

**Annual Report
2012-2013**

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The Teaching & Learning Center (TLC), Annual Report 2012-2013

The TLC's mission is to foster excellent teaching, so students learn, develop, and succeed. We foster this excellence in all teaching contexts: the classroom, online, in the clinic, studio, lab or in the community. This academic year, the TLC met its mission with numerous accomplishments. We highlight the top ten below.

This is noteworthy given that it was a year of transition, with two highly valued full-time staff members leaving for new opportunities in January, and two stellar new full-time staff members – Dr. Carl Moore and Johanna Inman – joining the team weeks later (Appendix 1).

Instructional development for faculty and TAs in all Temple schools and colleges

1. For the sixth year running, TLC expanded to reach more instructors. We served 1,331 individuals which is a 16% increase from the previous year. Many individuals used our services multiple times, leading to 2,412 contacts. This is an 8% increase from the previous year. We served instructors from all schools/colleges and all ranks (Appendix 2). We made particular gains in serving Center for the Arts faculty, with an increase of 59% from the previous year as a result of targeted programming.
2. 92% of those surveyed reported that their experience with a TLC program or service will “improve their teaching”; the same number report that what they learned at TLC will “positively impact students’ learning” (Appendix 3). Representative comments:

“So far, the center is the best thing on campus.”

“It is hard to keep up with the new pedagogy and coming to the center really helps in pointing me in the right direction.”

“We have two new faculty coming to our department this summer. I plan to put them in touch with TLC too as your guidance has been invaluable to me.”

3. Faculty members who participated in semester and yearlong programs produced tangible outcomes:
 - Members of the Online Learning Teaching Circle developed 10 new online courses.
 - The Faculty Mentors for Instructional Technology program brought new technologies to 14 classes in CLA, CHP, Fox, and Education. Over 2,000 students were taught using the new technologies in 2012-2013 alone (Appendix 4).
 - The Marco Polo Collaborative developed a website for sharing information about teaching global content and global students. Official site launch, Jan. 2014. *Faculty Herald* story: http://www.temple.edu/herald/43_5/WhatFacultyShouldKnowaboutInternationalStudents.htm.
 - Monthly Teaching Race and Diversity Group was featured in *Diverse Issues in Higher Education*: <http://diverseeducation.com/article/51111/>.
4. Schools and departments routinely request customized workshops to meet specific needs. TLC served 12 schools/colleges, by delivering over 40 customized programs this year (Appendix 5).

5. The Teaching in Higher Education Certificate grew, graduating its largest cohort ever:
 - 69 students earned the certificate this year.
 - 133 students began the process in 2012-2013 by taking the requisite seminar (Appendix 6).
 - New requisite certificate courses will launch in Biology, Engineering and Fox School of Business in the 2013-2014 AY.
6. The Provost's Teaching Academy completed its fourth year. The group now totals 76 individuals who represent the best of Temple's teachers (Appendix 7).
7. Another 4 department teams have participated in TLC's peer review of teaching workshop series; Biology, Math, Rehabilitation Sciences and Media Studies & Production took on the challenge of developing new peer review of teaching processes and evaluation instruments.
8. TLC has promoted college readiness and retention by coordinating Temple's participation in the Philadelphia Postsecondary Success Program which brings Temple, Community College of Philadelphia (CCP), and Philadelphia high school faculty together for professional development and aligning of goals and curriculum. We hosted the third annual Spring Institute for the program in May.

Raise national profile, including research

9. Secured excellent press for Temple, placing stories in high profile, high circulation national publications AACU's *Liberal Education* and *Diverse Issues in Higher Education*.

TLC Staff, TLC faculty fellows and PTA faculty have published in the field, based on TLC data or work with TLC. Peer reviewed journals include: *Educational Policy*, *Journal of Faculty Development* and *Journal of Chemical Education* (Appendix 8).

