

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Graduate Connections: A Newsletter for UNL
Graduate Students published by the Office of
Graduate Studies

Graduate Studies

4-2011

Graduate Connections- April 2011

Follow this and additional works at: <https://digitalcommons.unl.edu/gradconn>



Part of the [Other Education Commons](#)

"Graduate Connections- April 2011" (2011). *Graduate Connections: A Newsletter for UNL Graduate Students published by the Office of Graduate Studies*. 21.
<https://digitalcommons.unl.edu/gradconn/21>

This Article is brought to you for free and open access by the Graduate Studies at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Graduate Connections: A Newsletter for UNL Graduate Students published by the Office of Graduate Studies by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

Graduate Connections



University of Nebraska-Lincoln

A Newsletter for UNL Graduate Students published by the Office of Graduate Studies

April 2011

In This Issue:

Navigating Graduate School 1

Things to Do This Summer

Good Practices in Graduate Education..... 3

Academic Integrity Pledge

Professional Development. 4

Creating an Electronic Portfolio
Writing a Research Article in 12 Weeks

Teaching Tip 5

Determining How Much to Cover in One Class

Funding Opportunities 7

The Graduate Writer 8

Revision vs. Editing

Events..... 9

Research Fair
Nebraska Lecture
Institute for International
Teaching Assistants
SPEAK Test Dates
Campuswide Workshop for
Graduate Teaching Assistants

Interactions 10

2011 Graduate Award Winners

Calendar..... 11

Event Dates/Deadlines
Degree Deadlines

Readers' Corner..... 12

*How Learning Works: Seven
Research Based Principles for
Smart Teaching*

Navigating Graduate School

Events, advice and strategies to help you succeed in graduate school at UNL

THINGS TO DO THIS SUMMER

HAVE “TIME” ON YOUR HANDS this summer? Depending on where you are in your graduate career, we’ve identified some goals you may want to tackle this summer to help keep you on track to graduate and prepare you for the next stage of your career.

First Year Master and Doctoral Students

File your Memorandum of Courses or Program of Studies. The Memorandum of Courses for master’s students and the Program of Studies for doctoral students outline the courses you’ll take to complete your degree. Spend some time during your first summer deciding which courses you’ll take as a graduate student. If your adviser is available over the summer, you can complete this paperwork before your second year begins. See a full listing of courses for your program in the [Graduate Bulletin](#).

Learn more about the paperwork required for degree completion at the [Graduate Studies website](#), [Graduate Connections Archives, February 2009, page 5](#), or [Graduate Connections Archives, November 2007, page 1](#).

Review the Mentoring Guidebook provided by the Office of Graduate Studies. Do you know what to expect from your faculty adviser? What about the expectations your adviser has for you? Learn more about getting the mentoring you need as a graduate student in our [Mentoring Guidebook](#) or the [Graduate Connections Archives, April 2008, page 1](#).

Develop an Individual Professional Development Plan. As you begin to think toward your future both in and after graduate school, it’s a good idea to develop an Individual Professional Development Plan. An IPDP will help you create goals for your professional development and chart your progress toward those goals. Revisit and revise this plan regularly as you move through your program. More information about creating an IPDP can be found on

the [Graduate Studies website](#) or in the [Graduate Connections Archives – February 2009, page 6](#).

Second Year Doctoral Students

Prepare for qualifying exams. When it comes to qualifying exams, understanding the unknown is often the biggest hurdle. To learn more about the process, talk to your graduate adviser or visit with students who've already taken quals. Then spend some time getting a head start on studying for your exams. Learn more about how to tackle qualifying exams in the [Graduate Connections Archives – February 2010, page 4](#).

Prepare your materials for fellowship applications. Fellowship applications aren't due until February, but this is often a busy time and you may not be able to prepare materials if you wait until just before the deadline. The summer months are ideal for preparing or updating your CV and professional goals statement. Get advice from faculty about what makes a competitive fellowship application in the [Graduate Connections Archives – November 2008, pages 8-9](#)

Research Assistants

Develop your research statement. Your research statement is an opportunity to highlight and expand on your research experiences. This 1-2 page document can give prospective employers and funding committees a better picture of why your research is important and how it will advance your field.

