**EDUC 5309**

**Advanced Teaching Models for Diverse Learners**

Science and Mathematics Education

**Summer Session 2, 2018 – Subject to Modification as Needed, and with Notice**

# Instructor Information

**Instructor** Dr. Mary Curtis **Faculty Profile**  <https://mentis.uta.edu/explore/profile/mary-curtis>   
**Office** Hammond Hall 414

**Email** mary.curtis@uta.edu

**Office Phone** 817-272-0370

**Office Hours** By appointment

**Reply Time** *You should expect a response to email you send to the instructor or other course personnel within 48 hours, 7 days a week during the 7 weeks of the course.*

**Course Developers:** Dr. Ann Cavallo and Dr. Karen Allmond

# Catalog Description

***EDUC 5309 Advanced Teaching Models for Diverse Learners.***

Students engage in the advanced study and design of curriculum models with an understanding of cognitive development, pedagogical content knowledge (PCK), and learning progressions. Students learn in-depth analyses of how students learn and how to appropriately differentiate instruction. Students learn culturally responsive teaching practices and gain skill in developing learning experiences that attend to teaching diverse learners. Pre-requisite: EDUC 5305.

# Getting Started

This course is entirely in [Blackboard](file:///C:\Users\kpole\Dropbox\Multicultural%20Lit\Specific%20for%2015%20week%20course\elearn.uta.edu). Log in using your UTA NetID and password, and go to the *Start Here* page. On that page, you will find additional information to help you navigate the course. Be sure to read the syllabus carefully, record important dates, and order the textbook in the first days of the course. Doing these things early will contribute to your success and enjoyment.

# Required Texts

* *Tk20 Data Management System* – Need to purchase once at the beginning of the program (EDUC 5305 is the first course), to be used throughout the program. See more description at the (\*) below. <https://www.uta.edu/coed/academics/tk20/index.php>
* All Readings are included within Learning Modules of the Course Blackboard Site

# Instructor Grading

Assignments you submit will be graded within 72 hours of the due date.

# Course Objectives

The general structure of this course engages students in active, inquiry-based science experiences that serve the purposes of a) learning to use research-based, proven science teaching practices according to state and national standards and b) translating science concepts into meaningful science learning experiences and readily usable curricula for K-12 students. This course is an extension of the prerequisite course, EDUC 5305, and engages students in more advanced studies of science education teaching, learning, research, and curriculum.

***The specific objectives of this course are as follows:***

1. To gain understanding of the *nature of science*, the *purpose of education*, and the *nature of learners* to help students learn in ways consistent with these research-based foundations of teaching and learning science and mathematics.
2. To gain understanding of the unique qualities of students in terms of intellectual and social development, so we may be better prepared to accommodate to their learning needs.
3. To develop in-depth knowledge of the theoretical underpinnings and practical implementation of student-centered, inquiry models of teaching and learning including the learning cycle/5E, generative learning models, and others known to promote thinking skills necessary for STEM success, and as directed by our National Standards (NSTA, NCTM, NGSS) and state education standards.
4. To gain experience analyzing inquiry models in the literature, and developing student-centered, large scale, research-based teaching models, including IBL Mathematics, Project and Problem-based learning, and long term inquiry units to provide impactful, meaningful learning experiences for students.
5. Explain the history of mathematics and science teaching and learning, evaluate the programs and Bills put into place to address the needs of all learners, and how STEM/STEAM became an integral part of education.
6. Define diverse learners and develop teacher’s understanding and the impact in the classroom.
7. Examine teaching practices, when incorporated, address the needs of diverse student populations and share with other peers on challenges and triumphs in teaching diverse learners.
8. Explore how STEM is incorporated into teaching diverse learners.
9. To become familiar with research in STEM education, national and state science and mathematics associations, and teaching resources in science and mathematics education to develop a foundation for leadership, professional growth, and teaching and learning enhancement.

