

2008-09

Center for Teaching and Learning

www.teaching.umn.edu

Interpret
Student Ratings

Create Engaging
Assignments

Give **Great Lectures**

Reach **All Learners**

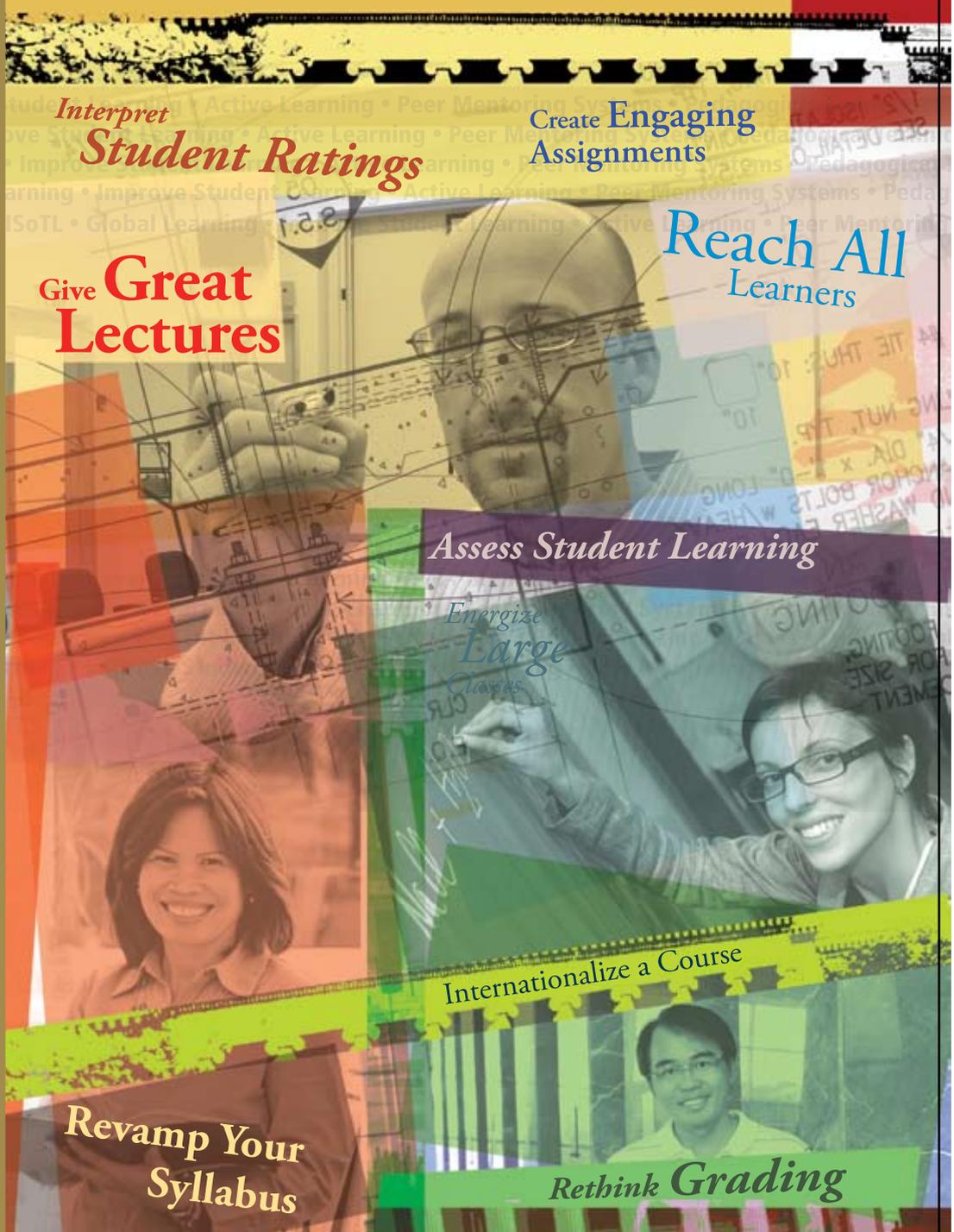
Assess Student Learning

Energize Large Classes

Internationalize a Course

Revamp Your Syllabus

Rethink Grading



Vision

The Center for Teaching and Learning seeks to be a partner in shaping and sustaining a University environment where teaching matters. We envision a culture where the “drive to discover” includes the pursuit of effective pedagogies that stimulate high quality student learning.

Mission

The Center for Teaching and Learning enriches the professional growth of faculty, instructional staff, and teaching assistants through programs, services, and resources that promote significant learning experiences for students.



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Hello colleagues:

It's my pleasure to invite each of you to consider the extensive programs and services offered through the Center for Teaching and Learning. The primary mission of our office is to enrich your professional growth as a teacher, and we strive to support you at each stage of your career.

There are three new programs being offered to the University community in the 2008-09 academic year. **First**, the Fall Teaching Enrichment Series will focus on using the new Student Rating of Teaching form to improve student learning and document teaching success, while the Spring Teaching Enrichment Series will turn its attention to strategies for addressing incivilities in the learning environment.

