



RICE | CTE
Center for Teaching Excellence

Teaching and Learning *at Rice*

UPCOMING EVENTS

January 6, 2017
Symposium

January 26, 2017
Brown Teaching Grant
Workshop

January 31 & February 1, 2017
Spring Faculty Owl Days

February 9, 2017
Faculty Workshop on
Course (Re) Design

BLOG

As we've continued to host some of our most popular events, the CTE staff has also continued to write short posts for our popular blog, "Reflections on Teaching and Learning." Since the last newsletter was published, Robin Paige has written about how we can and should address [stereotype threat](#) in our classrooms; Josh Eyler has written about the importance of having an ["error-positive" climate](#) in our classrooms; and Betsy Barre has written about what the research has to tell us about [how much work](#) we should be assigning in our classes. In the latter two cases, we have also created on-line tools/estimators to help faculty assess how they are doing in each domain. We encourage you to follow the blog and join us in the conversations that unfold in the comments. To receive regular updates each time a new post has appeared, follow the CTE on [Twitter](#) or [Facebook](#).

Semester in Review

This fall, the CTE continued and expanded many of its most popular projects and programs.

Our classroom in Herring 129 was used by seven different faculty who were teaching courses as diverse as "Introduction to the Study of Women, Gender, and Sexuality" and "Advanced Experimental Biosciences." The space has become so desirable that it will be in use for classes or study sessions for over 40 hours a week next semester.

On August 17th, we hosted another successful New Faculty Orientation, followed by an equally successful TA Training on the 22nd. And on September 20th and 21st, faculty again opened their doors to be observed by colleagues for our second annual Faculty Owl Days.

We also continued our popular "What's New in Research on Teaching and Learning" series with two new presentations. On September 14th, Josh Eyler shared research on "Why Failure is Essential for Student Learning," and on November 16th, Robin Paige helped us understand "Why Collaborative Learning Works and How to Make it Happen."

Finally, we hosted an intensive half-day workshop on October 11th. Faculty were invited to learn more about the value of "Collecting, Interpreting, and Utilizing Feedback from Students."

Treybig Teaching & Innovation Colloquy

Thanks to the generous support of Mr. and Mrs. Jimmy Treybig, the CTE will run its first annual Treybig Teaching & Innovation Colloquy this academic year. 8 faculty were selected through a competitive application process, and each will be awarded a \$1,000 stipend to participate in a semester-long pedagogy workshop focused on the theme of "Improving Conceptual Understanding." Participants will be asked to:

1. Meet several times over the course of the spring semester.
2. Read articles from the field of teaching and learning prior to each meeting.
3. Design a pedagogical tool (e.g., an assignment, an assessment of prior knowledge, a concept inventory, etc.) and implement the pedagogical tool in courses taught the following academic year.
4. Share knowledge gained in the colloquy with departmental colleagues by the end of the academic year.



SAVE THE DATE

4th ANNUAL SYMPOSIUM
ON TEACHING AND
LEARNING
Friday, January 6, 2017
11:00AM-1:30PM
Brockman Hall, Room 101

This year's Symposium will focus on inclusive teaching. Our featured speaker will be [Geoffrey Cohen from Stanford University](#). Dr. Cohen is Professor of Psychology and the James G. March Professor of Organizational Studies in Education and Business at Stanford. Dr. Cohen was among the first scholars to design and carry out studies to rigorously test intervention strategies that further our understanding of the processes underpinning problems such as the achievement gap and stereotype threat in classrooms. Following Dr. Cohen's talk participants will spend time collaborating with colleagues while enjoying a boxed lunch.

As always, all Rice University faculty, staff, and students are encouraged to attend. Registration and lunch are free. You can RSVP for the event [HERE](#).

A Spotlight on Exceptional Teaching: CTE Teaching Studio

At the beginning of the fall semester the CTE launched a new initiative called the [Teaching Studio](#) to shine a spotlight on the exceptional teaching that takes place throughout the year. The *Teaching Studio* is a virtual space in which Rice faculty can share their experiments, lessons learned, as well as tried and true practices with course design and pedagogical strategies. The *Teaching Studio* both honors and celebrates the ongoing process to improve teaching and learning for both new and seasoned faculty. Each course in the Teaching Studio Gallery is profiled as a *Feature* or a *Studio Short*. *Features* in the gallery present an in-depth profile of a course outlining the instructor's pedagogical approach, teaching goals, the teaching strategies they utilize to address these goals, and future plans for course modifications. *Studio Shorts* present a brief description of a specific teaching strategy focused on addressing a teaching difficulty. There are currently five courses featured in the *Teaching Studio* and the CTE will be adding new courses on a regular basis. If you are interested in being featured in the *Teaching Studio* or would like to nominate a course, please contact [Robin Paige](#).



Grad Certificate

Demand for our [Graduate Certificate in Teaching and Learning](#) has increased significantly since we launched the program in 2014. This semester we had 25 Ph.D. students from across the disciplines enroll in UNIV 500 (Principles of Effective College Teaching) and 8 in UNIV 502 (Teaching Practicum). In addition, UNIV 501 (Research on Teaching and Learning) is almost full for the spring with 26 students. To date, 22 graduate students have completed the entire Certificate program, and several have gone on to accept tenure-track positions at teaching-intensive colleges.