Create a research poster. Attending conferences is a great way to meet other students and faculty in your field. Presenting a poster increases the number of connections you make. You may even meet someone interested in collaborating with you. The summer is a good time to review your research findings, look into how they can be presented at a research conference and create a research poster. Learn more about creating a research poster in the [Graduate Connections Archives – November 2010, pages 6-7](#)

Write a research article. There are many rewards that come with publishing an article – the feeling of accomplishment and the opportunity to contribute to your field are just a few. Learn how to write a research article in just 12 weeks in this edition of *Graduate Connections*. More tips are available in the [Graduate Connections Archives – November 2009, page 11](#).

Teaching Assistants

Develop your teaching statement. A teaching statement is a description of the central ideas behind your teaching. Your teaching statement outlines your goals for student learning, methods you use to achieve these goals, how you assess student learning and plans for improving your teaching. Writing your teaching statement gives you a chance to think critically about your teaching and it can help you better understand why you teach the way you teach. Learn more about developing a teaching statement in the [Graduate Connections Archives – April 2008, page 5](#).

How's Your Connection?

You can read **Graduate Connections** on the Office of Graduate Studies webpage, receive notification of the latest issue from your department, or have issues emailed directly to you. To subscribe, send a message to gsapd2@unl.edu with [subscribe GC] in the subject line and your name and email address in the body of the message.

We invite your feedback and comments about **Graduate Connections**. Can you use the kinds of information you find in this issue? What can we include to help you make the right connections in the course of your graduate career? Are you engaged in research or other scholarly activity that you want to share with readers of **Graduate Connections**?

Please share your thoughts with us so we can bring you a relevant, lively and useful quarterly publication. Send email to gsapd2@unl.edu.

Graduate Connections
is published quarterly by

The Office of Graduate Studies
University of Nebraska–Lincoln
1100 Seaton Hall
Lincoln, NE 68588
(402) 472-2875
gsapd2@unl.edu
www.unl.edu/gradstudies/

The University of Nebraska–Lincoln does not discriminate based on gender, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin, or sexual orientation.



Create learner-centered objectives. Learner-centered teaching objectives play an important role in the classroom. They help students better understand what they can expect to learn throughout the semester. For instructors, learner-centered objectives help guide preparations for lectures and activities. Learn more about writing learner-centered course objectives at the [Graduate Studies website](#).

Attend the 2011 Campuswide Workshop for Graduate Teaching Assistants. This annual event is an opportunity for all graduate teaching assistants to learn something new about teaching undergraduate students. From helping novice teachers get started to giving veteran teachers new strategies and ideas for the classroom, the TA workshop has something for everyone. For more information, go to the [Graduate Studies website](#).

Research resources for graduate teaching assistants on the Graduate Studies website. From our Graduate Teaching Assistant Handbook to our Teaching Documentation Program, we provide a variety of resources to help prepare graduate teaching assistants for the classroom. We recommend starting with the [GTA Handbook](#).

Advanced Doctoral Students

Refine your teaching portfolio and application packet. As you prepare to enter the job market, make sure your teaching portfolio and application packet are up to date. Faculty and alumni from your program who have recently secured faculty positions are excellent resources if you need help preparing your materials. Learn more about preparing your teaching portfolio at the [Graduate Studies website](#) or in the [Graduate Connections Archives – April 2009, page 8](#).

Apply for postdoctoral fellowships. Postdoctoral fellowships provide valuable experience conducting research between the time you receive your Ph.D. and begin a faculty, industry or government position. In addition to research opportunities, postdoctoral fellows can gain experience supervising student researchers and participate in the grant writing process. More information about postdoctoral fellowships is available at the [Graduate Studies website](#), the [Office of Postdoctoral Studies](#), or in the [Graduate Connections Archives – April 2009, page 9](#).

Good Practices in Graduate Education

Advice and strategies to strengthen ethics in graduate education

ACADEMIC INTEGRITY PLEDGE

Academic integrity is an important part of being a scholar at the University of Nebraska-Lincoln; we are committed to the highest level of academic integrity among our faculty and students. In 2010, we began asking graduate students to take this academic integrity pledge. Please remember this pledge as you conduct research, write papers and teach during your career as a scholar.

