learners?

C: I think it has, though I am not sure I can articulate the ways my thinking has changed. Being in this process has encouraged me to think differently, but it's hard to point to something specific. It has allowed me to articulate and really invest more in thinking about curriculum as needing to address the kinds of learning goals or learning objectives we want students to take away.

S: Do you publish your goals for learning in your syllabus or course prospectus?

C: There are course objectives that talk about reflection and learning, but they probably could be more clear or specific. The syllabus is a framework that I encourage the GPTIs to flesh in with things that give their undergraduates insight into the instructors' teaching and expectations. The GPTIs need to have some consensus about goals, but they then have a lot of free reign in figuring out how to meet those goals for each unit. I want to allow space for the graduate students to teach in a variety of ways.

S: If you were to imagine a future student participating in your classroom, can you describe the ways your PTLC research might affect her or his learning? Please be specific

C: If it turns out that reflection journals show change across time, the question becomes whether it's the journal or the class that is doing that. Even if the journals don't cause the change, we would continue to use them to record the progress or change in student learning. It gets very messy because the GPTIs teaching abilities and their inclination to make use of the journals seems like it would vary together. That is, the instructor who is probably one of the better teachers is also the one who most thinks the journals could be helpful in her course.

Researcher and the PTLC

S: What needs do you have as an educational researcher?

C: If we were to take seriously issues of teaching and curricular development, then we need to offer course buy-out. I think the only reason we want to give people credit for and time to work on teaching improvement is if they are able to say something helpful about pedagogy and curricular development. In disciplines like physics there are grants to do that. It's much harder to get money for that kind of systematic work on evaluating curricula in the social sciences. The main things we need are time and money. I do think the College of Arts and Sciences would be served better if we had something about teaching and learning emphasized in our mission. For example, we could have a dean in charge of leading teaching and learning. We could use some leadership within the key academic sites, which is the College of Arts and Sciences in my case, could be very beneficial.

S: What might the PTLC do to better meet your needs as an educational researcher?

C: I really think having the meetings on each individual campus is very useful. It can tap you into folks on your own campus to act as a resource. I have to invest four and a half hours in attending each meeting at the central site. Perhaps those could take place once a semester. The health science campus faculty members study things so different that it's hard to connect with them. Having meetings on each campus site would be a major improvement.

S: If you were to reflect back on your involvement with the PTLC over the past year, what stands out most for you?

C: I think that what stands out the most for me are the Boulder campus meetings we had last spring. I liked to talk about what I was doing, but it was also great to hear what others were doing. We had discussions about issues of pedagogy. Sometimes those conversations started because of someone's projects

S: What difference, if any, do you think it has made to you that the PTLC is a system-wide collaborative?

C: No, it makes no difference to me as a participant, though it does drive the need to have those meetings at Anschutz, which is a negative. Maybe those meetings could be more infrequent.

PTLC (more broadly)

S: How has the PTLC facilitated collaboration between and among other colleagues in your school, your dept, your campus, or across campuses?

C: No.

S: How many conversations have you had about your project with colleagues outside the PTLC?

C: I have probably had only a handful of conversations, maybe five.

S: What does PTLC foster among faculty and departments?

C: I think that any time you have a program in which people are selected and labeled as part of a program, it facilitates legitimacy and recognition that doing work on student learning is of benefit to the institution.

S: What will sustain PTLC work?

C: It seems to me that it can be answered at several levels. Faculty researchers could continue to be part of the community because of their interest in these issues. The institution would have to decide that it's willing to invest in these kinds of processes even after the Carnegie designation is over. Overall, It's been helpful and pretty amazing to hear the range of things people have done. Any time something has a designation it legitimizes the work.

University of Colorado
President's Teaching and Learning Collaborative
Index
2006-Present

PTLC Research Proposals

- PTLC 2006 Cohort: 6 proposals submitted and 6 accepted
- CU Boulder – 2
- CU Denver – 3
- CU Colorado Springs – 1

PTLC 2007 Cohort: 19 proposals submitted and 16 accepted

- CU Boulder – 8
- CU Denver – 6
- CU Colorado Springs – 2

PTLC 2008 Cohort: 15 proposals submitted, 15 accepted and 2 extended from 2007 (17 total)

- CU Boulder – 9
- CU Denver – 6
- CU Colorado Springs – 2

PTLC 2009 Cohort: 22 proposals submitted, 18 accepted and 4 reapplications accepted (22 total)

- CU Boulder – 7
- CU Denver – 9
- CU Colorado Springs – 2

PTLC Progress report meetings

- PTLC 2006 Cohort: 8 meetings occurred
- PTLC 2007 Cohort: 6 meetings occurred
- PTLC 2008 Cohort: 8 meetings occurred
- PTLC 2009 Cohort: 8 meetings scheduled

PTLC Faculty Researchers Proposals for 2009 Cohort

Total 22 faculty

All researchers are CU faculty, none is a President's Teaching Scholar.

University of Colorado at Boulder

Scholarly Work

Peer-reviewed Journals, Periodicals

Computer Science

- Lewis, Clayton. UCB. 2007 Attitudes and beliefs about computer science among students and faculty. *SIGCSE Bulletin*. 39, 2 (Jun. 2007), 37-41.

