



The School of Athens - Raphael

The Scholarship of Teaching and Learning

Keynote Speaker

Lee S. Shulman, President, The Carnegie Foundation for the Advancement of Teaching

January 27, 2003

Levis Faculty Center

919 West Illinois Street, Urbana, Illinois

“Viewing teaching as scholarly work is essential. Teachers so often have to carry out their work in isolation from their colleagues. The result is that those who engage in innovative acts of teaching do not have many opportunities to build upon the work of others. Through the Carnegie Academy for the Scholarship of Teaching and Learning, we seek to render teaching public, subject to critical evaluation, and usable by others in the field.”

- Lee S. Shulman

Retreat Agenda

- 8:00 - 8:30 Registration and Coffee
- 8:30- 8:40 Overview • *Cheelan Bo-Linn*, Head Division of Instructional Development
- 8:40- 8:55 Welcome • Introduction of 2002-2003 UIUC Distinguished Teacher/Scholars
Richard Herman, Provost and Vice Chancellor for Academic Affairs
- 8:55- 9:00 Introduction of Keynote Speaker,
Lee S. Shulman
Nancy Cantor, Chancellor
- 9:00-10:00 Keynote Address: “Lamarck’s Revenge: Teaching and Learning Among the Scholarships”
Lee S. Shulman, President The Carnegie Foundation for the Advancement of Teaching
- 10:00-10:10 Welcome to the Carnegie Scholars and Invited Presenters
Vernon Burton, Department of History 2000-2001 Carnegie Scholar
- 10:10-10:30 Break and Questions with Lee S. Shulman
- 10:30-11:55 Concurrent Sessions
- 12:00-1:00 Lunch
- 1:00-2:25 Concurrent Sessions
- 2:30-2:40 Closing Remarks, Lee S. Shulman
- 2:40 – 3:30 Please join us for a “Fireside Chat Without a Fireside” to begin a dialogue on the Scholarship of Teaching and Learning on our campus

Carnegie Scholars and Invited Speakers

Lee S. Shulman, President, The Carnegie Foundation for the Advancement of Teaching: “Lamarck’s Revenge: Teaching and Learning Among The Scholarships”

Robert Bain, University of Michigan: “Moving Beyond Louis Armstrong and Potter Stewart: Defining Connections Between Scholarship and Teaching”

Curtis Bennett, Loyola Marymount University: “The Story of Neal: A Learning Success Story in a Mathematics Capstone Class”

Phil Buriak, University of Illinois at Urbana-Champaign: “Your Classroom as Your Laboratory”

Lendol Calder, Augustana College: “Beyond ‘Coverage’: Teaching Disciplinary Thinking in the Introductory Course – A History Case Study”

Roberto Corrada, University of Denver: “Living Labor Law”

Hope Daniels, Columbia College: “Evaluating ‘The Unmeasurable’: Qualitative Approaches to Studying Student Perceptions and Creativity”

Brian Gaines, University of Illinois at Urbana-Champaign: “Detecting and Discouraging Plagiarism”

Sherry Lee Linkon, Youngstown State University: “What Is, What Works, What Could Be: The Evolution of a SoTL Project”

Kathleen McKinney, Illinois State University: “Improving Student Learning through Doing SoTL: Getting Started”

Craig Nelson, Indiana University: “Three SoTL-Based Pedagogical Changes That Make a Real Difference in the Classroom”

David Pace, University of Indiana: “So, What is My Job Anyway? How a Project in the Scholarship of Teaching and Learning Raises Questions about the Nature of Faculty Work”

Kathleen Perkins, Columbia College: “Evaluating ‘The Unmeasurable’: Qualitative Approaches to Studying Student Perceptions and Creativity”

Caroline Hodges Persell, New York University: “Using Focused Web-Based Discussions to Enhance Student Engagement and Deep Understanding”

John Russo, Youngstown State University: “Contested Terrain: Organizing and Bargaining over the Scholarship of Teaching and Learning”

Sally Foster Wallace, Parkland College: “Discipline-Based Composition: A Synergistic Approach”

Mark Walter, Oakton Community College: “The Play-Doh Project: Making Students’ Thinking Visible”

Ruth Yontz, University of Illinois at Urbana-Champaign: “Teachers’ Feedback on Students’ Written Work: What’s Helpful?”