As a scholar at the University of Nebraska-Lincoln, and a member of the academic community, it is my responsibility to conduct the whole of my academic career with unwavering integrity.

I do this because I value integrity and because the entire scholarly enterprise is balanced on the assumption that we can trust one another.

Therefore, I pledge to act with academic integrity by:

- Identifying the source of the ideas or words or images that I borrow.
- Accurately and fully describing the methods and results of my research.
- Creating original work that is an honest representation of my own ideas and research.
- Protecting the rights of the participants in my studies.
- Dealing honestly with the content of my courses and fairly with the students in my care.
- Discussing academic integrity and clearly stating expectations of my students.
- Expecting the same level of honesty and integrity in myself that I expect of my students.
- Becoming familiar with types of plagiarism and accurately using my discipline's reference guidelines.

- Conducting the whole of my academic career with unwavering integrity.

When I have concerns about academic integrity, I will talk with a trusted faculty member and if necessary, use established procedures to address the issue.

Learn more about academic integrity at the [Graduate Studies website](#).

Professional Development Network

Tips and strategies to give graduate students a leg up in launching a professional career

CREATING AN ELECTRONIC PORTFOLIO

Faculty have many roles—researcher, teacher, mentor and colleague, to name just a few. Advanced doctoral students preparing to enter the increasingly competitive job market will be expected to provide evidence of their experience in fulfilling the complicated roles faculty play in higher education.

An electronic portfolio is an excellent tool for highlighting your research, because it allows you to include materials that showcase your experiences in greater depth. In addition to including abstracts and writing samples, electronic portfolios can contain research posters, judging sheets from poster competitions, and graphs or tables that may be too awkward for inclusion in a hard copy of your portfolio.

Teaching evaluations carry more weight when accompanied by demonstrations of student learning. Add examples of student writing, comments from teaching evaluations, or examples of in-class activities from a variety of courses to your portfolio with just a

scan and a few clicks of your mouse. In *Electronic Portfolios: Emerging Practices in Student, Faculty and Institutional Learning*, Barbara Cambridge recommends including a comparative analysis of the first and the most recent syllabi used for a course and peer observations.

Electronic portfolios provide a representative body of work that paper copies cannot; can be updated easily; provide more flexibility than the traditional portfolio; and take up less physical space. Additionally, an electronic portfolio can demonstrate your growth as a student, researcher and teacher over the course of your program. After securing a faculty position, an electronic portfolio can be a useful tool as you work toward tenure—as long as you keep it up to date!

Source

Cambridge, B.L. (Ed.). (2001). *Electronic Portfolios: Emerging Practices in Student, Faculty and Institutional Learning*. Sterling: Stylus.

WRITING AN ARTICLE IN 12 WEEKS

IN HER BOOK *WRITING YOUR JOURNAL ARTICLE in 12 Weeks: A Guide to Academic Publishing Success*, Wendy Laura Belcher breaks down the writing process into manageable tasks to help anyone prepare an article for publication in just 12 weeks.

Week 1. Design your plan for writing

Instead of starting from scratch, think about what you've already written. Texts that received praise from faculty or that you still think back on with pleasure, research findings, a paper you presented at a research conference, or a senior or master's thesis project are all examples of texts you can revise for publication. According to Belcher, revising is the key to publication, so it helps to rework an existing text.

In addition to identifying a text for revision, decide when and where you will write. Draft a daily schedule with set writing times of one to four hours, then stick to the schedule. The more consistently you write, the easier it will be to write. Choosing a writing site is part of developing a productive writing habit. Find one or two locations where you can write without getting distracted.

Week 2. Start your article

In the second week, determine the purpose of your article and your argument. Publishable articles tell something new about something old. The “new” idea doesn't have to be an original idea, but it should bring new knowledge to the topic. Writing an abstract will

Teaching Tip

DETERMINING HOW MUCH TO COVER IN ONE CLASS

If you are preparing to teach a class next fall, summer is a good time to start mapping out the course and deciding what key topics to address.

Many instructors are concerned about how much they will be able to cover in one class, but the better question to ask yourself is: How much do you want your students to learn, understand and be able to apply as a result of each class session?

You can talk nonstop and jam as much content into a class period as possible. But that's about all that strategy will accomplish.