Ecology & Evolutionary Biology

- Basey, John. UCB. January 2008 issue of *International Journal for the Scholarship of Teaching & Learning* available online at http://www.georgiasouthern.edu/ijsotl/issue_v2n1.htm

Electrical & Computer Engineering

- Mickelson, Alan. UCB. In Press: Richard Franzl, Deniz Gurkan, Driss Benhaddou, and Alan Mickelson, "E-Learning Laboratories for Optical Circuits: Separation of Imperfections in Technology and Teaching Methodologies," *International Journal of Modern Engineering*, Spring/Summer 2008 Issue.
- Mickelson, Alan. UCB. In Press: Deniz Gurkan, Alan Mickelson, and Driss Benhaddou, "Remote Laboratories for Optical Circuits," *IEEE Transactions on Education*, accepted for November 2007, but to appear in a future issue.
- Mickelson, Alan. UCB. Published: Alex Awskiewicz, Ideen Taeb, Driss Benhaddou, Deniz Gurkan, Frank Barnes and Alan Mickelson, "A Two Credit Hour Stand-Alone Remote Optics Laboratory," Proceedings of the American Society for Engineering Education Annual Conference and Exposition, Honolulu, Hawaii (June 2007).
- Mickelson, Alan. UCB. Published: Deniz Gurkan, Alan Mickelson, and Driss Benhaddou, "Results of a Collaborative Remote *Optical Circuits* Laboratory," Proceedings of the American Society for Engineering Education Annual Conference and Exposition, Honolulu, Hawaii (June 2007).
- Mickelson, Alan. UCB. Published: Richard Franzl, Deniz Gurkan, Driss Benhaddou, and Alan Mickelson, "E-Learning Laboratories for Optical Circuits: Separation of Imperfections in Technology and Teaching Methodologies," Proceedings of the 2006 IJME-Intertech Conference Session ENT 103-094 (October, 2006).
- Mickelson, Alan. UCB. Published: Driss Benhaddou, Deniz Gurkan, Harshita Kodali, Edward McKenna, Alan Mickelaon, and Frank Barnes, "Online Laboratories for Optical Circuits Courses: Effective concept mapping," Proceedings of the 2006 American Society for Engineering Education Gulf-Southwest Annual Conference, Southern University and A&M College, March 2006.
- Mickelson, Alan. UCB. Published: Edward McKenna, Randal Direen, Frank Barnes, Deniz Gurkan, Alan Mickelson, and Driss Benhaddou, "E-Learning Environmental Design of a Distributed Online Laboratory for Optical Circuits Courses," Proceedings of the American Society for Engineering Education Annual Conference and Exposition, Portland, Oregon, June 2005.

Peer-reviewed Conferences, International and National

Applied Mathematics

- Nelson, Mary. UCB. "Reforming Calculus Teaching: Oral Assessments before Tests." Presented at North American Chapter of the International Group for the Psychology of Mathematics Education. Toronto, Canada. October, 2004.
- Nelson, Mary. UCB. "Calculus I Oral Assessments: Improved Grades, Retention and Calculus II Success." Paper to be presented at the Joint Mathematics Meeting. San Diego, California. January, 2008.
- Nelson, Mary. UCB. "A reform approach to calculus: Improved retention, grades, and conceptual understanding. Presented at the Annual AERA Conference. Chicago, Il. April, 2007.

Communication

- White, Cindy. UCB. Presentation as part of a panel about Teacher/Scholar Reflection on Teaching Nonverbal Communication at the National Communication Association. November 2008.

Electrical & Computer Engineering

- Mickelson, Alan. UCB. Accepted: Driss Benhaddou and Alan Mickelson, "Collaborative Research: An Online Laboratory for Optical Circuits Courses," Course Curriculum and Laboratory Improvement (CCLI) Program Principal Investigator (PI) Conference, August 13-15, 2008 (Washington DC).

Mechanical Engineering

- Hertzberg, Jean. UCB. Presentation at American Physical Society, Division of Fluid Dynamics Annual Meeting, fall 2007

Music

- Cremaschi, Alejandro. UCB. Presentation at the conference of the Music Teachers National Association. April 2009.

Sociology

- Mollborn, Stefanie UCB, and Angel Hoekstra. "Assessing a New Pedagogical Model for Clicker-Based Instruction in the Social Sciences." Presented at Society for the Study of Social Problems 2008 annual meeting on August 1, 2008, Boston.

Regional Conferences

Applied Mathematics

- Nelson, Mary. UCB. "Calculus I: A Reform Approach." Paper presented at NCTM Regional Conference. Denver, Colorado. November, 2005.

Communication

- White, Cindy. UCB. Presentation of a paper about student perspectives on learning at the Western States Communication Association. February 2008.

Program for Writing and Rhetoric

- Bliss, Ann. UCB. Presentation at the Colorado Telecommunications Conference. April 2007.

Sociology

- Mollborn, Stefanie UCB, and Angel Hoekstra. "Assessing a New Pedagogical Model for Clicker-Based Instruction in the Social Sciences." Colorado Learning and Teaching with Technology Conference (COLTT) 2008, Boulder, CO.

Spanish & Portuguese

- Becher, Anne. UCB. Presentation: "Is there Life Beyond this Stack of Papers" at the Colorado Council of Foreign Language Teachers on February 16, 2008, in Denver.

Local Forums, CU Boulder

Ecology & Evolutionary Biology

- Basey, John. UCB. Presented a seminar to the Graduate Teacher Program at CU Boulder in September 2007
- Basey, John. UCB. Results will be integrated into lab manuals for General Biology Lab I, General Biology Lab II, General Biology Lab: A Human Approach, and Microbiology Lab

Geography and Environmental Studies

- Blanken, Peter, UCB. Presented "Teaching Large Classes" as part of a workshop series to faculty as part of the Geography Faculty Development Alliance. June 15-21, 2008. CU-Boulder.

Mechanical Engineering

- Hertzberg, Jean. UCB. Professor Hertzberg coordinated a presentation of learning theories to eight engineering faculty members by CU faculty researcher Sarah Hug, October 2008.

President's Teaching Scholars Program

- CU-Boulder Flagship 2030 Task Force Report on Outreach and Engagement

Spanish & Portuguese

- Becher, Anne. UCB. Presented "Effective Feedback Techniques for Student Writing" to department in March 2008

Sociology

- Mollborn, Stefanie UCB, and Angel Hoekstra. "Strategies for Using Clickers in the Social Sciences and Humanities." Presented at the Colorado Learning and Teaching with Technology Conference on August 12, 2008. Boulder, CO.

