University Program Teaching & Learning Academies Pilot Project

Workshop #1

Overview of the Academies and the Pilot Project (10 minutes)
Welcome to the UP Academies Pilot Project. You have joined a think-tank where we will juggle ideas, test course interventions, and share feedback to develop a new model for helping instructors deliver experiences that best promote students' independent learning, communication, and critical thinking skills. We hope you will meet new colleagues, contribute ideas, and list your participation on promotion materials. In return for your time, you have privileged access to resources and assistance that aims to improve your enjoyment of teaching at CMU.

The Bright Spots Philosophy (10)

We're Here to Make Your Dreams Come True (20)
Cohort introductions and an opening exercise to inform the Peer Support Staff about your challenges and goals. We will customize Project resources for you. Your goals may change as a function of discussions with peers and the QI support staff, so we'll ask you to keep notes on your thoughts and to submit updated goals at the end of this workshop.

Why College Teaching is Hard
Cognitive Development and the Early College Years (15)
Transparency in Education: Knowledge versus Skills/Novices versus Experts (30)

Coffee break (15)

What Students Want: Course Design Features Rated "Most Important" in Surveys (30)
Syllabus Design for UP Courses (it's more than just the content)
We'll cover issues you may never have thought of, including recommendations for meeting UDL principles for visual accessibility—principles you can use for all your presentation materials.
Transparency in Education: Models and Rubrics
Other Ways to Make Learning Transparent
What Students Need—Evidence and Materials for Early+ (20)

Cohort Discussion (15)

Workshop #2

Self-Directed Learning: Reading Strategies for Students (20)
Introduction to Writing Assignments and Feedback (20)

"Writing across Borders": What International Students Can Teach Us About Teaching (25)

Coffee break (15)

Campus Experts Weight in on Course Design and Critical Thinking
     Presentation by Writing Center Staff (Dan Lawson and Lori Rogers): TBA (30)
     Presentation by FaCIT Staff (Eron Drake and Dina Battaglia): enhancing critical thinking (40)

Break-Out Session and Exit Questionnaire (25)

Exercise #1: Tell Us How We Can Help You

Name _____

Years Teaching _____

Current course assignments (typical class size—please star the UP courses)

_____

_____

_____

_____

_____

_____

Describe the course format(s) you *enjoy* the most (e.g., lecture/demonstration, discussion, flipped classroom, seminar, etc.)

Describe the course format(s) you use for your UP courses (e.g., lecture/demonstration, discussion, flipped classroom, seminar, etc.)

Is there a course format or teaching technique you'd like to know more about?

What is working well in your UP course(s)?

What challenges do you face in your UP course(s)? Fill in any categories of challenge that you wish:

My students are not adequately prepared to ---

I spend too much time ---

If I had more time, I would ---

Some students complain that ---

I wish my students would ---

I wish I knew how to ---

Other comments ---

What are you hoping to gain from participating in the Pilot Project?

Workshop Exit Questions

Name _____

Is there a course format or teaching technique you'd like to know more about?

What are you hoping to gain from participating in the Pilot Project?

If you have selected one or two "tweaks" for your UP course, tell us what changes you are contemplating at this point in your thinking:

What resources and individualized assistance would help you make those changes?

Please help us improve this workshop by sharing your thoughts on these units:

Workshop #1	Keep	Delete	Modify (tell us how)☐
Overview of the Academies and the Pilot Project	☐	☐	☐
The Bright Spots Philosophy	☐	☐	☐
We're Here to Make Your Dreams Come True			
Cohort introductions and an opening exercise.	☐	☐	☐
Cognitive Development and the Early College Years	☐	☐	☐
Transparency in Education: Knowledge Versus Skills/Novices Versus Experts	☐	☐	☐
What Students Want: Course Design Features Rated "Most Important"			
in Surveys (syllabus design, models, and rubrics)	☐	☐	☐
What Students Need—The Evidence for E-Plus	☐	☐	☐
Workshop #2			
Self-Directed Learning: Teaching Students to Read Well	☐	☐	☐
Introduction to Writing Assignments and Feedback	☐	☐	☐
Campus Experts Weight in on Course Design and Critical Thinking			
Presentation by Writing Center staff (Dan Lawson and Lori Rogers): TBA	☐	☐	☐
Presentation by FaCIT staff (Eron Drake and Dina Battaglia):			
enhancing critical thinking/illustration of course redesigns	☐	☐	☐
Break-Out Session	☐	☐	☐