The research is clear that when students are sitting passively in class and the teacher is focusing only on knowledge transfer, retention and the ability to apply that knowledge and to think critically about the content are disappointingly low. Until students have reached some level of integration of the material, it will truly go in one ear and out the other.

Generate two or three main topics or big ideas for each class session. In your lesson plan, allow time in class for you to present content, for students to apply the content in an activity, and for you to assess their ability to do this.

Split the session into 10 or 15 minute chunks for each topic and expand on each with definitions, explanations, illustrations and examples, leaving time for questions after each. Remember to restate the big ideas before and after each chunk. If you do this, you may cover less, but you're likely to "uncover" more.

help solidify your argument and provide a guide as you work through your revisions.

Week 3. Advance your argument

Because journal articles set out to persuade readers, it's necessary to formulate a solid argument. Start by stating your argument simply, and then write a short list of evidence to support it. Make sure your argument is stated in your abstract and revise your abstract if necessary. Next, make sure your argument is present in your article. Spend the rest of week 3 revising your article around your argument.

Week 4. Select a journal

Finding the right journal for your article is essential. Your adviser and colleagues can provide suggestions of journals that may be appropriate for your article. Send them your abstract to help them better understand the type of article you're writing. You also can find potential journals by reviewing your citations and bibliographies and checking out electronic databases. After identifying your short list, evaluate each journal to determine which is the best fit.

Week 5. Review related literature

According to Belcher, journal articles are typically published for three reasons: 1) to fill a gap in existing research, 2) to extend existing research or 3) to correct unsound research. If you assert that few other or no other researchers have addressed your topic, make sure you've reviewed enough literature to confidently make that statement. Additionally, when published, your article will continue the conversation about your topic. This makes understanding where your ideas and findings fit with the current literature an important part of publication.

Week 6. Strengthen your structure

Your structure provides a natural flow that will lead readers through the article. In addition to aiding your readers, an organized structure will help you connect your ideas. Belcher recommends outlining an existing article before starting on your own. Use what you learned in your model outline exercise to create an outline for your article and revise your article based on the outline.

Week 7. Present your evidence

Print out your article and use the old-fashioned paper and pen method to mark instances where you used evidence to back up your argument. Determine if your evidence is used clearly and logically. Then reread your article to determine if your evidence moves your argument forward, and revise your article based on your notes.

Week 8. Open and conclude your article

First, Belcher advises revising your title. The title of your article will have a life of its own long after your article is published. It will appear on your CV and in electronic searches. It needs to be a clear invitation to your discussion and should be easily found in an online search. Belcher

suggests avoiding broad titles, naming subjects and identifying your argument.

Make sure your opening states your argument, introduces your topic and provides statements about your topic, such as general history, statistics or background information. Your introduction should also provide a road map for the rest of your article. The conclusion is an opportunity to sum up your argument and bring it together with the evidence. This also is a place to discuss how research can move your topic forward, solutions to a problem or your personal reactions.

Week 9. Give, get and use others' feedback

Send out your article to your adviser and colleagues with a request for feedback. Be sure to let your readers know what kind of feedback you need – for example, you may just need someone to help find typos and errors, or you may want a reviewer to tell you whether the article comes together at the end.

Week 10. Edit your sentences

Up to this point, the bulk of your writing has been revising the content of your article. Now it's time to edit. In addition to her own editing advice, Belcher recommends these books to aid the editing process.

Common Mistakes in English by T.J. Fitikides

Dictionary of English Usage by Merriam-Webster

Edit Yourself: A Manual for Everyone Who Works with Words by Bruce Ross-Larson

Elements of Style by William Strunk and E.B. White

Style: Ten Lessons in Clarity and Grace by Joseph M William

See “The Graduate Student Writer” on page 8 of this newsletter for some revising and editing strategies.

Week 11. Wrap up your article

Belcher recommends rereading your article twice during week 11. As you read through it the first time, make notes about which sections need to be improved, paying extra attention to the flow of your argument. During the second reading, look for overall cohesiveness of your writing. Revise your text based on your notes.

Week 12. Send your article

Now that your article is finished, it's time to begin the submission process. Write a cover letter that introduces your article and provides context for the editor. Be sure to include the title of your article and a description (using part of your abstract is fine), and highlight the contribution your article makes to your field and why it will appeal to the journal's readers.