Efficiency and Entrepreneurship

10. TLC has been a model of responsible fiscal management as well as entrepreneurship.
 - Operated according to budget for the sixth year running.
 - Generated \$112,275 in revenue from Teaching in Higher Ed Certificate auxiliary, as well as fees for service events.

Top Three Goals for 2013-2014

1. Finalize 3 year strategic plan by August 2013; implementation of new projects by January 2014.
2. Work with CCP colleagues to secure grant for a proposal for STEM retention and success.
3. Work with Institutional Advancement to secure an endowment.

Appendix 1: New TLC Staff Bios

Carl Moore, Ph.D.

Carl's dissertation, written under the direction of Temple Interim Education Dean James Earl Davis, addresses how Great Teacher Award winners use Universal Design for Learning principles and practices, and how students perceive those practices as affecting learning. He has two M.A.'s: one in Urban Education and the other in Higher Education Administration. For the past two years he has served as Director of Student Success Initiatives at CCP, and he brings holistic knowledge of factors impacting student retention and success to TLC. He has taught a variety of courses in education at Temple, Cabrini and Arcadia in both face-to-face and online formats. A self-described "techie," Carl has been developing programs on teaching with technology. I first met Carl when he was serving in Temple's Center for Social Justice & Multicultural Education in 2008, and I got to know his approach to pedagogy and inclusion when we both earned a Certificate in Diversity Leadership through the office of Institutional Diversity, Equity, Advocacy and Leadership.

Johanna Inman, M.F.A.

Johanna has taught photography, including studio, history, and writing intensive sections, for the past twelve years at Temple's Tyler School of Art, as well as at Arcadia University, Rowan University, UArts and Swarthmore. She earned her M.F.A., summa cum laude, from Tyler, and is the recipient of numerous grants and awards, including, most recently a prestigious fellowship from the Center for Emerging Visual Artists. She has experience teaching in both face-to-face and online formats, and brings valuable expertise from her most recent position as Senior Technology Consultant in Temple's Instructional Support Center. Johanna has helped countless faculty from across the disciplines learn how to use instructional technology in pedagogically sound ways. TLC has had the pleasure of working with Johanna on joint faculty development programs over the past few years, and we are glad for the opportunity to bring her on to our team. This role capitalizes on her strengths as an experienced educator, successful artist and instructional technology specialist.

Appendix 2: Attendance data for 2012-2013

Table 1: Total people served, from 2007-2008 to 2012-2013

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
659	983	1078	1175	1147	1331

This is a 16% increase from last year

This is a 102% increase from 2007-2008

Table 2: Total contacts from 2007-2008 to 2012-2013

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
1120	1868	2324	2140	2231	2412

This is an 8% increase from last year

This is a 115% increase from 2007-2008

Table 3: Frequency of visits

CAME ONCE	957
CAME MORE THAN ONCE	374
TOTAL	1331

Figure 1: Percentage Breakdown of frequency of visits

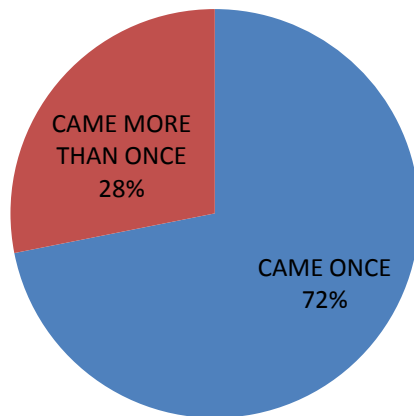


Table 4: Attendance by position/rank

AFFILIATION	Total People	Total Contacts
ADMINISTRATION	133	213
TENURED	111	252
TENURE TRACK	38	108
NON TENURE TRACK	238	661
ADJUNCT	155	304
STUDENT	430	608
UNKNOWN	20	20
OUTSIDE FACULTY	206	246
TOTAL	1331	2412