University of Colorado Denver

Scholarly Work

Peer-reviewed Journals, Periodicals

Education & Human Development

- Gabringer, Scott. UCD. Grabinger, R. S., Aplin, C., & Ponnappa-Brenner, G. (2008). Supporting learners with cognitive impairments in online environments. *TechTrends (X)*, January/May, pp. XXX. In Press.

Peer-reviewed Conferences, International and National

Communication and Evaluation

- Kellar-Guenther, Yvonne. Evaluating training efficacy: A pilot in using delayed evaluations. Presentation at the annual American Evaluation Association Meeting. Denver, CO. November 2008.

Education & Human Development

- Grabinger, R. Scott UCD, Aplin, C., & Ponnappa-Brenner, G. (2007). Supporting postsecondary learners with disabilities in online environments. Sloan-C Conference, Orlando, FL, November.
- Grabinger, R. Scott UCD, Aplin, C., & Ponnappa-Brenner, G. (2007). Supporting postsecondary learners with disabilities in online environments. Presentation at the m-ICTE2000 conference, Seville, Spain. Refereed.

Medical Oncology

- Bemis, Lynne UCD, & Burhansstipanov, Linda. "Genetic Education for Native Americans." Presented at the Health Disparities and Social Justice Course on June 24, 2008. Houston, TX.

Music & Entertainment Industry Studies

- Coe, Judith. UCD. Creativity and Reflection: Expanded Learning in a Singer/Songwriter Ensemble, Paper presented at the International Society for the Scholarship of Teaching and Learning (ISSOTL) Conference 2008. Edmonton, Alberta, Canada. Saturday, October 18, 2008.

Pharmacy

- Tuner, Christopher. UCD. A poster abstract will be submitted for presentation at the July, 2008 annual meeting of the American Association of Colleges of Pharmacy

Local Forums, CU Denver

Business

- Bettenhausen, Ken. UCD. Presented preliminary findings to Quality Undergraduate Experience steering committee.
- Bettenhausen, Ken. UCD. Presented preliminary findings to First Year Seminar Steering Committee.
- Bettenhausen, Ken. UCD. Plan to present findings to UCD Dean's Council.

Center for Faculty Development

- Muth, Ellen and Rod Muth. A webpage dedicated to the Scholarship of Teaching and Learning has been added to the website for the Center for Faculty Development.
http://thunder1.cudenver.edu/CFD/virtual_cfd/sotl/sotl.htm

Education & Human Development

- Grabinger, R. Scott UCD, & Aplin, Cary. (2006). The Intersection of Neuroscience and Education. Presented at the Developmental Psychobiology Research Group at the University Health Sciences Center. February 14, 2006. Invited.

Medical Oncology

- Bemis, Lynne UCD. Professor Bemis's students have started a Health Care Disparities Interest Group and have received money to travel to conferences and support their work.
- Bemis, Lynne UCD. Professor Bemis received the Chancellor's Recognition Diversity Award.

Music & Entertainment Industry Studies

- Coe, Judith. UCD. Singer/Songwriter Ensemble Concerts and Photo Documentary Exhibit held at UCD on April 30, 2008.
- Coe, Judith. UCD. Presentation to Music & Entertainment Industry Studies Department, Faculty Meeting College of Arts & Media, Downtown Denver Campus. Friday, August 15, 2008.
- Coe, Judith. UCD. Presentation to College of Arts & Media, Faculty Meeting. Friday, September 5, 2008.
- Coe, Judith. UCD. Presentation to her department about the ISSOTL conference she attended. October 22, 2008.

Undergraduate Experiences, the Provost's Office, and the Center for Faculty Development

- 4th Annual Undergraduate Experiences Symposium, focusing on definitions of scholarship and faculty rewards

University of Colorado at Colorado Springs

Scholarly Work

Peer-reviewed Journals, Periodicals

Visual and Performing Arts

- MacAulay, Suzanne P. UCCS. "Lessons in Material Culture" in *Transformations: The Journal of Inclusive Scholarship and Pedagogy*, Vol. XVIII, No. 2 (Fall 2007/Winter 2008), pp. 120-130.

Mathematics

- Radu Cascaval, Kethera Fogler, Gene Abrams, and Robert Durham. UCCS. "Evaluating the Benefits of Providing Online Lectures to In-class Math Students." *Journal of Asynchronous Learning Networks*. In Press.

Peer-reviewed Conferences, International and National

English

- Dew, Debra. UCCS. "Assessing the Impact of Individualized Writing Instruction on Writing Performance and Retention." International Society for the Scholarship of Teaching and Learning. Georgetown University. Washington D.C. November 2006.
- Dew, Debra. UCCS. "Theorizing Agency: Student Narratives of Institutional Critique as Actionable Grounds for Programmatic Change." Thomas R. Watson Conference in Rhetoric and Composition. Louisville, Kentucky. October 2006.
- Dew, Debra. UCCS. "Tracking the Impact of Individualized Writing Instruction on Writing Performance and First-Year Retention." Conference of the Council of Writing Program Administrators. Chattanooga, Tennessee. July 2006.

Organic Chemistry

- Schoffstall, Allen, Barbara Gaddis, Rosaura Padilla and Steven Horner. "Undergraduate Research in Chemistry: Is It Worth It?" The 20th Biennial Conference on Chemical Education. Bloomington, Indiana. July 2008.

Visual and Performing Arts

- MacAulay, Suzanne. UCCS. Professor MacAulay will present the findings from her PTLC research at the MUSE [Measuring Unique Studies Effectively] Conference. February 8-11, 2009

Local Forums, UCCS

Visual and Performing Arts

- MacAulay, Suzanne. UCCS. Professor MacAulay will meet with her board of VAPA directors and will take time to discuss the PTLC and my experience as well as the full VAPA Faculty meeting on December 5, 2008.
- MacAulay, Suzanne. UCCS. Professor MacAulay will present the findings from her PTLC research at the MUSE Conference, 8-11 February 2009.

