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Abstract

The goal of the University Scholar Series (USS) is to engage faculty, students, and staff at the University of the District of Columbia in a professional development program focused on using technology for the assessment of teaching and learning. Coordinated by a team of nine participants, the USS held 10 workshops for the 2003-2004 academic year and 26 workshops for the 2004-2005 academic year. This poster will highlight how the workshops model the principles of effective teaching and learning by utilizing interactive workshops, online discussions, and online assessment tools.

Conceptual Framework

At the 2003 Summer Academy of the American Association for Higher Education (AAHE), the University Scholar Series (USS) coordinating team developed a conceptual framework for the USS, specifying our outcomes, evidence, methods, assumptions, implementation, impact, and assessments. The framework applied to faculty, students, and staff.

Workshops

There were 10 workshops held in the 2003-2004 academic year and 26 workshops held in the 2004-2005 academic year, on topics related to assessment, teaching and learning, and technology. These workshops were led by both external and internal speakers, including students, faculty, and staff. Workshops were interactive, often taking place in the E-lab with open computer access.

Use of Blackboard and Flashlight

All participants were entered into the University Scholar Series Blackboard organization, and all workshops had Blackboard Discussion Board components, with online surveys and assignments. The Blackboard Gradebook was used for keeping records of attendance and completion of assignments, to determine the high-point "winners" of the USS. Pre and Post Flashlight surveys were conducted to determine participant satisfaction and ways of improving the program.