

# **SPIRE 2006 Teaching Workshops**

(9 am – 11 am, Wednesdays)

## **1. Getting to Know Your Students 9/06/06**

*Who are our students and what are they like?*

The more instructors know about their students--how they learn, their knowledge (and misconceptions) about the discipline, intellectual competencies, motivation, and study skills, the better they can design learning experiences that will promote effective learning.

## **2. Conceptualizing Learning Outcomes 9/13/06**

*What should be the result of instruction?*

The first step in systematizing one's approach to course planning is to see the process from the perspective of the **learner** instead of the **teacher**. Instructors need to master a special vocabulary and a taxonomy of learning in order to practice this new process effectively.

## **3. Teaching Critical Thinking 9/20/06**

*What is "critical thinking" and how can we teach it?*

Teaching students to think critically is probably the most important goal of teaching, since our educational system seems perversely designed to eradicate that skill. Without critical thinking, students will never achieve a deep understanding of the discipline you teach.

## **4. Lesson Plans 9/27/06**

*What is the most effective way to organize and teach an individual lesson?*

If we base our lessons on clear outcomes and follow a few simple guidelines from cognitive psychology, students will derive maximum benefit from each class session.

## **5. Evaluating Learning Outcomes 10/04/06**

*How will you know if students have achieved the learning outcomes you set for them?*

Conventional testing methods are useful for assessing all levels of learning outcomes, provided that they are designed for validity and reliability.

## **6. Grading Schemes 10/11/06**

*How can you insure that the course grades you assign reflect meaningful learning?*

Among faculty members in higher education there is probably no topic that is more controversial than grading practices and there is probably no aspect of teaching that is as little understood as the assignment of course grades.

## **7. Classroom Management 10/25/06**

*How do you handle the problems that arise as a result of student attitudes or behaviors in your courses?* Although these incidents are mercifully rare, when they occur they can be very difficult to deal with unless you have a firm grasp on some basic principles of course management.

## **8. Teaching Evaluation 11/01/06**

*How can we use evaluation to improve our teaching and satisfy the institution's need for accountability?* Every institution of higher education uses some form of student evaluation of teaching. To protect yourself, you need to know the basic principles of good practice for teaching evaluation and how to use these assessments to improve your teaching.

## **9. Teaching Portfolios 11/08/06**

*How can you best market your teaching credentials?* Teaching portfolios provide a more complete and accurate picture of teaching competence than student evaluations used alone.

## **10. Writing for Publication 11/15/06**

*In a world of "publish or perish," how can you avoid the latter outcome? What are the keys to developing a successful publishing record?* Knowing the market for your scholarly product is only the first step in getting published. One must understand the process of academic writing and develop strategies to overcome the problems that inevitably arise. (Publishing in the educational field will be addressed specifically.)

## **11. Balancing Teaching With Other Academic Responsibilities 11/29/06**

*What will it take to achieve tenure? How can we invest the time needed to teach well while continuing to make progress on our own academic work and other responsibilities?* Publish or perish; get grants or get out; become a star before you burn out: this session will address myths and realities of the path to tenure. Although criteria for tenure differ across academic disciplines and institutions—and are often hidden from view—we will explore ways to discover a department's expectations and thereby plan career timetables, develop mentoring networks, and navigate departmental politics. This session will also explore strategies for managing time, setting priorities, and managing stress.