Networking of the Collaborative Across the Campuses

Intercampus support for researchers

Provosts involved with PTLC

CU Boulder

- Phil DiStephano

CU Denver

- Roderick Nairn

CU Colorado Springs

- Margaret Bacon

Coaches involved with PTLC

CU Boulder

- Clayton Lewis, Computer Science
- Mary Nelson, Applied Mathematics
- Erik Ellis, Writing and Rhetoric
- Steven Pollock, Physics
- Martin Bickman, English
- Rosalyn Zigmond, Writing and Rhetoric
- Kate Semsar, Integrative Physiology
- Valerie Otero, Education
- Francoise Benay, Integrative Physiology
- Jean Hertzberg, Mechanical Engineering

CU Denver

- Rod Muth, Education and Human Development
- Gail Armstrong, School of Nursing
- Deborah Thomas, Geography and Environmental Studies
- Ellen Stevens, Education and Human Development
- Carol Kamin, School of Medicine
- Gayle Preheim, School of Nursing
- Robin Michaels, Cell and Developmental Biology
- Judith Coe, Music and Entertainment Industry Studies
- Joanna Dunlap, Education and Human Development
- Christopher Turner, Pharmacy
- Donna Sobel, Education and Human Development

CU Colorado Springs

- Barbara Gaddis, Director of Excel Centers and Director of Student Retention

Mentors involved with PTLC

CU Boulder

- Alan Mickelson, Electrical and Computer Engineering
- Rosalyn Zigmond, Writing and Rhetoric

- Martin Bickman, English
- Sarah Taylor Hug
- Mary Nelson, Applied Mathematics
- Deborah Haynes, Art and Art History
- James Austin, Music Education
- Leslie Irvine, Sociology
- Dale Mood, Integrative Physiology
- John Basey, Ecology and Evolutionary Biology
- Daniel Liston, Education
- Michael Zimmerman, Center for the Arts and Humanities
- Bill Cherowitzo, Mathematics

CU Denver

- Gwyn Barley, Center for Advancing Professional Excellence
- Joe Huggins, Clinical Science
- Diane Skiba, School of Nursing
- Gretchen Guiton, School of Medicine
- Francis Jermance, Music and Entertainment Industry Studies
- Robert Valuck, Pharmacy
- Marianne McCollum, Pharmacy

CU Colorado Springs

- Ted Lamb, Institutional Research
- Suzanne MacAulay, Visual and Performing Arts
- Glen Whitehead, Music
- Steve Jennings, Geography and Environmental Studies

Student associates involved with PTLC as research assistants

CU Boulder

- 2007: 5 students
- 2008: 6 students

CU Denver

- 2007: 5 students
- 2008: 4 students

CU Colorado Springs

- 2007: 2 students
- 2008: 2 students

Support teams for researchers

Researcher: Suzanne MacAulay, UCCS, Visual and Performing Arts

- Mentor: Deborah Haynes, Mentor, UCB, Art and Art History
- Coach: Rod Muth, UCB, Education and Human Development

Researcher: Yvonne Kellar-Guenther, UCD, Communication and Evaluation

- Mentor and Coach: Rosalyn Zigmond, UCB, Writing and Rhetoric

Narratives from researchers

Music & Entertainment Industry Studies

- Coe, Judith. UCD. “My research assistant is an undergraduate who will graduate this semester and go on to do a master's degree. He is in my singer/songwriter ensemble and has an interesting story that we are also writing about, together. He has a slight speech impediment, with him since childhood; last semester, it starting showing up in his singing, highly unusual (people who stutter typically can sing without the stutter occurring). I worked with him on carry-over exercises (speech to singing and back; I worked as a music therapist for a few years) and other strategies in our lessons, and encouraged him to seek out a specialist to work with, to fight through it to be able to do his music (which is amazing). He has done that, and has an incredible story to tell. As a result, he believes that his songwriting, creative work, and his developing cognitive understanding of his condition and how that intersects with how he sees his future, is providing him with an enriched opportunity for personal and artistic growth (and I hear it in his singing/songwriting).”
- Coe, Judith. UCD. On her attendance at the ISSOTL conference in Edmonton in October 2008: “I was so pleased at the new contacts I made during ISSOTL in Edmonton. What a wonderful conference... it is a well-kept secret! People are sure resistant to change, innovation and exploration, aren't they?! We are beginning a campus-wide conversation on the very old school faculty reward system we have in place on my campus, and having attended this conference helped me clarify my own knowledge about and understanding of SOTL and its significance to students and faculty. Thank you, Mary Ann, for providing me with the travel grant so that I could attend and present!”

Department of Sociology and Institute of Behavioral Science

- Mollborn, Stefanie. UCB. “I like being part of the PTLC because I am able to have conversations about educational research with people from other departments. The conversations are interesting because they include ideas about how to have innovative teaching within the particular constraints of this university, which include large classes and few TAs.”

Program for Writing and Rhetoric

- Bliss, Ann. UCB. “PTLC participation was also an excellent means of meeting colleagues from the other campuses, which has been a very rare experience in my career at CU Boulder. I believe that more such activities should be fostered, especially as my discussions with faculty from the Medical School (of all places) about their study helped me frame some of my research and my analysis. The PTLC colleagues offered expertise, materials, access to related topics, websites that became useful, etc. I hope my contribution to those colleagues was equally valuable.”