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| --- | --- | --- | --- | --- | --- |
| Alignment of Course and Module Objectives and Assignments | | | | | |
| Module | Topic | Module Learning Outcomes | Course Objectives | Assignments | Due |
| Module 1,  Week 1 | Analyzing Thinking and Reasoning in Teaching and Learning | 1. Review, explain, and analyze the theory base of the learning cycle/5E teaching model. 2. Analyze the characteristics and skills of formal operational/abstract reasoning among classroom students and demonstrate ways to promote these thinking abilities in students. 3. Explain how the brain works to retrieve and store information/knowledge. 4. Describe how cognitive learning theories can be applied in teaching. | **1, 2, 3, 9** | * **ENGAGE:** Module 1 ENGAGE Discussion Board * **EXPLORE:** Module 1 EXPLORE Assignment Analyses of Learning * **EXPLAIN:** Readings and Media * **ELABORATE:** Readings * **EVALUATE:** Module 1 EVALUATE Reflection Journal | **Module 1 ENGAGE Discussion:** Wednesday, 11:59 pm CT and Sunday, 11:59 pm CT of Week 1  **Module 1 EXPLORE Assignment Analyses of Learning**:  Sunday, 11:59 CT pm of Week 1  **Module 1 EVALUATE Reflection Journal**: Sunday, 11:59 pm CT of Week 1 |
| Module 2, Week 2 | Elaborating on the Learning Cycle/5E using Integration and Strategies | 1. Describe how mathematics and science may be integrated in inquiry-based classroom teaching. 2. Examine and explain teaching strategies (lecture, demonstration) that may be used in the learning cycle/5E and where to place these strategies within the model. 3. Describe and demonstrate techniques to effectively manage an inquiry-based classroom environment. | **1, 2, 3, 9** | * **ENGAGE:** Module 2 ENGAGE Discussion Board * **EXPLORE:** Module 2 EXPLORE Assignment M&Ms * **EXPLAIN:** Readings and Media * **ELABORATE:** Media * **EVALUATE:** Module 2 EVALUATE Reflection Journal | **Module 2 ENGAGE Discussion:** Wednesday, 11:59 pm CT and Sunday, 11:59 pm CT of Week 2  **Module 2 EXPLORE Assignment M&Ms**: Sunday, 11:59 pm CT of Week 2  **Module 2 EVALUATE Reflection Journal**: Sunday, 11:59 pm CT of Week 2 |
| Module 3, Week 3 | Teaching Models Consistent with Inquiry-Based, Active Student Learning | 1. Implement a Learning Cycle/5E Model that utilizes other models within its structure and describe its applications to teaching science and mathematics. 2. Examine and describe research based models consistent with inquiry-based, active student learning, and that may be embedded within the Learning Cycle/5E model:    1. The IBL Model for Mathematics    2. The PEOE Model    3. The Generative Learning Model    4. The CLIS Model 3. Describe how Inquiry-based models may work to help students avoid and/or overcome misunderstandings and misconceptions in science and mathematics. | **1, 2, 3, 9** | * **ENGAGE:** Module 3 ENGAGE Discussion Board * **EXPLORE:** Module 3 EXPLORE Assignment Pennies * **EXPLAIN:** Readings and Media * **ELABORATE:** Module 3 ELABORATE Discussion * **EVALUATE:** Module 3 EVALUATE Reflection Journal | **Module 3 ENGAGE Discussion:** Wednesday, 11:59 pm CT and Sunday, 11:59 pm CT of Week 3  **Module 3 EXPLORE Assignment Pennies:** Sunday, 11:59 pm CT of Week 3  **Module 3 ELABORATE Discussion:** Friday, 11:59 pm CT and Sunday, 11:59 pm CT of Week 3  **Module 3 EVALUATE Reflection Journal**: Sunday, 11:59 pm CT of Week 3 |
| Module 4, Week 4 | Large Scale Inquiry Teaching Models for All Learners | 1. Explain how the inquiry models for science and mathematics teaching would impact diverse learners in today's classrooms. 2. Examine and use large-scale inquiry-based models that would be effective for all learners, and that may include multiple learning cycles within, including:    1. Problem-based learning    2. Project-based learning    3. Thematic units    4. Learning cycle spirals | **1, 2, 3, 4, 9** | * **ENGAGE:** Module 4 ENGAGE Discussion Board * **EXPLORE:** Module 4 EXPLORE Assignment PBL\* (\*TK20 Assignment) * **EXPLAIN:** Readings and Media * **ELABORATE:** Media * **EVALUATE:** Module 4 EVALUATE Reflection Journal | **Module 4 ENGAGE Discussion:** Wednesday, 11:59 pm CT and Sunday, 11:59 pm CT of Week 4  **Module 4 EXPLORE Assignment PBL**:Sunday, 11:59 pm CT of Week 4  **Module 4 EVALUATE Reflection Journal**: Sunday, 11:59 pm CT of Week 4 |
| Module 5, Week 5 | History of Math and Science Education | 1. Explain the history of mathematics and science teaching and learning. 2. Evaluate the programs and Bills put into place to address the needs of all learners and how STEM/STEAM became an integral part of education. 3. Reflect with peers on the impact of the history of education on today's teaching methodology. | **5, 9** | * **ENGAGE:** Module 5 ENGAGE Discussion Board #1 * **EXPLORE:** Module 5 EXPLORE Discussion Board #2 * **EXPLAIN:** Module 5 EXPLAIN Assignment Teacher Interviews * **ELABORATE:** Reading * **EVALUATE:** Module 5 Reflection Journal | **Module 5 ENGAGE Discussion:** Wednesday, 11:59 pm CT and Sunday, 11:59 pm CT of Week 5  **Module 5 EXPLORE Discussion:** Thursday, 11:59 pm CT and Sunday, 11:59 pm CT of Week 5  **Module 5 EXPLAIN Assignment:** Sunday, 11:59 pm CT of Week 5  **Module 5 EVALUATE Reflection Journal**: Sunday, 11:59 pm CT of Week 5 |
| Module 6, Week 6 | Diverse Learners | 1. Define diverse learners. 2. Develop teacher's understanding of diverse learners. 3. Consider the impact of the differences of learners in the classroom. | **5, 6, 7, 9** | * **ENGAGE:** Module 6 ENGAGE Discussion Board #1 * **EXPLORE:** Module 6 EXPLORE Assignment * **EXPLAIN:** Module 6 EXPLAIN Discussion Board #2 * **ELABORATE:** Module 6 ELABORATE Reading * **EVALUATE:** Module 6 EVALUATE Reflection Journal | **Module 6 ENGAGE Discussion:** Wednesday, 11:59 pm CT and Sunday, 11:59 pm CT of Week 6  **Module 6 EXPLORE Assignment:** Sunday, 11:59 pm CT of Week 6  **Module 6 EXPLAIN Discussion:** Thursday, 11:59 pm CT and Sunday, 11:59 pm CT of Week 6  **Module 6 EVALUATE Reflection Journal**: Sunday, 11:59 pm CT of Week 6 |
| Module 7, Week 7 | Teaching Strategies for Diverse Learners | 1. Examine teaching practices, when incorporated, address the needs of diverse student populations 2. Share with other peers on challenges and triumphs in teaching diverse learners. 3. Explore how STEM is incorporated into teaching diverse learners. | **6, 7, 8, 9** | * **ENGAGE:** Module 7 ENGAGE Discussion #1 * **EXPLORE:** Module 7 EXPLORE Assignment * **EXPLAIN:** Module 7 EXPLAIN Discussion Board #2 * **ELABORATE:** Reading * **EVALUATE:** Module 7 EVALUATE Reflection Journal | **Module 7 ENGAGE Discussion:** Wednesday, 11:59 pm CT and Saturday,\* 11:59 pm CT of Week 7  **Module 7 EXPLORE Assignment:** Saturday,\* 11:59 pm CT of Week 7  **Module 7 EXPLAIN Discussion:** Thursday, 11:59 pm CT and Saturday,\* 11:59 pm CT of Week 7  **Module 7 EVALUATE Reflection Journal**: Saturday,\* 11:59 pm CT of Week 7 |