Figure 2: Percentage breakdown of total people served by position/rank

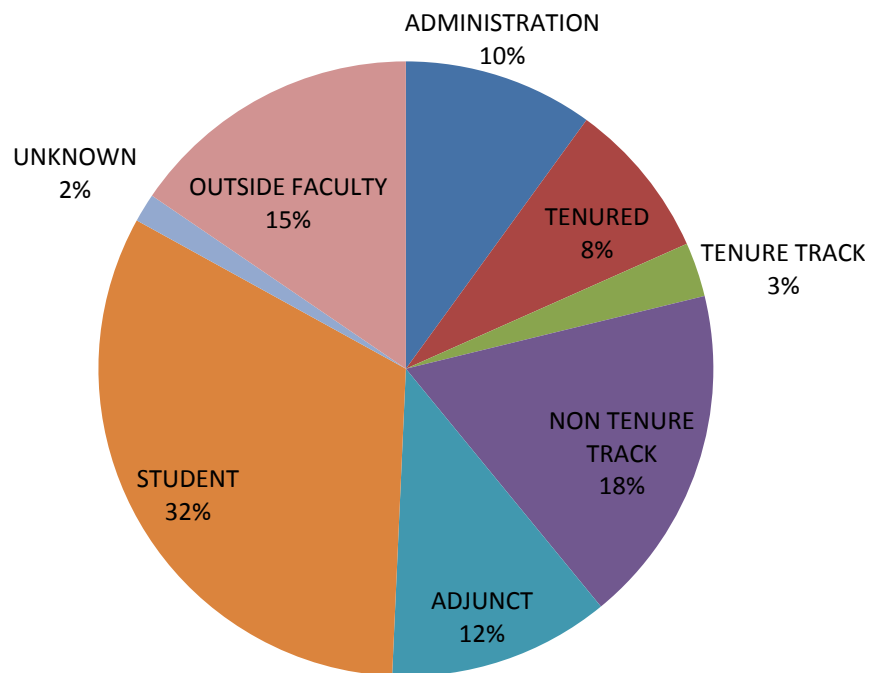


Table 5: Attendance by school/college (including faculty, grad students & administrators)

SCHOOL/COLLEGE	Total People	Total Contacts
BUSINESS & MANAGEMENT	89	160
CENTER FOR THE ARTS/BOYER	45	77
CENTER FOR THE ARTS/THEATER, FILM, & MEDIA ARTS	25	85
CENTER FOR THE ARTS/TYLER ART	39	50
DENTISTRY	29	59
EDUCATION	76	173
ENGINEERING	32	61
HEALTH PROFESSIONS & SOCIAL WORK	82	149
LAW	6	6
LIBERAL ARTS & ENVIRONMENTAL DESIGN	313	600
MEDIA AND COMMUNICATION	75	110
MEDICINE	49	67
PHARMACY	19	91
PODIATRY	21	27
SCIENCE & TECHNOLOGY	131	279
TOURISM & HOSP MGMT	10	24
CONTINUING EDUCATION	1	3
NON-ACADEMIC UNIT	69	128
OUTSIDE UNIVERSITY	206	246
UNKNOWN	14	17
TOTAL	1331	2412

Table 6: Faculty served according to rank

Rank	Total People	Total Contacts
TENURED/TENURE TRACK	149	360
NON TENURE TRACK	238	661
ADJUNCT	155	304
TOTAL	542	1325