Campus outreach

Music & Entertainment Industry Studies

- Coe, Judith. UCD. The College of Arts and Media will hold faculty-mentoring sessions during the Spring 2009 semester. Professor Judith Coe of the PTLC will present along with her colleague Professor Mary Connelly. This two-part mentoring session is centered upon the scholarship of teaching and learning. In the first session faculty mentors will present ideas for developing successful teaching and learning strategies while exploring opportunities for

enhancing the scholarship of teaching. For the second session faculty mentors will assist participants in developing such things as, course learning objectives, project rubrics, the writing and submission of teaching and learning articles and proposals to present at teaching oriented conferences.

The College of Arts and Media

- Coe, Judith; Stevens, Ellen; & Muth, Rodney. UCD. The College of Arts and Media has formed a scholarly teaching group that includes PTLC participants

Collaborations with people from other universities

Music & Entertainment Industry Studies

- Coe, Judith. UCD. The Dean of Arts from the University of Alberta wants to do some consulting with Judith on her college's move toward a different arts and music curriculum.
- Coe, Judith. UCD. Two SOTL researchers from the UK, one architecture researcher and one graphic design researcher are looking at threshold concepts in the arts and would like to work with Professor Coe on developing their ideas.

Abstract by Professor Janet Casagrand

The central question I plan to explore in my research is, How can educators determine whether the introduction of new techniques in the classroom, designed to improve student learning (for example, use of concept-based clicker questions and homework problems), actually improves the level of student learning, especially a better conceptual level of understanding, when pre/post data are not available? I have been using concept-based clicker and homework questions the past few semesters in my upper division core science course to improve student learning of material, and now have a sense that I am able to test students at a higher level, but would like to investigate this hypothesis. Although the average exam scores have not changed since I introduced concept-based clicker questions and homework problems, I believe I have increased the overall level of difficulty of the exams and that students are learning more than before. I plan to classify exam questions according to their level of cognitive difficulty (using *Bloom's taxonomy of educational objectives for the cognitive domain*), from a representative year before and after introduction of these techniques, to assess whether the overall cognitive difficulty of the exams has, in fact, changed, and whether students are now demonstrating a better conceptual understanding of material. This approach may serve as a useful model for other faculty who wish to gauge the efficacy of new teaching approaches, but lack data from before changes were made in a course.

Abstract by Professor Paul Chinowsky

The Effectiveness of Group Projects in Establishing Learning Networks

Are student group projects achieving their intended purpose of enhancing knowledge exchange between individual participants? This research addresses this issue by focusing on the question: Do group projects result in the development of "Learning Networks" where greater trust between the students is developed and enhanced knowledge exchange is occurring? The field of high performance group studies has indicated that the core element of a high performance team is the ability to freely exchange knowledge in addition to information. This research effort will analyze whether assigning group projects achieves the goal of enhancing knowledge exchange, and as such enhancing the participants learning experience, or are group projects primarily emphasizing academic and social interaction with less success in enhancing the desired knowledge exchange. A Social Network Analysis (SNA) will be applied to project groups in the Introduction to Building Construction course. The groups will be analyzed three times through the semester as small social networks. Through a questionnaire, each network will be queried with a set of questions developed specifically for studying project and organization teams. The results will then be graphically and numerically analyzed to determine how much reliance, trust, communication, and knowledge exchange are developing between the members and if the goal of creating "Learning Networks" is being achieved.

Abstract by Professor Chris Daniels

I took over the Music Management (artist management) class from John Kellogg in fall 2007. Both that class and the very first class our students take, Intro to Music Business, were so far behind the curve that the college was actually using texts that presented contracts based on the sale of cassette tapes. So over the past year I have worked to completely revise the content of those two courses, researched and introduced a brand new course on the business of concert promotion (which was offered in other programs similar to ours around the country and missing from ours), and worked with Storm Gloor and Stan Soocher and the MEIS department Chair(s) to completely revise our department's curriculum. After taking two state-of-the-art courses this summer and fall online from Berklee College of Music and after attending my second Billboard conference in New York I believe that the 'content' of the three primary courses I teach is as close to industry standard as is possible -- in an industry that is changing at digital speed. The task at hand is now two fold: (1) to incorporate new methods of delivery for that content -- moving away from the standard test/paper paradigm to one that incorporates weekly online investigative regimens in both the cyber and actual community (2) to weave in as much 'feedback' from student incoming and outgoing assessments; alumni interviews with successful artists, music business professionals and recording professionals; and statistical data from those individuals and the greater MEIS, Berklee and Macalester community that I can gather - to make these three courses and the delivery of this revised content the best in the country.

Abstract by Professor Jeffrey Druck

Effectiveness of an Emailed EKG Curriculum for Residency Training

Multiple modalities are available for teaching within medical education, with the advent of simulation, web-based content and standardized patients supplementing the more standard methods of lecture, problem based learning, and group discussion. One avenue used in business for education and compliance is a weekly email. The modality of a weekly email has been shown to be effective for medical student education when supplemented with lecture on a narrow focus; it has not been studied in post-graduate medical residents or between residency types. We aim to study if a weekly email EKG curriculum is effective in educating a variety of residents among institutions via a standard pre and post test assessment.

Abstract by Professor Storm Gloor

The key question I intend to address in my research is this: In terms of effectiveness in learning and teamwork, how does online collaboration contribute to learning and engagement in completing formal learning group project reports versus traditional means? College students continue to spend more of their leisure and exploratory time online and are advanced in their uses of new technology. Utilizing cutting edge new media tools in a teaching environment might enhance their learning because of its familiarity and appeal. Or could it detriment the effectiveness of group interaction and teamwork in learning? With group projects, especially those based upon creating a master document and presentation, challenges including contribution equity, management of various working documents and materials, and group communication exist. Tools like Google Docs and wikis might not only address these challenges for the students but might allow the instructor to more adequately and objectively assess the individual's work within the team for more effective evaluation. Finally, use of such new media in group projects might better prepare students for the business environments in which these tools are being utilized.