Also, review your style formatting to be sure it is consistent with your discipline (APA, MLA, etc.), and prepare your final version according to the journal's instructions.

Finally, send your article out for submission.

As a graduate student, there are many demands on your time, and revising an article for publication isn't always a top priority during the academic year. Belcher's 12-week plan for writing a journal article fits easily into the summer months with a few weeks to spare for vacation time!

Source

Belcher, W.L. (2009). *Writing Your Journal Article in 12 Weeks: A Guide to Academic Success in Publishing*. Los Angeles: Sage.

PROFESSIONAL DEVELOPMENT SERVICES AVAILABLE FROM THE OFFICE OF GRADUATE STUDIES

Fall Campuswide Workshop for Graduate
Teaching Assistants

Institute for International Teaching
Assistants

Preparing Future Faculty Program

Professional development workshops

Professional development courses

Teaching Documentation Program

Assistance gathering student feedback

Individual consultation on teaching, careers,
job searches

Advice on creating an academic career
portfolio

Funding Opportunities

A sampling of information on fellowships, scholarships, competitions and other funding prospects

NOTE: UNL's Office of Research and Economic Development sends out weekly announcements of funding opportunities, several of which relate to fellowships in a wide variety of fields of study. If you're interested in receiving these announcements, you can subscribe to the listserv by sending an email to Nathan Meier at nmeier2@unl.edu. Funding announcements archives also are available at <http://research.unl.edu/sp1/oldfa.shtml>.

HIGHER EDUCATION RESEARCH EXPERIENCES AT OAK RIDGE NATIONAL LABORATORY

THIS PROGRAM ENABLES qualified graduate students in the physical, life, social and environmental sciences, engineering and mathematics to conduct their master's thesis or Ph.D. dissertation research in residence at the DOE's Oak Ridge National Laboratory facility.

Deadline: 6/5/11 for fall residency

Award amount: \$550 per week for master's research; \$575 per week for Ph.D. research; \$125/week housing allowance, one round trip between home or school and ORNL, tuition and fees for off-campus programs

<http://www.ornl.gov/hereatornl/>

KENNEDY CENTER ARTS MANAGEMENT INTERNSHIPS

THE KENNEDY CENTER selects over 20 college juniors, seniors, graduate students and recent graduates each semester for full-time internship placements in such areas as advertising, development, education, press, programming, production, technology and the National Symphony Orchestra.

Deadline: 5/13/11 for fall 2011 internship (9/7-12/9/11)

Award amount: weekly stipend of \$225

<http://www.kennedy-center.org/education/artsmanagement/internships/>

W.E. UPJOHN INSTITUTE FOR EMPLOYMENT RESEARCH DISSERTATION AWARD

THE W. E. UPJOHN INSTITUTE for Employment Research invites submissions for its annual prize for the best Ph.D. dissertation on employment-related issues. The institute supports and conducts policy-relevant research on employment, unemployment and social insurance programs. The dissertation award further pursues this

mission. The dissertation may come from any academic discipline, but it must have a substantial policy thrust.

Deadline: 7/8/11

Award amount: \$2500 first prize; up to two honorable mention prizes of \$1000

<http://www.upjohninst.org/grantsawards.html>

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION DISSERTATION GRANTS

AERA INVITES education policy- and practice-related dissertation proposals using [NCES](#), [NSF](#), and other national databases. Dissertation grants are available for advanced doctoral students and are intended to support students while they write the doctoral dissertation. Applications are encouraged from a variety of disciplines, such as (but not limited to)

education, sociology, economics, psychology, demography, statistics and psychometrics.

Deadline: 9/1/11, to be reviewed in October

Award amounts: up to \$20,000 for one-year projects. www.aera.net/grantsprogram/res_training/diss_grants/DGFly.html

NATIONAL PRESS CLUB FELDMAN FELLOWSHIP FOR GRADUATE STUDIES IN JOURNALISM

Winners will receive a onetime stipend of \$5,000 to help defray post-graduate tuition costs. Applicants must be enrolled in, or in the process of applying for, admission to an accredited graduate program in Journalism.

