

THE TEACHING EXCHANGE

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New Teaching Resources at the Sheridan Center

The Sheridan Center has recently expanded its library holdings and online collection of *Teaching Tips*. For details, see below.

New Acquisitions @ The Teaching Resource Library

Come visit the Sheridan Center's Resource Library. Housed in the Center's home in Lippitt House at 96 Waterman Street, the library is open during regular working hours. Use the library, while enjoying a cup of coffee or tea, or [click here](#) to browse the library's catalogue online. The Center has recently expanded its holdings, and some of our newest titles are listed below:

- *Aligning for Learning: Strategies for Teaching Effectiveness* by Donald H. Wulff
- *Opening Up Education: The Collective Advancement of Education through Open Technology, Open Content, and Open Knowledge* by Toru Iiyoshi

Online Teaching Tips: New Additions

The [Teaching Tips](#) section of the Sheridan Center's website includes examples of strategies and techniques developed by Brown faculty and graduate students to improve both their teaching and their students' learning. Recent additions to this page are highlighted below. [Click here](#) to view the Center's entire collection of Teaching Tips. The Center welcomes your contributions – please send them to Sheridan_Center@brown.edu.

- [Teaching @ Brown: From A to Z](#)

This Teaching Tip, containing a wealth of information about various aspects of teaching at Brown, will help instructors new to Brown navigate life on College Hill. The guide has four basic sections: (1) Getting Started, (2) Classes and the Curriculum, (3) Campus Resources, and (4) The Brown Administration. It was adapted and developed from *An Insider's Guide to Brown Terminology and Phenomena* Professor Beth Bauer (Hispanic Studies) created while serving as Director of the Center for Language Studies.

- [Best Practice Guidelines for Undergraduate TA Programs](#)

This Teaching Tip, contributed by Sheridan Center Associate Director Kathy Takayama, contains guidelines for creating undergraduate TA and peer mentoring programs that result in effective learning outcomes for students enrolled in the course, successful academic and career development for the undergraduate TAs, and faculty/departmental satisfaction with regard to teaching and learning outcomes and effective TA-faculty partnerships.