A **second** new program, entitled This I Have Learned, is scheduled for Spring 2009. Evolving from the national media project, *This I Believe*, and the bestseller, *The Last Lecture*, this new learning community invites tenured faculty to share their core beliefs and stories about teaching through discussion, short essays, and other creative venues.

Third, we are excited about a new Web tutorial entitled, Internationalizing by Design. The tutorial is designed to help you integrate global perspectives in either a new undergraduate course you are planning or currently teach.

In this catalog, you'll find information on online resources, one-to-one consultations, faculty learning communities, and a variety of leadership opportunities. Resources specifically for graduate students are also included.

Learning to teach well – to truly impact student learning – is a career-long journey. Take a look at the following pages to see how we can work with you in the 2008-09 academic year. Whether you invest one hour or a full academic year, we think the benefits will be found in a more satisfying and rewarding teaching career at the University of Minnesota.

*David J. Langley, director
Center for Teaching and Learning*

Professional development delivered to your desktop

Help! There's A Student In My Office!

Need guidance on the U's academic misconduct policy? Want a new idea for assessing student learning? Check out this e-consult service for a quick response to your teaching-related questions.

Online tutorials

These self-paced sessions combine video and text to address key topics in depth, and the flexible design lets you skip what you know and zero in on what you seek. Even veteran teachers will find practical new ideas here.

- Active Learning with PowerPoint
- Cooperative Quizzes: Learning Through Group Assessments
- Designing Smart Lectures
- Internationalizing By Design
- Making Active Learning Work
- Managing Conflict
- Savvy Web Searching: Helping Students Research Electronically
- Syllabus Development
- The Academic Job Search
- Writing Your Teaching Philosophy: A Step-by-Step Approach

Transform

Transform is a joint publication of the Academy of Distinguished Teaching and the Center for Teaching and Learning. Its mission is to explore the culture and scholarship of teaching and learning at both the local and national levels. *Transform* is a place where faculty and instructors can showcase their research on teaching, and where we link learning issues at the U of M to national and international discussions on innovative educational practices and assessment.

Journals, essays, and online resources

Find multiple perspectives on current issues in teaching and learning through peer-reviewed journals, magazines, and book reviews. Choose from a selected collection of scholarly essays on themes ranging from the validity of student ratings to difficulties in teacher/student relationships to change, renewal, and the professoriate.

You can also tap into a range of in-depth readings, suggestions, and activities on the following core topics:

Critical thinking

Design your course, assignments, and exams to help your students become better critical thinkers.

Just in time: tips and policies for faculty

Save time and avert problems by working through 20 teaching tips organized chronologically from the first day of class onward.

Multicultural teaching and learning resources

Delve into select web resources and short locally-authored articles supporting multicultural course design and assignments that foster multicultural learning.

TA/Supervisor teaching relationships

Consider suggestions to help establish expectations, avoid problems, and promote professional development.

Customized services that support *your* teaching goals

Consultations

Looking for someone outside your department to review your syllabus?
Interested in student feedback you can really use to improve learning?
Request a non-evaluative, confidential meeting with a Center for Teaching and Learning consultant to discuss your teaching-related questions or concerns.

Classroom visit

Invite a consultant to visit your class to help address a teaching and learning issue of interest to you. Pre- and post-visit meetings with the consultant enable you to set the context, establish the goals of the visit, and debrief through a non-judgmental conversation guided by reflective questions about the class.

Individual consultation

Request input on a particular aspect of instruction, from designing a new course or syllabus to creating a new learning activity or assessment. Consultants can assist in implementing multicultural teaching and learning strategies, as well as provide coaching to improve spoken proficiency in U.S. English.

Early term student feedback

Arrange early in the semester to have a CTL consultant lead your students in a brief process to identify common themes about what promotes their learning. To view a video file of this consensus-based process in action, check out the CTL Web site at www.teaching.umn.edu.

Midterm or final evaluation consultation

Work with a consultant to create or select an appropriate evaluation form and discuss how to interpret and respond to the ratings you've received.

Customized seminars and workshops

CTL works with departments, colleges, and schools to design and deliver sessions tailored to your specific needs. Topics include assessment, classroom environment, course design, and instructional strategies. Find over 20 specific session titles on the CTL Web site or suggest your own.

2008-09 seminar series on teaching and learning

August Teaching Enrichment Series

Start the academic year with a fresh look at student-centered teaching. This seminar series offers practical sessions on the basics of teaching and learning. Topics include: effective course design, a repertoire of active learning techniques, planning the first day of class, and teaching with technology. Through real-life examples, presenters offer ideas and resources you can use right away. Registration is encouraged, but walk-ins are welcome.

New TA Orientation

The Theatre for Teaching and Learning kicks off this half-day event by exploring TA's joint roles as teachers and students. Breakout sessions focus on resources, policies, and teaching strategies that support new TAs.

