

CTWI

SPRING 2017 SERIES

COLLEGE TEACHING WORKSHOP SERIES I MAKING A BETTER LEARNING ENVIRONMENT

TUESDAYS 10:30-11:45 HIKS B853



FOR FACULTY,
STAFF,
ADVISORS,
AND
GRADUATE
TEACHING
ASSISTANTS*.
TAKE ONE,
SEVERAL, OR
THE ENTIRE
SERIES.

JAN. 24

BUILDING RAPPORT WITH YOUR STUDENTS

One of the most important factors for student motivation and involvement is student/instructor contact in and outside the classroom. In this session, you will identify strategies to create an effective learning environment, including setting expectations and managing behaviors.

JAN. 31

LEARNING OUTCOMES & OBJECTIVES

Course learning outcomes are much more than something listed on a syllabus, they can frame all of the decisions about how a course is taught. This session differentiates between course outcomes and learning objectives, and connects them to activities, assignments, and assessments.

FEB. 7

ACTIVE LEARNING I: ENCOURAGING ACTIVE LEARNING

Effective learning requires students to be active and engaged. Research shows that addressing basic psychological needs (autonomy, competence, relatedness) can enhance student motivation. In this session, you will compare strategies for active learning that are appropriate for your class.

FEB. 14

ACTIVE LEARNING II: EXPERIENTIAL LEARNING

Incorporating experiential learning into your classroom can enhance student understanding. This session will focus especially on Intercultural Knowledge & Effectiveness, Global Citizenship, and Social Awareness.

*Attendance at CTWI sessions count toward the Graduate Teacher Certificates as "instructional development." You must sign in at each session. If you are able to attend all sessions, consider enrolling in EDCI 589 for course credit. See <http://www.purdue.edu/cie/certificates>.

FEB. 21

INSTRUCTIONAL PRESENTATION TECHNIQUES THAT ENGAGE STUDENTS

Attracting and keeping students' attention can be challenging, especially when you have lots of content and/or a large class. This session will help you organize and create engaging classroom presentations. Selecting instructional technology, media, or visual aids will be addressed.

FEB. 28

MICRO-TEACHING: PRACTICE YOUR TEACHING

NOTE TIME & LOCATION: 8:30 -10:30 a.m. Heavilon Hall - Getting feedback on your presentation style is essential to improving your skills. In this session, you will present a short lesson to a group of your peers role-playing as students. After the "class" gives you immediate feedback, you meet one-on-one at a follow-up time with a CIE staffer for further consultation on the digitally recorded lesson.

MAR. 7

ASSESSMENT I: DESIGNING EFFECTIVE ASSESSMENTS

Formative and summative feedback tools give you the information needed to not just grade, but also to assess learning and make adjustments to a class. You will explore objective and subjective strategies, and design an assessment for your course.

MAR. 21

ASSESSMENT II: FEEDBACK & GRADING

Various subjective and objective grading systems and issues will be discussed. You will also determine criteria for constructing a rubric that you might use in your course.

MAR. 28

FOSTERING ACADEMIC INTEGRITY & RESPONSIBILITY

Videos and new stories abound on the lengths some students will go to cheat. But there are alternatives to policing your classroom. In this session, we explore strategies for fostering an atmosphere of academic integrity based on course learning objectives and standards of professional behavior.

APR. 4

SYLLABUS & COURSE PLANNING

Learn how to evaluate the effectiveness of syllabi in supporting effective learning environments in which students can meet course goals. Establish course policies that fit your educational philosophies and course needs.