CALS Teaching Excellence Workshop, Agenda

Creative strategies toward student success
Tuesday-Wednesday, June 20-21, 2017, 8:30 am - 4pm
at the ILR Center, Rm 225.

Description
Join us in exploring creative teaching and learning strategies for student success through student wellbeing, active learning, goal setting, and critical thinking. This two-day workshop provides practical examples of how to implement evidence-based teaching practices. Participants will develop approaches and materials for their classrooms, with feedback from our facilitators. Take this opportunity to meet new colleagues across the college and extend your teaching and learning network.

Introduction:
Getting to know participants: experience and goals (Sue Merkel)
Short discussion on barriers to learning based on Lee Shulman “Taking Learning Seriously” (David Way)

Sessions:

1) Setting the stage: The role of student wellbeing in teaching and learning
   (Marcia Eames-Sheavly, Section of Horticulture)

Learning outcomes: after this session, participants should be able to...
• Articulate why emotions and well-being are important to learning
• Develop strategies for creating a learning space which engages the whole student.

2) Creating Goals: Using outcomes to direct teaching and learning
   (Chris Schaffer, Meinig School of Biomedical Engineering)

Learning outcomes: after this session, participants should be able to...
• Describe the process of “Backward Design”
• Explain how to use learning outcomes to guide your classes
• Write learning outcomes for a class or unit

3) Active learning: Engaging students and teachers
   (Pedro Perez, Dyson School of Applied Economics and Management)

Learning outcomes: after this session, participants should be able to...
• Explain why active engagement supports learning and teaching
• Give examples of how to use active-learning in class
• Develop in-class active-learning activities for a class or unit

4) Thinking critically: Moving students beyond memorization
   (Mark Wysocki and Susan Riha, Dept. Earth and Atmospheric Sciences)

Learning outcomes: after this session, participants should be able to...
• Identify differences between lower- and higher-order thinking
• Describe strategies for helping and motivating students think critically

In general, each section will provide
• An introduction to topic, including why it’s important
• Practical examples of how to use these concepts in the classroom
• Hands-on, heads-on activity-- incorporating these concepts into your classroom
• Feedback on what you develop

Continental breakfast, lunch and snacks provided