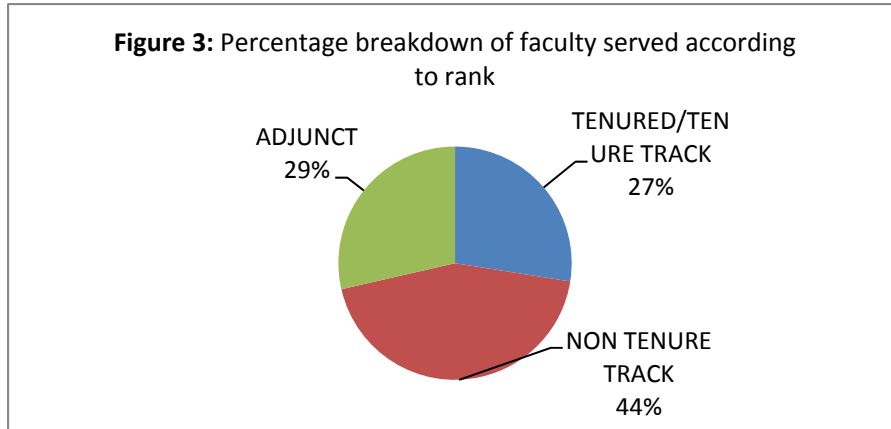


Table 7: Percentage of faculty served by school/college, 2012-2013

COLLEGE	Total Faculty	Total Faculty Served	% Faculty Served
BUSINESS & MANAGEMENT	289	31	11%
CENTER FOR THE ARTS/BOYER	239	16	7%
CENTER FOR THE ARTS/THEATER, FILM, & MEDIA ARTS	77	10	13%
CENTER FOR THE ARTS/TYLER ART	170	10	6%
DENTISTRY	146	27	18%
EDUCATION	195	36	18%
ENGINEERING	87	18	21%
HEALTH PROFESSIONS & SOCIAL WORK	262	54	21%
LAW	139	1	1%
LIBERAL ARTS & ENVIRONMENTAL DESIGN	718	156	22%
MEDIA AND COMMUNICATION	164	52	32%
MEDICINE	568	32	6%
PHARMACY	80	14	18%
PODIATRY	29	16	55%
SCIENCE & TECHNOLOGY	297	62	21%
TOURISM & HOSP MGMT	25	5	20%
TOTAL	3485	540	15%

* Two unaffiliated adjuncts not included

Table 8: Percentage of contacts from consults, 2012-2013

Total Contacts	Total
Workshops	1619
Consults	123
Total	1742
% of contacts from Consults	7%

Appendix 3: Evaluation of Teaching and Learning Center Programs and Services

Since November 2012, 196 people have evaluated TLC workshops, consultations, and events.

Quick Facts

- 92% of respondents either agreed or strongly agreed that working with the TLC would improve the quality of their teaching.
- 92% of respondents either agreed or strongly agreed that working with the TLC would contribute to their students' learning.
- Instructors' reported that their *belief* in the effectiveness of the learner-centered approach increased from 8.0 to 8.8 (on a scale from 1 to 10) after working with the TLC.
- Instructors' reported that their use of learner-centered teaching strategies increased from 7.3 to 8.6 (on a scale from 1 to 10) after working with the TLC.

Selected Feedback from Participants

“Continue to offer these workshops, professional development opportunities and discussion groups. Great job!!”

“So far the center is the best thing on campus”

“Breakout session was informative. Overall, the conference organized by the TLC was engaging and insightful. Thank you!”

“The sessions were practical and understandable. The information from these sessions can easily be applied to my current teaching techniques.”

“We have two new faculty coming to our department this summer. I plan to put them in touch with TLC too as your guidance has been invaluable to me.

“Keep up the great work. You fill a most important need for the faculty!”

“I was able to apply info to a specific course challenge.”

“It was very useful. I reviewed my notes and I took away some good resources to look into, and some good ideas to focus my teaching prep right now.”

“Johanna introduced me to some new theory which is the reason I came to see her. It is hard to keep up with new pedagogy and coming into the center really helps in pointing me in the right direction.”

“The points that were made really resonated with me and inspired me to incorporate this perspective of teaching into my curriculum.”

Appendix 4: Assessment Report for TLTR Faculty Mentors for Instructional Technology Program

In the second iteration of the mentoring project, TLC supported four faculty members to mentor up to three colleagues each in the use of instructional technology.