Abstract by Professor Deborah Haynes

"Mindfulness Practices in *The Dialogue of Art and Religion*"

I believe that teaching students techniques of awareness, concentration, and means of disciplining their attention is absolutely essential in our era of fragmentation, ever-increasing speed, multi-tasking, and continuously interrupted attention. Rooted in the world's religious traditions, contemplative practices can enhance the educational experience in unique ways. The word mindfulness is often used to describe contemplative practice. In its most basic form, it means moment-by-moment present awareness, which is available to everyone, regardless of religious orientation.

In "The Dialogue of Art and Religion," the course I will teach in Spring 2009, students will study about Russian Orthodox icons and Himalayan Buddhist thangka, two distinct traditions where artistic creativity thoroughly intersects religious belief and ritual. Students will experiment with a range of mindfulness techniques, and they will also have opportunities to undertake creative projects based on what they learn about these two traditions.

Over the past few years of incorporating mindfulness practices into classes I teach, I have collected a fair amount of anecdotal evidence from students about their experiences. However, I have not conducted a systematic assessment of their short- and long-term effects. This spring I would like to study the efficacy of contemplative practices more systematically.

Abstract by Professor Brian Hemstreet

Project Title: Characterization of telephone-based interactions for Doctor of Pharmacy students during the final year of experiential training

The main issue to be explored is characterization of telephone-based interactions that pharmacy students have with both patient and healthcare providers during their experiential community pharmacy Advanced Pharmacy Practice Experiences in the fourth and final year of the Doctor of Pharmacy program. This is based on the fact that up to 66% of University of Colorado Pharmacy school graduates plan to enter community pharmacy practice following graduation. A large percentage of pharmacist interactions and clinical interventions in the community pharmacy practice setting that involve both patients and healthcare providers take place over the telephone. Based on this observation, the School of Pharmacy has implemented simulated patient and healthcare provider telephone-based assessments in the first, second, and third year of the Doctor of Pharmacy program. Students are assessed on the accuracy, timeliness, organization, and conciseness of telephone-based responses to patient specific drug information questions, as well as verbal communication, use of appropriate medical terminology and grammar, and professional behavior. It is unknown whether or not these assessments are truly reflective of what students are encountering during their final year of experiential training, and subsequently in community pharmacy practice. Characterizing what students are experiencing in the practice setting can be used to refine the telephone based-assessment process to correlate more closely with clinical practice, as well as provide validation of the case content utilized. Twenty-six students currently on experiential community pharmacy rotations in the spring 2009 semester will be surveyed for two non-consecutive weeks during one of their 6 week rotations to characterize the telephone based interactions that occur. Data to be collected via survey include types and number of questions asked, time involved in each interaction, resources used to answer the questions, and with whom the interactions occurred.

Abstract by Professor Robert Hermanson

In the University of Colorado-Boulder's Human Physiology Lab course, I find that students often have trouble integrating concepts presented in the preparatory lecture into the experimental protocol and are unable to predict outcomes of laboratory experiments.

Student response systems (SRS), such as iClickers, have shown to enhance learning in large lecture sections, as they encourage student interaction and active engagement. I want to assess whether iClickers can also help bridge the gap between prep lecture content and experimental procedure in laboratory sections.

In the 2009 Spring Semester, I will coordinate 16 sections of Human Physiology Labs. Although graduate teaching assistants (TAs) will lead these classes, I will provide standardized PowerPoint presentations in order to ensure consistency between TAs and across all sections. Each week, I will insert iClicker questions into the presentations given to half of the 16 sections, with the other half receiving iClicker questions the following week. End points of the study will be based on weekly post-lab assessments, testing concepts that are not directly addressed in the iClicker questions, and will be statistically analyzed.

I would like to use iClickers to promote interaction during the introductory prep lectures and then assess the students' higher-order learning, such as application, analysis and synthesis.

Abstract by Professor Jacqueline Jones

Pedagogy of doctoral (PhD) coursework- How best to walk alongside and enlarge their thinking in the context of the 'Formation of Scholars' (Walker, Golde, Jones, Bueschel & Hutchings 2008).

Using a qualitative case study approach I want to explore how my emerging framework for doctoral (PhD) course teaching drawing on the Carnegie Formation of Scholars 2008 text is experienced and how my use of this framework facilitates learning, and learning moments (Light 2001) for approximately 6-10 PhD nursing course students. If the process of becoming a 'Doctor of Philosophy' is engaging in the formation of becoming a scholar (Walker et al 2008), with blended – online courses undertaken as part of that preparation, how can these attributes be most effectively developed? What is the 'goodness' of taking this approach to facilitating learning? Does it have any impact on student learning? If so how, what, why and for what purpose? In the context of learning spaces online I would agree that research writing and the production of knowledge is 'textual' such that language 'does not "reflect" social reality, but produces meaning and creates social reality' (Richardson 1998: 936; Jones & Borbasi 2006). Individual students engage in a 'community of scholars' as part of their 'learning relations' (Haythornthwaite 2008). As a facilitator of that learning it requires a re-visioning of the 'relationship between knowledge and assessment' (Suellen 2008) and peer learning where peer learning is theorized and situated within a notion of communities of research practice (Boud & Lee 2005: 501).

- Boud, D. & Lee, A. 2005 "'Peer learning" as pedagogic discourse for research education', *Studies in Higher Education*, Vol. 30, No. 5, pp. 501-16.
- Haythornthwaite, C 2008 Learning relations and networks in web-based communities *International Journal of Web Based Communities* 4, 2, 26, 140-158 (19)
- Jones J & Borbasi S 2003 Interpretive research: Weaving a phenomenological text in Clare J, & Hamilton H, (Eds) *Writing Research: Transforming Data Into Text* Elsevier Health Sciences, Melbourne
- Light RJ 2001 *Making the most of college. Students speak their minds*, Harvard University Press.
- Richardson, L. 1998 'Writing: A Method of Enquiry', in Denzin, N.K. & Lincoln, Y., *Handbook of Qualitative Research*, Sage, Thousand Oaks, CA.
- Suellen S 2008 Beyond social constructivist perspectives on assessment: the centring of knowledge *Teaching in Higher Education*, 13, 5, 595-608(11)
- Walker GE, Golde CM, Jones L, Bueschel AC, Hutchings P 2008 *The Formation of Scholars. Rethinking doctoral education for the twenty first century*, The Carnegie Foundation for the Advancement of Teaching, Jossey-Bass.

