

THE CENTER FOR TEACHING AND LEARNING

Winter 2012 Seminars and Workshops for Graduate Student Instructors

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Preparing Future Faculty Winter Workshops

Seminars and workshops on a range of topics in teaching are held every quarter including summer. These sessions fill up fast, so plan ahead so you can make sure to fit them into your schedule. Additionally, many of these workshops help prepare materials for the academic job market, so be sure to consider the deadlines of prospective employers.

All sessions take place in Gates-Blake 133 unless otherwise indicated.

Changes and additions to the schedule will be announced at least two weeks prior to the program.

Sign up for email notifications at <http://teaching.uchicago.edu>

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Academic Networking: "Pitching" Your Research (co-sponsored by CAPS)

Tuesday, January 3, 1:00-3:00 PM | Register [here](#).

This workshop will explore the genre of the "elevator speech," the brief moments you have at networking events or chance encounters with potential colleagues during which you must present yourself and your research in a short, succinct speech. Students will come prepared with a one minute presentation on their research. In addition to exploring the goals and expectations of these conversations, participants will have an opportunity to practice and gain feedback on their individual speeches.

The Campus Visit: The Job Talk and Teaching Demonstration (co-sponsored by CAPS)

Thursday, January 12, 4:00 PM | Register [here](#).

Seminar on Course Design

Monday, January 9, 1:30 PM-4:30 PM | Register [here](#).

The Seminar on Course Design uses the task of course design as a heuristic for thinking about the practice of teaching college students. It examines a range of pedagogical and curricular topics that arise as graduate students plan to teach a course, whether the course topic and/or reading material is determined by them or by their department. They will begin to analyze their teaching goals and to match those goals with student, program and institutional aims. Also, the seminar will consider a range of teaching strategies in light of the learning tasks articulated in course assignments. Finally, the seminar will consider to what extent assignments and teaching strategies support overall course goals.

After completing the seminar, we highly suggest you take the Course Design supplementary workshop on developing assignments before attending the Workshop on Course Design.

Suggested Supplementary Workshop on Course Design:

Creating Assignments to Structure Your Course

Tuesday, January 24, 12:00 AM-1:30 PM | Register [here](#).

While this session is not a requirement of the Certificate Program, we *highly recommend* students take this between the Seminar and Workshop on Course Design or as additional preparation after completing both the seminar and workshop. In the Seminar on Course Design, we learned how to plan our own courses using the principle of 'backwards design' -- generating learning goals and final assignments by answering the question, 'What knowledge, concepts, skills or values do I want students to gain from taking my course?' In this follow-up workshop, we continue the process by planning out the major assignments that will both structure and motivate students' learning throughout the term. We will generate and discuss an assignment-centered 'course skeleton' by answering the question, 'What will students need to do in order to meet the learning goals for my course?' **In addition to having attended the seminar on course design, attendees must bring in a set of three to five learning goals and a final assignment description** to use in generating their

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assignment-centered course skeletons. This workshop will be facilitated by Nate Zuckerman, CTL Teaching Consultant and PhD Candidate in Philosophy. **Participants are welcome to bring a lunch with them.**

[Seminar on Teaching Portfolios](#)

Thursday, January 26, 1:30-4:30 PM | Register [here](#).

Assembling a Teaching Portfolio allows graduate students to think, talk and write about teaching with precision and sophistication. Teaching Portfolios function both as heuristics for critically analyzing one's teaching successes and failures and as a way for graduate students to practice presenting themselves as knowledgeable, confident and reflective classroom instructors. This Seminar describes and evaluates potential components of the Teaching Portfolio and involves participants in critical exercises around the construction of the Portfolio. **We encourage students to have attended the Seminar on Course Design before attending the Seminar on Teaching Portfolio.**

[Workshop on Course Design](#)

Thursday, February 9, 1:30-4:30 PM | Register [here](#).

The Workshop on Course Design continues to critically examine ways the course syllabus can improve both classroom teaching and learning. **ONLY** students who have participated in the Seminar on Course Design within the previous calendar year will be allowed to register for the Workshop. Graduate Student participants will be expected to submit a draft of a syllabus prior to the Workshop.

[Workshop on Collaborative Learning](#)

Monday, February 13, 1:30 PM – 3:30 PM | Register [here](#).

We often hear that collaborative exercises (both inside and outside the classroom) are "a good thing" but, more often than not, they are done for their own sake, under the expectation that if students are made to work in groups, magic will happen and they will spontaneously learn more. However, collaborative exercises are rarely effective if they are not aligned with a course's learning goals. In this workshop, we will discuss examples of collaborative exercises that were designed to meet specific learning goals in a UChicago course. Participants will also discuss how these types of exercises could be applied in their own fields. This workshop will be facilitated by Borja Sotomayor, CTL Teaching Consultant and Lecturer, Computer Science.

[Workshop on Teaching Portfolios](#)

Thursday, February 16, 9:30 AM-12:30 PM | Register [here](#).

The Workshop on Teaching Portfolios is **ONLY open to students who have completed the Seminar on Teaching Portfolios and Seminar on Course Design within the previous calendar year.** Workshop discussion and activity revolve around portfolios submitted by participants. Each participant will present a draft of his/her Teaching Portfolio for feedback from the group.

[Using Acting Techniques in the Classroom](#)

Tentatively: Friday, January 27, 2:00 PM, Location TBA | Register [here](#).

This workshop will build in a creative and positive way on the connections between pedagogy and performance practices. Instructors will learn how to create an environment of active engagement in the classroom. Through vocal, physical and improvisational exercises new teachers will gain confidence to both inspire students and elicit energetic participation. Please wear loose, comfortable clothing and bring a sense of humor.

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We realize that these sessions are important to graduate students as they prepare materials for the job market. With that in mind, we try to vary the scheduling of our sessions each quarter, and hold multiple sessions in the Summer and Fall quarters. If, however, we have still failed to provide a schedule that fits yours, please write us at teaching@college.uchicago.edu