Description of projects

- Using technology in a university classroom including the use of iPads, online quizzes, and alternative textbooks
- Teaching online courses
- Using a tablet w/projection and OneNote software to engage large classes
- Offering students electronic modules with both primary and secondary sources, to be accessed and engaged through mobile devices in classes

People impacted by program

- 11 faculty members participated directly or indirectly in the mentoring program
- Over 2000 students were taught using technology as a result of the program

Courses taught using technology

Courses taught in

- College of Education
- Fox School of Business
- College of Health Professions and Social Work
- College of Liberal Arts

List of courses

- ECED 3209: Teaching English Language Learners (ELLs) in the Early Grades
- ENEDS 3338: Foundations of Language Teaching: Teaching English Language Learners
- TESL 8631: Foundations of Language Teaching
- ECE 3106: Literacy Foundations
- ECE 3296: Differentiated Reading Instruction
- SPED 2231: Introduction to Inclusive Education
- ECE 2101: Early Childhood Development: Birth to Nine
- ECE 2105: Cognition and Learning in the Classroom
- ACCT 2101: Financial Accounting
- ENG 701: First Year Writing
- ENG 802: First Year Writing
- Criminal Justice online course
- Community course
- Macro practice hybrid course

Technologies used for instruction

- Blackboard quizzes as reading study guides
- Wimba for posting video lectures
- iPads for classroom instruction
- Alternative textbooks for classroom instruction
- Online teaching technology
- Lenovo tablet w/projection for large class instruction
- OneNote software for large class instruction

Selected Student Outcomes

- Technology helped students learn material better
- Students found the use of technology more engaging
- Increased student comfort with using technology in educational settings
- More effective use of library/research materials
- Engagement with and understanding of use of primary and secondary sources

Impact on Mentor

Participating in the mentorship program

- Increased awareness of various technologies
- Increased understanding of how to use technology to facilitate student learning
- Conviction that laptops can be central to 21st century classroom management; we can find ways for students to use them for learning (vs. current situation in which mobile devices are often a distraction from a traditional lecture).

Using technology in the classroom

- Improved content delivery
- Facilitated better and more immediate feedback to students
- Assisted in engaging students
- Allowed faculty to model the effective use of technology to student-teachers
- Made a weakness (distracting technology) into a strength (a resource for learning)

Suggestions

- More training on how various technologies work and how to use them as a teaching tool
- Increase access to technology resources, such as iPads for classroom use
- Focus on mentoring faculty who are able to implement interventions right away to minimize loss of knowledge
- Target leaders in schools and colleges because they can help implement interventions on a larger scale

Appendix 5: College and Department-Based Programs

Schools, departments and even academic administrative units routinely request customized workshops to meet specified needs. Direct outreach is also an essential element of TLC practice. Between requests and outreach, TLC provided specialized programs for 12 schools and colleges and 3 academic administrative units last year. This numbered over 40 distinct programs altogether.

These college and department based programs are in addition to the programs we advertise to all faculty, and deliver to interdisciplinary groups, at our TECH Center location each year.

Schools/Colleges and Departments

1. Boyer College of Music and Dance
 - a. Dance
2. Tyler School of Art
3. College of Liberal Arts
 - a. African American Studies
 - b. English
 - c. Italian
 - d. Psychology
 - e. Intellectual Heritage
 - f. First Year Writing Program
4. College of Science and Technology
 - a. Math
5. College of Health Professions and Social Work
 - a. Nursing
 - b. Social Work
6. College of Engineering
7. Fox School of Business and Management
 - a. Fox Center for Innovative Teaching & Learning
8. School of Medicine
9. Maurice H. Kornberg School of Dentistry
10. School of Pharmacy
11. School of Podiatric Medicine
12. School of Media and Communications
 - a. Advertising

Academic and Administrative Support Units

1. Athletic Tutoring
2. First Year Seminar
3. Wellness Resource Center

Appendix 6: Data from Teaching in Higher Education Certificate Program

Table 1: Total number of matriculated graduate students who completed the Certificate, by School/College

School/College	# of Students
CENTER FOR THE ARTS/TYLER ART	2
CENTER FOR THE ARTS/THEATER, FILM, & MEDIA ARTS	7
COMMUNICATIONS	4
EDUCATION	3
ENGINEERING	1
HEALTH PROFESSIONS & SOCIAL WORK	2
LIBERAL ARTS	33
CENTER FOR THE ARTS/BOYER	7
TOTAL	59