Deadline: 5/1/11

Award amount: \$5000

<http://press.org/about/scholarships/feldman>

AMERICAN ASSOCIATION OF LAW LIBRARIES, GALE CENGAGE LEARNING MORRIS L. COHEN STUDENT ESSAY COMPETITION

Students currently enrolled in accredited graduate programs in library science, law, history or related fields are eligible to enter the competition. Both full- and part-time students are eligible. Membership in AALL is not required.

Deadline: 4/15/11

Award amount: \$500 plus \$1,000 to attend AALL annual meeting

<http://www.aallnet.org/sis/lhrb/cohen.html>

The Graduate Student Writer

Tips to make the writing process work for you

REVISION VS. EDITING

NO MATTER WHAT YOU ARE WRITING, after you've finished your rough draft, you're ready to begin the revision and editing process to tighten and clean up the manuscript. But do you understand the distinction between the two tasks?

Revision is basically “re-seeing” your manuscript as a whole. Taking some time away from your writing should allow you to return and “see” it in a new light. When revising, focus on the big picture; don't worry about grammar and mechanics issues.

Revising should address higher order concerns – is your thesis or focus sound? Have you addressed successfully the audience and purpose, organization, and development? Do you provide sufficient supporting evidence? Rebuttal information? If not—revise, reorganize or rewrite to improve.

One tip that may help is to do a “reverse outline.” Outline your paper as you have written it, identifying your thesis, the topic sentences of your paragraphs, main points and evidence. If something seems out of place or unsupported in the outline, you'll know where to revise.

Editing begins moving toward lower order concerns such as word choice, clarity, conciseness, and eventually grammar and mechanics. In this stage, focus on the individual sentences. Are they clear? Concise? Does your word choice convey exactly what you meant to say? Could you re-order your sentence structure, and/or syntax, for more emphasis?

Paramedic Method: A Lesson in Writing Concisely

Use the Paramedic Method (originally developed by Richard Lanham in *Revising Prose*) to edit any kind of professional writing. The Paramedic Method can help

reduce word count by eliminating unnecessary words; activate sentences by eliminating passive voice and redundancies; and make sentences more persuasive and user-centered.

Follow these steps to improve sentence readability.

1. Circle the prepositions (of, in, about, for, onto, into)
2. Draw a box around the “is” verb forms
3. Ask, “Where's the action?” “Who's kicking whom?”
4. Put the “kicking” action into a simple active verb, making the “kicker” the subject.
5. Start fast – no slow windups.

Here's a fairly simple example:

After reviewing the results of your previous research, and in light of the relevant information found within the context of the study, there is ample evidence that important, significant changes can be made to our operating procedures.

Reduce 37 words to 17 words and put the action into a simple active verb: **can change**

We can change our operating procedures significantly, according to earlier research results and the current study's findings.

Proofreading

After completing the revision and editing stages of the process, proofread your manuscript to catch any remaining grammar, mechanical or “typo” issues.

Events

Campus activities and other events of interest to graduate students

2011 RESEARCH FAIR, APRIL 12-14

You are invited to attend the 2011 UNL Research Fair, a three-day event sponsored by the Office of Research and Economic Development, featuring collaboration, creativity, innovation and celebration of achievements. Whether you are a member of the faculty, an undergraduate or a graduate student, you will find opportunities to network with officers from

federal agencies and engage colleagues in your current research work and ideas for the future.

Graduate students are especially encouraged to visit the Graduate Student Poster Session on April 13 in the Nebraska Union Centennial Room. More information is available at the [Research Fair website](#). The 2011 Research Fair is free and open to the public.

NEBRASKA LECTURE, APRIL 14

MARGARET JACOBS, UNL PROFESSOR OF HISTORY, will present the Nebraska Lecture on April 14. Her lecture is titled "A Battle for Children: Indigenous Child Removal in the United States and Australia from 1880-1940." Jacobs is winner of the 2010 Bancroft Prize, one of the highest honors for American history writing, for her book, *White Mother to a Dark Race: Settler Colonialism, Maternalism, and the Removal of*

Indigenous Children in the American West and Australia, 1880-1940.

The free public lecture begins at 3 p.m. in the Nebraska Union auditorium, with a reception following. This Nebraska Lecture is sponsored by the UNL Research Council, the Office of the Chancellor, and the Office of Research & Economic Development.