Abstract by Professor Susan Jurow

How do we prepare doctoral students in education to learn the skills and practices as well as the habits of mind associated with doing excellent research? This is a pressing question for doctoral education and until recently the “pedagogy of research” (Walker, Golde, Jones, Bueschel, & Hutchings, 2008) used in preparing students for the doctorate had not garnered systematic attention. As the founders of the Carnegie Initiative on the Doctorate (CID) note, “[m]ost graduate faculty care deeply that their students learn how to ask good questions, build on the work of others, formulate an effective and feasible research design, and communicate results in ways that matter. But these outcomes are often more hoped for and assumed than designed into instruction” (ibid, p. 4). In this project, I—along with my colleague, Margaret Eisenhart—focus on how the enactment of the School of Education’s qualitative research sequence contributed to developing students’ identities as qualitative researchers who “learned by doing” in an emerging community of practice. In so doing, I aim to address the gap in the field of education’s understanding of the pedagogy of doctoral research.

Five years ago, a new qualitative research sequence was initiated as part of a major revision of the entire School of Education doctoral program that occurred during our participation as a Partner Department in the Carnegie Foundation for the Advancement of Teaching’s Initiative on the Doctorate. The qualitative research sequence was not redesigned with only this “identity” goal in mind, but it was one goal that shaped how I and my co-instructor in the sequence (Eisenhart) approached our teaching of these courses. Using a social practice theory of identity and learning (Holland, Lachicotte, Skinner & Cain, 1998; Lave & Wenger, 1991), which claims that learning involves “becoming” a different kind of person as one gains new knowledge and skills, I will interrogate (a) the efforts of the sequence faculty to design a pedagogy of research in the qualitative sequence that would foster the development of students’ identities as researchers and (b) the efforts of students in 2 cohorts of the sequence (2006, 2007) to develop these identities.

References

- Holland, D., Lachicotte, W., Skinner, D., & Cain, C. (1998). *Identity and agency in cultural worlds*. Cambridge, MA: Harvard University.
- Lave, J., & Wenger, E. (1991). [Situated learning: Legitimate peripheral participation](#). Cambridge, UK: Cambridge University.
- Walker, G.E., Golde, C.M., Jones, L, Bueschel, A.C., & Hutchings, P. (2008). *The formation of scholars: Rethinking doctoral education for the twenty-first century*. San Francisco, CA: Jossey-Bass.

Abstract by Professor Sean McGowan

The concept, along with process and delivery, of improvisation is one of the most compelling and fascinating attributes of modern American art music. Improvisation is particularly integral to the successful performance of Jazz music. Indeed, improvisation is a fundamental concept inherent in many styles of art, theatre, and certain literary disciplines. However, improvisation is certainly not restricted to the arts; often people in every facet of life are required to “ad lib” or “think on their feet”.

What is the true nature of improvisation? Is there a fundamental difference between ‘organic’ improvisation and programmed response? If so, can improvisation be taught? These are the overarching questions I intend to explore in a variety of situations in the classroom and the music studio. Subsidiary questions include, “Will learning improvisatory skills inform and aid students in other academic disciplines?” and “Does the ability to function in an ‘unprepared’, spontaneous environment foster creativity, interpersonal skills, and multiple layers of awareness?”

Students will engage in a variety of (public) performance and non-performance situations to develop different stages of improvisation ability. Over the course of two semesters, performance majors will study and document several approaches to improvisation in group settings. Students will be required to keep journals assessing progress, frustrations and triumphs throughout the fifteen-week course. They will also examine numerous examples of ‘high-level’ improvisation and analyze with pertinent theoretical applications. Students will use this theory to examine their own work. These reflections, or ‘self-assessments’, will occur three times in the semester. Students will also be recorded using mobile digital audio computer equipment. Reflections will be based on these recorded performances, with significant opportunities for growth over the course of the semester.

Abstract by Professor Alan Mickelson

What content should be included in a single semester interdisciplinary course that is designed to prepare the students for field work in a developing region of a developing country. Specifically, several of us are presently working with non governmental organizations (NGOs), Universities (e. g. Catholic University of Lima) and international organization (e. g. IEEE) in order to further a program of education for indigenous people in the Loreta Region near Iquitos, Peru where the Napa and Amazonas rivers form a cusp about the region of interest. We would like to involve as many students from the University of Colorado as possible in observing and/or taking part in this effort in sustainable development. We are working to find a model for this involvement.

Anecdotal evidence holds that those that have seen the conditions in the developing world are forever changed. What we strive for in the University is learning experience beyond that of for example simple ecotourism. Development work, though, can only be carried out by those trusted by the people in the region of development. Partnerships with organizations working requires great sensitivity to the issues of the organizations and people in question. In this work, I will strive to determine how a two semester hour interdisciplinary course of a single semester duration may prepare a student to derive the most from a trip to the working area without distracting those at work.