**\*Note:** Assignments in the last week of the course, Module 7, are due on Saturday rather than Sunday, 11:59 Central Time.

# Evaluation

Students in this course will engage in and complete three distinct *assessment activities* that will be used to measure the attainment of course concepts. These assessment activities are *Assignments, Reflection Journals, and Discussions*. An overview of these assessment activities are presented below. Detailed instructions and scoring rubrics for all course assessments are included in the module for that assessment activity. The summary of grade distribution for assignments, journals, and discussions are shown below.

| **Course Assessment** | **Percent** |
| --- | --- |
| Reflection Journals | 30% |
| Discussions | 30% |
| Assignments | 40% |
| **Total** | **100%** |

**Grading Scale**

The points earned for each Course Assessment will be transformed to weighted percentages as shown above/100. The grading system as per UTA policy is as follows.

A = 90 –100 (90 – 100%)

B = 80 – 89 (80 – 89%)

C = 70 - 79 (70 – 79%)

F = below 70 (<70%)

# INSTRUCTOR/COURSE POLICIES

## Academic Integrity

Misconduct, dishonesty, plagiarism, cheating, hiring or allowing someone else to do your work, purchasing essays, and other forms of academic dishonesty, or facilitating any such act will not be tolerated. Academic misconduct is an offense against honest students, and children in classes you will teach. Suspicions of it **will** be reported and are subject to discipline according to UTA policy. Academic dishonesty of any kind may result in the failure of the course, and suspension or expulsion from the University. There are tools provided to professors that identify academic dishonesty. It is academically dishonest to pass someone else’s work off as your own. The UTA Honor Code should be pasted to the cover sheet of the Critical Analyses and Professional Presentation assignments.