SUMMER INSTITUTE FOR INTERNATIONAL TEACHING ASSISTANTS, JULY 25-AUGUST 5

International Graduate Students at UNL who expect to receive instructional assignments and whose native language is not English must successfully complete the Institute for International Teaching Assistants (ITA). The Institute, established in summer 1988, is a multi-purpose program designed to prepare international graduate students from various university departments to teach American undergraduates.

Objectives of the program are to help ITAs develop an understanding of the teaching role in American university classrooms, provide intensive training in English pronunciation and intonation, create opportunities to practice classroom communication skills and instructional strategies, and help ITAs during their first semester teaching with follow-up observations.

Prospective graduate teaching assistants who do not speak English as a native language and who are not graduates of a U.S. college or university must successfully complete the Institute and demonstrate their ability to comprehend and convey the information necessary to be an effective teacher before a panel of faculty and undergraduate students (unless

SPEAK TEST DATES: JUNE 2 AND 30

INTERNATIONAL GRADUATE STUDENTS who score 26 or higher on the speaking section of the iBT TOEFL are not required to take the SPEAK Test and are eligible to enroll in the Institute for International Teaching Assistants.

International graduate students with a score of 25 or lower on the speaking section of the iBT TOEFL must take the SPEAK Test and receive a score of 45 or higher to be eligible to enroll in the Institute for International Teaching Assistants.

Scheduled test dates and times are Thursday, June 2, at 3:30 p.m. and Thursday, June 30, at 3:30 p.m.

To register for the SPEAK test, go to Nebraska Hall, room E513. The registration fee is \$40.00. Sample test materials are available online at the [Programs in English as a Second Language webpage](#).

granted a waiver from the Institute) before they can be appointed as graduate teaching assistants.

The Summer 2011 ITA Institute runs from July 25 through August 5, 2011, with final panels scheduled Monday, August 8, and Tuesday, August 9.

Find more information about the ITA Institute on the [Graduate Studies website](#).

21ST ANNUAL CAMPUSWIDE WORKSHOP FOR GRADUATE TEACHING ASSISTANTS, AUGUST 16

The 21st annual Campuswide Workshop for Graduate Teaching Assistants is scheduled for August 16 in the Nebraska Union. This year we're pleased to have as our keynote speaker Susan Ambrose, Ph.D., Associate Provost for Education, Director of the Eberly Center for Teaching Excellence, and teaching professor in the Department of History at Carnegie Mellon.

Both new and experienced graduate teaching assistants will find skills sessions planned especially for their

instructional and professional development, with disciplinary breakout sessions designed to encourage small group discussions around specific teaching tasks.

Participants who pre-register will receive an insulated travel coffee mug, t-shirt, and more!

The daylong workshop features a free lunch, too, so be sure to pre-register! The preliminary schedule, session descriptions and online pre-registration forms will be available this summer on [the Graduate Studies website](#).

Interactions

Personal achievements of graduate students, research reports, teaching successes, calls for collaboration and student-to-student interaction

CONGRATULATIONS TO 2011 GRADUATE AWARD WINNERS

KUDOS TO EIGHT GRADUATE STUDENTS honored at a February 3 reception, recognizing their outstanding contributions to teaching and research at UNL.

The Lowe R. & Mavis M. Folsom Distinguished Doctoral Dissertation and Master's Thesis Awards

Funded by a generous gift from the Folsom family to the University of Nebraska Foundation, these awards recognize distinguished research accomplishments of doctoral and master's candidates. Nominated dissertations and theses undergo a rigorous, multi-stage review process, and the winning scholarly products must represent an "unusually significant" contribution to the discipline.

This year's recipient of the Folsom Distinguished Dissertation Award is **Nan Shao**, chemistry. The Folsom Distinguished Master's Thesis Award recipient is **Natalie Koziol**, educational psychology.

Outstanding Graduate Teaching Assistant Award

The Office of Graduate Studies recognizes the valuable role graduate teaching assistants play in enhancing undergraduate education at UNL. We're very proud of our programs that support the

development of cutting-edge pedagogical skills among TAs, and proud also of the efforts of faculty members who mentor and inspire TAs in each department.