Table 2: Requisite courses offered and enrollment, by semester/department

Semester/Year	Department	# of Students
FALL 2012	CHEMISTRY	17
	EDUCATIONAL PSYCHOLOGY	12
	ENGLISH	9
	MASS MEDIA & COMMUNICATIONS (MMC)	6
	RELIGION	14
	THEATER	12
SPRING 2013	GEOGRAPHY AND URBAN STUDIES	7
	HEALTH RELATED PROFESSIONS	5
	MATHEMATICS	8
	SPANISH	10
	TOTAL # of Students who began certificate process by taking requisite seminar	100

Table 3: Total number of non-matriculated students who completed the Certificate

Semester/Year	# of Students
Fall 2012	6
Spring 2013	4
TOTAL	10

*Non-matriculated students include Philadelphia area faculty, school teachers and industry professionals who teach or aspire to teach in Higher Education.

Table 4: Auxiliary courses for non-matriculated students and enrollment, by semester

Semester/Year	Course	Location	# of Students
FALL 2012	SEMINAR COURSE I	Delaware County Community College (DCCC)	12
SPRING 2013	SEMINAR COURSE I	TUCC HYBRID	17
	SEMINAR COURSE II	DCCC	4
TOTAL # of students			33

Appendix 7: Provost's Teaching Academy Faculty, 2009-2014

The Provost Teaching Academy (PTA) was developed in 2009 to prepare some of Temple's most committed and effective educators to teach the requisite coursework for Temple's Teaching in Higher Education Certificate program. PTA Faculty members participate in an intensive summer faculty development experience, and then serve as ambassadors for TLC's mission by either teaching for the certificate program, mentoring faculty colleagues or graduate students, or by applying the knowledge learned to the administration of academic support units (e.g. Writing Center, Math Science Resource Center, Athletics tutoring).

2014 (holding spots for these individuals next year)

1. Larry Kaplan, Professor, General & Internal Medicine
2. Gerald Sterling, Associate Dean, School of Medicine
3. Marsha Weinraub, Professor & Chair, Psychology
4. Le Ann Erickson, Associate Professor, Film & Media Arts
5. Lisa Kay, Assistant Professor, Art Education
6. Avi Kaplan, Associate Professor, Psychological, Organizational & Leadership Studies

2013

1. Istvan Varkonyi, Professor of German, Director of General Education
2. Heath Fogg Davis, Associate Professor, Political Science
3. Miriam Solomon, Professor & Department Chair, Philosophy
4. Elizabeth Pfeiffer, Associate Professor, Occupational Therapy
5. Robin Aronow, Assistant Professor, Communication Sciences
6. Gerard Brown, Assistant Professor & Department Chair, Foundations
7. Steve Kreinberg, Associate Professor, Music Studies & Associate Dean for Instructional Technology and Assessment
8. Catherine Schifter, Associate Professor, Psychological, Organizational and Leadership Studies
9. Jean Boyer, Assistant Professor, School Psychology
10. Shawn Fagen, Assistant Director, Athletics Tutoring
11. Michael Stokes, Director, Russell Conwell Center
12. Konstantinos Chochlidakis, Assistant Professor, Restorative Dentistry
13. Hai Qing, Assistant Professor, Restorative Dentistry
14. Cynthia Folio, Associate Professor, Music Theory

2012

1. David Ingram, Professor, Theater
2. Patricia Martinez Moore, Asst .Professor, Spanish
3. Rickie Sanders, Professor, Geography & Urban Studies
4. Carol Harris Shapiro, Asst. Professor, Intellectual Heritage, Director of Community Learning Network
5. Steve Fleming, Associate Professor, Chemistry
6. Ann Valentine, Associate Professor, Chemistry
7. Sheryl Love, Assistant Professor, Biology
8. Shriram Pillapakkam, Associate Professor, Mechanical Engineering
9. Robin Musselman, Professor, Education
10. James Heckman, Professor, Medicine
11. Pete Watkins, Asst Prof, Social Work
12. Emily Moerer, Assistant Vice Provost, Diamond Peer Teachers
13. Julie Phillips, Associate Director, General Education
14. Jane Pontious, Associate Professor & Chair, Podiatric Surgery
15. Christine Miller, Assistant Professor & Chair, Medicine & Orthopedics