## Due Dates

Complete all assignments by the due date posted. Pay careful attention to Discussion Forum dates – the first date is for original postings, and the second is for responding to classmates. Discussions submitted late will not be evaluated, and will receive the grade of 0. All discussion areas will be permanently closed after assignment deadlines. Once areas are closed, you will not be able to post in these areas. *There are no exceptions.*

## Back-Up Your Work

Be sure to make and keep back-up copies of all work. I suggest having 2 forms of back-up. One of these should be an external space that will be accessible even if your computer is unavailable – for example, a "cloud" service like Dropbox, or emailed to yourself at a web-based provider like Gmail. *There are no provisions for handling problems that having a backup copy of your work would have prevented. Hard drive failures, corrupted files, and other technological glitches happen to all of us, and should be anticipated.*

## Attendance

All students are expected to participate fully. In a full semester, 15 week course, each week of class replaces about 3 hours of a face-to-face course session. At the Master’s level, one should expect to spend about 3-4 hours per week per credit hour per class. However, in this **accelerated online course**, a full 15 week semester course is completed in **7 weeks**, meaning *two* *weeks* of course work in a semester long course is completed in *one* *week* in this accelerated online course.Therefore, you should expect to spend between 18 and 24 hours per week on this course.

## Modifications to Syllabus

As the instructor of this course, I reserve the right to make adjustments to the syllabus if necessary. Students will always be given notice if there is a change.

# COLLEGE OF EDUCATION POLICIES

**Dispositions**: Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on PROFESSIONAL DISPOSITIONS by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

These dispositions include:

* Demonstrates excellence
* Participates in a learner-centered environment and shows respect for self and others
* Research-based pedagogy
* Participates in on-going collaboration with peers and professionals
* Exhibits stewardship of diversity
* Advocates use of technology
* Shows interest in the learner and the learning process

## TK20 Requirement

The College of Education has adopted TK20, a comprehensive data management system that provides powerful tools to manage growth and streamline our processes. You will need to subscribe to the program for a one-time only, non-refundable cost of about $100. You may purchase your subscription online from a link provided on the system’s web site or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit http://www.uta.edu/coehp/tk20 for more information.

# UNIVERSITY POLICIES

## Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>. Faculty are encouraged to discuss plagiarism and share the following library tutorials <http://libguides.uta.edu/copyright/plagiarism> and <http://library.uta.edu/plagiarism/>

## Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

## Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

## Student Feedback Survey

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

## Final Review Week

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

## Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. *As the instructor of this course, it is expected that you will access the learning modules in Blackboard on a daily basis or near daily basis and submit course assessments on time.*

While UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

## Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

## Disability Accommodations

UTArlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

## Non-Discrimination Policy

*The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

## Title IX Policy

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or [titleix@uta.edu](mailto:titleix@uta.edu)*.*

## Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at

<http://www.uta.edu/universitycollege/resources/index.php>.

## The Writing Center

The English Writing Center (411LIBR): Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays, and they offer online services. Walk In Quick Hits sessions during all open hours Mon-Thurs. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, Workshops, and advanced services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information.

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UTA Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

**UTA LIBRARY:** [**library.uta.edu**](http://library.uta.edu/)

**RESOURCES FOR STUDENTS**

**Research or General Library Help**

Academic Plaza Consultation Services [library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza)

Ask Us [ask.uta.edu/](http://ask.uta.edu/)

Library Tutorials [library.uta.edu/how-to](http://library.uta.edu/how-to)

Subject and Course Research Guides [libguides.uta.edu](http://libguides.uta.edu/)

Librarians by Subject [library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians)

Research Coaches <http://libguides.uta.edu/researchcoach>

**Resources**

A to Z List of Library Databases [libguides.uta.edu/az.php](http://libguides.uta.edu/az.php)

Course Reserves [pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)

FabLab [fablab.uta.edu/](http://fablab.uta.edu/)

Scholarly Communications (info about digital humanities, data management, data visualization, copyright, open educational resources, open access publishing, and more) <http://library.uta.edu/scholcomm>

Special Collections [library.uta.edu/special-collections](http://library.uta.edu/special-collections)

Study Room Reservations [openroom.uta.edu/](http://openroom.uta.edu/)

**Teaching & Learning Services for Faculty**

Copyright Consultation [library-sc@listserv.uta.edu](http://library-sc@listserv.uta.edu)

Course Research Guide Development, Andy Herzog [amherzog@uta.edu](http://amherzog@uta.edu) or your subject librarian

Data Visualization Instruction, Peace Ossom-Williamson [peace@uta.edu](http://peace@uta.edu)

Digital Humanities Instruction, Rafia Mirza [rafia@uta.edu](http://rafia@uta.edu)

Graduate Student Research Skills Instruction, Andy Herzog [amherzog@uta.edu](http://amherzog@uta.edu) or your subject librarian

Project or Problem-Based Instruction, Gretchen Trkay [gtrkay@uta.edu](http://gtrkay@uta.edu)

Undergraduate Research Skills Instruction, Gretchen Trkay [gtrkay@uta.edu](http://gtrkay@uta.edu) or your subject librarian.

**OTHER RESOURCES**

Environmental Health & Safety (<http://www.uta.edu/ehsafety>)