The Outstanding Graduate Teaching Assistant Award honors graduate students who have demonstrated extraordinary effectiveness in advancing the learning of undergraduate students in their charge. The award is given based on the following criteria: demonstrated excellence based on student evaluations of teaching effectiveness, utilization of innovative teaching techniques, and engagement in the scholarship of teaching and learning.

This year's recipients are **Courtney Gibbons**, mathematics, **Sarah Steimel**, communication studies, and **Adam Thompson**, philosophy.

Outstanding Graduate Research Assistant Award

The Outstanding Graduate Research Assistant Award recognizes the extraordinary quality of research and creative activity carried out by UNL graduate students who hold research assistantships. Research mentors nominate selected students; the review criteria include the centrality of the student's on-going contribution to his or her research team and demonstrated promise

as a researcher, and the originality and significance of the student's own research or creative activity.

This year's recipients are **Xi He**, physics, **Alicia Klanecky**, psychology, and **David Peterson**, earth & atmospheric sciences.

Dean's Award for Excellence in Graduate Education

The Dean's Award for Excellence in Graduate Education honors faculty members whose dedication

to graduate students and commitment to excellence in graduate mentoring have made a significant contribution to graduate education at the University of Nebraska-Lincoln.

This year two faculty members were honored with this award: **Carolyn Pope Edwards**, professor of psychology, and **Shannon Bartelt-Hunt**, assistant professor of civil engineering.

Calendar

Keep connected with the *Grad Studies Calendar* – important deadlines, dates and dealings you need to know about. For other deadlines related to graduation and degree completion, go to www.unl.edu/gradstudies/current/degrees.

EVENT AND DEADLINE DATES

April 8	Last day to withdraw from classes
April 12-14	Research Fair
April 14	Nebraska Lecture
June 2 & June 30	SPEAK Test
July 25-Aug. 5	Institute for International Teaching Assistants
Aug. 16	Campuswide Workshop for Graduate Teaching Assistants

DEGREE DEADLINES

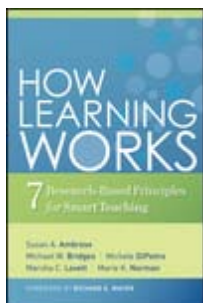
Date	Master's degrees to be conferred May 2011	Doctoral degrees to be conferred May 2011
March 24	Submit final exam report (or four weeks prior to oral)	
March 31		Application for final exam report; submit preliminary copy of dissertation/abstract; incomplete grades must be removed
April 7	Submit preliminary copy of thesis (or two weeks prior to oral)	
April 15	File results of written comprehensive exam and/or option II paper; incomplete grades must be removed (except thesis)	
April 21	Final day for oral examination	Final day for oral examination
April 22	Deposit thesis and final examination report form; pay binding fee	Deposit dissertation; dissertation grades submitted; final fees; final forms due
May 6	Commencement	Doctoral hooding and commencement ceremony

Readers' Corner

Interesting reading for graduate students

HOW LEARNING WORKS: SEVEN RESEARCH BASED PRINCIPLES FOR SMART TEACHING

Susan A. Ambrose, Michael W. Bridges,
Michele DiPietro, Marsha C. Lovett,
Marie K. Norman, Richard E. Mayer
published by [Wiley](#)



How Learning Works: Seven Research-Based Principles for Smart Teaching is an excellent guide for instructors at all levels. Ambrose et al. use new research to create seven principles of learning from a diverse range of perspectives such as cognitive, developmental and social psychology; educational research; anthropology;

demographics; and organizational behavior. Starting with prior knowledge and moving to becoming a self-directed learner, the authors help educators better understand their students' learning and how it develops over time.

In addition to addressing learning needs, Ambrose and colleagues bridge the gap between research on learning and practical application in the classroom. Drawing on 27 years of experience working with faculty, the authors provide strategies to use in the classroom and include appendices on such topics as using rubrics and creating learning objectives to aid in the planning process. Instructors in any field will find the seven principles useful for improving teaching and student learning.

Dr. Ambrose will be the keynote speaker at the 21st Annual Campuswide Workshop for Graduate Teaching Assistants in August. For more information, visit the [Graduate Studies website](#).