2011

1. Li Bai, Associate Professor, Electrical Engineering
2. Whitley Cooke, Assistant Professor, First Year Seminars
3. Dana Dawson, Director, Ronald McNair Program
4. Susan DeJarnett, Professor, Legal Writing
5. Claudia Dewane, Associate Professor, Social Work
6. Eli Goldblatt, Professor of English & Director, First Year Writing
7. Rachel Groener, Assistant Professor, First Year Writing
8. Amy Heath, Assistant Professor, Physical Therapy
9. Robin Kolodny, Professor, Political Science
10. Sally Kyvernitis, Instructor, Computer & Information Science
11. Nancy Morris, Professor, Media Studies & Production, & Associate Dean, SCT
12. Nathan Norment, Associate Professor/ Dept. Chairperson, African American Studies
13. Jon Nyquist, Professor & Chair, Earth & Environmental Science
14. Alisa Peet, Associate Professor, General & Internal Medicine
15. James Sellers, Coordinator, Russell Conwell Center
16. Bess Wellborn, Instructor, Horticulture & Landscape Architecture

2010

1. William Aaronson, Professor of Rick, Insurance & Healthcare Management & Assistant Dean, Fox
2. Rebecca Alpert, Associate Professor, Religion
3. Ina Calligaro, Assistant Dean, School of Pharmacy

4. Peggy Dewolf, Assistant Professor , Psychology
5. Luke Kahlich, Professor, Dance
6. Dominique Kliger, Assistant Vice Provost, Online Learning
7. Janice Laurence Associate Professor, Adult & Organizational Development
8. Sarah-Kate LaVan, Assistant Professor, Curriculum, Instruction, Technology in Education
9. Maria Lorenz, Associate Professor, Math
10. Sheryl Love, Assistant Professor, Biology
11. Lori Salem, Assistant Vice Provost, University Writing Center
12. Paul Toth, Assistant Professor, Spanish
13. Kariamuwelsh, Professor & Chair, Dance
14. Chang-Hee Won, Associate Professor, Electrical Engineering

2009

1. Shohreh Amini, Professor & Chair, Biology
2. Shenid Bhayroo, Assistant Professor, Journalism
3. Jean Boyer, Assistant Professor, School Psychology
4. Natasha Davis, Instructor, Public Health
5. Steven Fleming, Professor, Chemistry
6. Terry Halbert, Professor, Legal Studies & Director, General Education
7. Alistair Howard, Assistant Professor, Political Science
8. Daniel Kern, Professor, Theater
9. Ken Finkel, Distinguished Lecturer, American Studies
10. Robert Pred, Assistant Professor, Statistics
11. Rickie Sanders, Professor, Geography & Urban Studies
12. Justin Shi, Associate Professor & Chair, Computer & Information Sciences
13. Juandalynn Taylor, Assistant Professor, Strategic & Organizational Communication
14. Tsvetlin Tsankov, Assistant Professor, Physics
15. Amy Weigand, Adjunct Professor, Religion & Project Coordinator, Project EDIT
16. Robert Yantorno, Professor, Electrical Engineering

Appendix 8: Publications and Presentations by TLC Staff and PTA Faculty

Publications by TLC Staff

Gunersel, A. B., & Fleming, S. (in press). Qualitative Assessment of a 3D Simulation Program: Faculty, Students, and Bio-Organic Reaction Animations (BioORA). *The Journal of Chemical Education*.

Barnett, P. (forthcoming July 2013). Unpacking the teacher's invisible knapsack: Social identity and privilege in higher education. *Liberal Education*.