Abstract by Professor Shelly Miller

Following the Rhythms of the Classroom

I am proposing to investigate a paradigm shift in the way I teach traditional engineering courses, by organizing my classroom activities around principles derived from the 5Rhythms™ dance practice, in which every class period goes through each of the rhythms. The 5Rhythms™ dance practice consists of 5 different ways of moving: *flowing* (grounded), *staccato* (directed), *chaos* (freedom), *lyrical* (joyful) and *stillness* (compassion), and when danced in sequence are known as a wave. Benefits of this practice include self-confidence, creativity, relaxation, and self-awareness. I hypothesize that a classroom structure that follows a wave, not through dance movements, but through activities that compliment the components of the wave, will result in an experience that motivates students to come to class, to learn, and to enjoy the learning process at a whole new level. Additionally it will allow me to become a more effective teacher because I will be teaching according to my true nature incorporating all of my gifts. This project would occur in 2 phases: (1) planning and literature review, and (2) classroom implementation. I would like to investigate these ideas when I teach a large traditional lecture-based class, for example Thermodynamics II. This class typically has around 100 students enrolled and is taught in the spring semester. I would like to teach two sections of this course, using my new ideas in one section and traditional methods in the other.

Abstract by Professor Paul Musso

Is Edwin Gordon's Advanced Measures of Music Audiation (AMMA) test an accurate outcomes assessment tool and indicator of musical aptitude as it applies to college music students? The AMMA test is currently given to all students applying to get into the Department of Music and Entertainment Industry Studies. In this new culture of outcomes assessment, it is imperative to discover the testing tools that represent accurate and effective assessment.

- Does quantitative data from AMMA results warrant program changes in MEIS's ear training and theory curriculum?
- Does the AMMA test indicate bias in any way?
- Is there a measurable difference between music aptitude and musical achievement?
- Does formal music training influence musical aptitude?
- Is the AMMA a valid assessment tool?

I have developed an online version of this test which would enable the department to administer the test to music students at different intervals (Applicant, Sophomore and Senior). This quantitative data could be analyzed and used as valuable outcomes assessment information. The research component in this process would involve analyzing the data as well as analyzing the validity of the test.

Abstract by Professor Wesley Nuffer

Dr. Nuffer's project is centered around student-supported diabetes clinics that have been established at different pharmacy locations around the state of Colorado. The goal with these clinics is to provide an experiential learning site for pharmacy students entering their 4th professional year of pharmacy school. Students are scheduled to manage these clinics for 6 weeks, seeing diabetes patients who have enrolled in a 6 month education program and helping to educate these patients and improve their health. This project involves developing an assessment tool to measure the impact that these diabetes clinics have on the pharmacy students' education. This tool will be administered to students prior to their experience at the diabetes clinic site and will be given again after the students have completed their diabetes experience. The tool will be designed to measure students' diabetes didactic knowledge base, their decision-making skills in regards to diabetes management, and their comfort levels in interviewing and assessing diabetes patients. This tool should help measure the impact that the diabetes clinic experience has on the pharmacy students' education in the disease state management of diabetes, and will open up avenues for optimizing and improving the different clinics to best meet the educational needs of the students.

Abstract by Professor Mary Jane Rapport

The University of Colorado Denver Physical Therapy Program offers a unique opportunity for students to interact, appreciate, and learn from persons in the community who have a physical disability. Student pairs are placed with a volunteer during the first month they enter the Doctor of Physical Therapy (DPT) program and then follow the same community volunteer, along with his or her family, throughout the entire 3 year DPT curriculum. Each student is engaged with his/her volunteer through both structured and informal interaction, activities, and reflection. Specific program objectives for the Community Volunteer Program (CVP) are intended to assist students to: understand life with a disability; explore accessibility issues; link classroom learning to real life; observe life situations over time; and develop communication skills.

The Physical Therapy Program has not had a meaningful assessment process to determine if the CVP is meeting established objectives. In the first year of my involvement in the PTLC, an assessment process was developed and executed using surveys to measure the CVP outcomes from the perspectives of students in the Classes of 2007, 2008, and 2009. Initial attempts were made to work on data analysis, but these efforts were not completed. During this second year of involvement in the PTLC, the focus will be on completing the data analysis and moving forward with writing and submitting a manuscript for publication. Consideration will be given to other avenues for presentation of the project and results.

Abstract by Professor Curtis Smith

Computer Music and Creativity

I intend to develop comprehensive, interactive ear training software to foster greater creativity in computer music composition,. The training will take three steps: first, basic electronic music ear training focusing on wave types, LFOs, synthesis types, oscillator interaction, which will lead to sophisticated instrument building; second, training the ear to combine varied student-designed instruments to blend well together (synthestratation); third, designing compositions transcendent of the loop-based, cut-and-paste, that is so common in many current, popular sequencers. Without going into specifics, I believe I have found the music authorship software that will enable me to customize content, design tests and keep track of student progress. With the interest in computer music composition in the Visual and Performing Arts department at UCCS, and the requirement of computer music in the Game Design and Development major, the software is important and can help to build my department.

Abstract by Professor Brandon Vogt

In 2008, the University of Colorado at Colorado Springs (UCCS) called upon its faculty to create new learning communities (LCs) for first year students. Learning communities improve student retention rates, enhance learning, help students navigate college life, and instill confidence at a critical time. Students in a LC take a suite of related courses together and often live on the same floor in a dormitory.

Building upon an existing and popular UCCS freshman seminar course “Colorado Living,” my research involves creating and assessing a LC that ties together three courses, all of which focus on a central theme: Colorado’s physical landscape and how landscape (place) affects the individual. The three courses include 1) Colorado Living Freshman Seminar (ID101), 2) Landforms and Soils (GES101), and 3) Climate and Vegetation (GES100).

My PTLC research question asks: How well has this new sequence of courses addressed a set of specific course content-related academic goals and a set of general goals related to college success? To address these sets of goals, I have modified my teaching approach to include field trips, group activities and projects, a discussion-based testing protocol, and readings/discussions that link the three courses via the LC’s central theme.

To assess the success of the LC course sequence, I am comparing outcomes from two non-LC versions of GES101 to the LC version (which includes analyzing FCQ results from these courses), engaging students to reflect on the course sequence, and following retention rates of the LC students versus comparable non-LC students.