

# CTWI

SPRING 2015 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. 27**

### **STUDENT-TEACHING CONTACT: BUILDING RAPPORT WITH YOUR STUDENTS**

The most important factor in student motivation and involvement is frequent student instructor contact in and outside the classes. In this session, you will identify strategies to create an effective classroom environment for your course learning objectives. This includes setting expectations, getting early feedback from students, and dealing appropriately with problematic behavior.

**FEB. 3**

### **ENCOURAGING ACTIVE LEARNING I**

Effective learning requires students to be active and engaged. In this session, you will compare strategies for active learning that are appropriate for your class.

**FEB. 10**

### **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.

**FEB. 17**

### **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. 24**

**MICRO-TEACHING: PRACTICE YOUR TEACHING**

**NOTE TIME & LOCATION: 9-11 a.m. Hall of Discovery Learning & Research (DLR) |** 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 with a CIE staffer for further consultation on the digitally recorded lesson.

**MARCH 3**

**FOSTERING ACADEMIC INTEGRITY & RESPONSIBILITY**

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

**MARCH 10**

**OBJECTIVE ASSESSMENT: TOOLS & TECHNIQUES**

This session explores how 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. Topics also include writing effective test questions that address course learning outcomes.

**MARCH 24**

**SUBJECTIVE ASSESSMENT, RUBRICS, & ASSIGNMENT GRADES**

Subjective versus objective assessment and various grading systems and issues will be explored. You will also determine criteria for constructing a rubric that you might use in your course.

**MARCH 31**

**SETTING POLICIES & PROCEDURES FOR YOUR COURSE**

Key policies for effective course management will be discussed. Establish an attendance policy and procedures for dealing with late or missing homework. Become familiar with procedures for handling grade complaints within the Purdue academic system.

**APRIL 7**

**BEGIN WITH THE END IN MIND: SYLLABI, COURSE PLANNING & LEARNING OBJECTIVES**

Using the concept of backwards-by-design, identify and formulate key learning objectives for students in your course. Construct or revise a syllabus for your course that supports an effective learning environment.



\*CTW 1 counts toward the Graduate Teacher Certificates. If you are able to attend all sessions, consider enrolling in EDCI 589 for course credit. See [www.purdue.edu/cie](http://www.purdue.edu/cie)