Barnett, P., Gunersel, A. B., & Etienne, M. (2013, January). Promoting self-authorship of college educators: Exploring the impact of a faculty development program. *Journal of Faculty Development*.

Barnett, P. & Gunersel, A. B. (2012, December). Challenges to Change: Institutionalizing a university-wide faculty preparation program. *Educational Policy*.

Presentations by TLC Staff

Moore, C. (2013, February 6). *Got Swagga? Exploring Social Justice Using Hip-Hop Elements*. Paper presented at the Heritage Festival, Western Carolina University, Cullowhee, NC.

Barnett, P. (2013, January 8). *Teaching Methods for Addressing All Students*. Speech as invited speaker at the Curtis Institute of Music, Philadelphia, PA.

Barnett, P. & Dorman, T. (2012, October 18). *Walking our Talk: Professional Development for Facilitating Dialogue on Race and Diversity*. Presentation at the AACU Conference on Modeling Equity, Engaging Difference; New Frameworks for Diversity & Learning, Baltimore, MD.

Barnett, P. (2012, September 15). *Changing the Culture of Science Education at Research Universities*. Presentation at the Electrical and Computer Engineering Department Heads Association, Mid-Atlantic Summer Meeting.

Barnett, P. (2012, June 2). *Unpacking the Teachers' Invisible Knapsack: Social Identity and Privilege in Higher Education*. Speech as Featured Speaker at the Annual Lilly Conference on College and University Teaching and Learning, Washington, DC.

Etienne, M., Barnett, P., & Peters, D. M., & (2012, June 2). *Can We Talk? How to Lead Discussions About Race and Diversity III*. Presentation at the Annual Lilly Conference on College and University Teaching and Learning, Washington, DC.

Gunersel, A. B., Barnett, P., Kaplan, A. & Etienne, M. (2012, June 1). *Conception of and Motivation for Teaching in Higher Education: A New Conceptual Model*. Presentation at the Annual Lilly Conference on College and University Teaching and Learning, Washington, DC.

Fiore, S. (2012, May 30). *Promoting a Community of Practice to Support Best Practices in Teaching Global Content*. Presentation at CIESUP International Conference on Higher Education: Knowledge Crossing Borders, West Chester, PA.

Fiore, S. (2012, May 4). *Course Design For Significant Learning*. Speech as invited speaker at Montgomery County Community College, Blue Bell, PA.

TLC Related Publications by PTA Faculty

Fleming, S. (in press). Teaching Tools for Organic and Bio-organic Chemistry. *ACS Symposium Series: Pedagogical Role of Animations and Simulations in Chemistry Courses*.

Bhayroo, S. (2012). Learning Critical Consciousness in the Global South: A Case Study of Temple University's South Africa Study Away Program. *Journalism Research & Education Journal*.

TLC Related Presentations & Posters by PTA Faculty

Miller, C. (2013, June 8). *Improved Comprehension by the Use of Small Groups/Workshops in the Podiatric Medical School Curriculum*. Poster to be presented at the 17th Annual International Association of Medical Science Educators Meeting, St. Andrews, Scotland.

Fleming, S. (2013, April 7). *Modeling of Biomolecules for Organic and Biochemistry Courses*. Paper presented at the Spring American Chemical Society Meeting, New Orleans, LO.

Boyer, J. (2013, February 13). *Preparing Pre-service Teachers: Contributions From School Psychology*. Presentation at the National Association of School Psychologists Annual Conference, Seattle, WA.

Fleming, S. (2013, January 24). *NSF Project: Bio-ORA*. Poster presented at National Science Foundation: Course, Curriculum, and Laboratory Improvement (CCLI) Symposium, Washington, DC.

Miller, C. and Pontious, J. (2013, January 16). *Improved Comprehension by the Use of Small Groups/Workshops in the Podiatric Medical School Curriculum*. Poster presented at 11th Annual Faculty Conference on Teaching Excellence, Temple University, Philadelphia, PA.