Fall Teaching Enrichment Series: Making the New Student Ratings of Teaching (SRT) Work for You

Student ratings of teaching can be used to improve student learning and document teaching success. We invite faculty and instructors to examine the benefits of gathering and analyzing student feedback. Sessions will also address how to use early feedback to refine a course and how to use SRT data to document teaching effectiveness.

Spring Teaching Enrichment Series: Incivilities in the Learning Environment

What opportunities and responsibilities surface when incivilities arise in the learning environment? Join faculty and CTL staff to examine incivilities in an academic context, strategies for fostering civilities, and approaches to conflict mediation.

Faculty learning communities across your career span

Early Career – Academic Year 2008-09

Develop and enhance your teaching skills and establish a foundation for creative and engaging teaching. Work with distinguished teachers to explore a range of teaching topics through workshops, small group discussions, and individual activities. Become a more efficient and effective teacher while sharing and developing new ideas for use in your classrooms.

Giving Great Lectures – Spring Semester 2009

Expand your current knowledge and skills in the area of lecture-based teaching. By engaging regularly in classroom observation, small group discussion, and individual consultation, you will critically reflect on and enhance your delivery of classroom lectures.

Faculty Women at Mid-Career

What issues are central to the experiences of faculty women? Research on teaching and learning points to the role of gender in influencing the professional and personal lives of the professoriate. This faculty learning community will draw upon the experiences of participants in addition to scholarship on gender, teaching, and women in academe to explore and support the teaching practice and professional lives of University faculty women.

Multicultural Teaching and Learning Fellows Program

Do you have a project in mind that will advance equity in education through teaching and learning? Want to design or revise a course? Develop a community partnership? Create teaching and learning materials for a Web site? This small grant program is open to all full-time instructional staff and faculty (including visiting and adjunct faculty and teaching staff). If selected for the MTLF Program, you'll meet six times during the academic year to share knowledge, experiences, ideas, and feedback on the challenging issues related to your project specifically and to critical multiculturalism in general. Look for a Request for Proposals in early Spring 2009.

This I Have Learned – Academic Year 2008-09

What insights might faculty members ‘bequeath’ to colleagues, friends, family members, and students about the principles and practices that have guided their teaching in higher education? Evolving from the national media project, *This I Believe*, and the bestseller, *The Last Lecture*, this new learning community invites tenured faculty to share their core beliefs and stories about teaching through discussion, short essays, and other creative venues.

Lunch with a Great Teacher!

Observe a master teacher conduct a class and then join her or him for lunch to discuss the art of teaching. CTL will connect small groups of early career faculty with award-winning teachers and pay for lunch!

Thank a Teacher

Thank a Teacher gives students an easy way to show their appreciation for instructors who have made a difference in their education. Students submit comments at thankateacher.umn.edu, and the CTL sends a formal letter of appreciation to the instructor.

Graduate student programs

International TA Program – Foundations, GRAD 5102 & 5105

Through its core courses, the International TA Program provides graduate students with an opportunity to sharpen their use of discipline-specific English, master a variety of teaching and presentation strategies, and engage in meaningful analysis of the culture of teaching and learning in the U.S. For the U of M policy on TA eligibility, please go to the CTL Web site.

Preparing Future Faculty – GRAD 8101, 8102 & 8200

In PFF, graduate students and post-docs discuss learning theory and strategies, develop teaching skills, create classroom and job-search materials, and work with faculty from a range of institutional types. According to our alumni survey, PFF alums are quick-starting faculty with high levels of job, student, and colleague satisfaction. Enrollment in GRAD 8101 is recommended early in the graduate or post-doc career.

Leadership opportunities to share your expertise in scholarly teaching

Is scholarly teaching a special interest of yours? Have you honed a particular teaching method or developed a unique approach to student assessment? For experienced faculty who demonstrate a high degree of commitment to scholarly teaching, curriculum development, or technology applications to teaching, the Center for Teaching and Learning provides the following opportunities for you to share your expertise.

- Model great teaching and dine with tenure-track colleagues in Lunch with a Great Teacher!
- Lead a seminar on a particular aspect of teaching for CTL's Teaching Enrichment Series.
- Partner with CTL in the design and delivery of a customized seminar or workshop on teaching and learning for your department.
- Serve as a resource teacher in the Early Career Academic Year Faculty Learning Community, assisting new faculty with their success as teachers at the University.
- Co-instruct a graduate level course in CTL's Preparing Future Faculty, focusing on teaching the next professoriate in higher education.
- Work with the CTL to conduct a study of student learning in one of your classes; prepare the results for a conference presentation or publication.

To pursue one or more of these leadership opportunities, please contact the CTL Director, David Langley, at langl029@umn.edu or 612-625-3343.

Leadership
opportunities

Professional Growth

- online or in person
- one-to-one or with a group
- one time or ongoing



The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

This publication is available in alternative formats upon request. To request disability accommodations or for more information about the programs available, contact the Center for Teaching and Learning at 612-625-3041 or send an e-mail to teachlrn@umn.edu.

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