Fall 2017 Guide to Symposia and Short Courses

**All symposia and short courses require registration**
Please register by emailing us at FTEP@colorado.edu

Writing for Publication: Expressing Reasoning in Writing
Facilitated by Tim Lyons, Instructor of The Program of Writing and Rhetoric. Writing for publication doesn’t differ in essentials from writing for any reader or group of readers, for in every case the writer must think of the reader with each sentence, in every connection from one sentence to another, and in the overall construction of an essay. Because the people who guard the gateways to publication may have particular needs depending on the gateway they guard, the writing must intuit those needs, taking the reader/gatekeeper into consideration while remaining true to his own intention and conviction. In this series of workshops, we will explore the ways in which you can accomplish this multifaceted task so that your audience can grasp your purpose, follow you as you work to accomplish it, and benefit from the process.

*This is a three-part course. Faculty commit to participation in all 3 parts.*

*Registration is limited to 3 participants per session. Additional registrants will be placed on a waitlist. If a registered faculty member cannot attend, we will move to the waitlist for a new participant.*

**Session 1:**
- **Part 1:** Thursday, August 31, 11:00am-1:00pm, ATLAS 336
- **Part 2:** Thursday, September 7, 11:00am-1:00pm, ATLAS 336
- **Part 3:** Thursday, September 14, 11:00am-1:00pm, ATLAS 336

**Session 2:**
- **Part 1:** Tuesday, September 26, 12:00pm-2:00pm, ATLAS 336
- **Part 2:** Tuesday, October 3, 12:00pm-2:00pm, ATLAS 336
- **Part 3:** Tuesday, October 10, 12:00pm-2:00pm, ATLAS 336

**Session 3:**
- **Part 1:** Tuesday, October 31, 2:00pm-4:00pm, ATLAS 336
- **Part 2:** Tuesday, November 7, 2:00pm-4:00pm, ATLAS 336
- **Part 3:** Tuesday, November 14, 2:00pm-4:00pm, ATLAS 336

Teaching in a Nutshell: Strategies to Enhance Student Learning
Facilitated by Tamara Meneghini, Professor of Theatre & Dance. This participatory symposium involves not only observing yourself teaching, but also investigating how your ways of communicating affect student learning. Although watching yourself on videotape can be challenging,
what you see in yourself will change you more than anything about teaching that you may learn in
the abstract.

In this symposium, the group works together to identify communication strategies that
enhance the students’ learning experience. Collaboratively, you support one another over the rough
moments of embarrassment and fear, coming to view yourself more objectively as a member of a
community where learning is reciprocal to teaching. In the process, you acquire specific techniques
for guiding and improving learning; and you perceive how your voice and your body affect how well
your students see/hear/grasp what you are saying. Few of us have had the opportunity to focus on
these subtle, yet vital dimensions of teaching and learning. For those of you who have taken this
symposia before and wish to refresh yourself on the subject matter, join us again as a refresher.

This participatory symposium is offered two times in the Fall 2017 Semester:
This is a two-part course. Faculty commit to participation in both parts.

Session 1:
• Part 1: Wednesday, September 6, 1:00pm-3:00pm, Rec Center Lobby Meeting Room
• Part 2: Wednesday, September 13, 1:00pm-3:00pm, Rec Center Lobby Meeting Room

Session 2:
• Part 1: Wednesday, October 11, 1:00pm-3:00pm, Rec Center Lobby Meeting Room
• Part 2: Wednesday, October 18, 1:00pm-3:00pm, Rec Center Lobby Meeting Room

Aligning Course Assignments with Learning Goals
Facilitated by Nichole Barger, Professor of Ecology & Evolutionary Biology. In this
symposium, we will actively engage in creating learning goals for a course, discuss the importance
of communicating those learning goals to students, and demonstrate how to effectively align learning
goals with course assignments. Participants will gain experience in setting reasonable assignments to
achieve course learning goals.
Thursday, September 7, 1:00pm-2:30pm, Rec Center Lobby Meeting Room

Collecting and Reporting Evidence of Student Learning
Facilitated by Heidi Day, Senior Instructor of Psychology & Neuroscience and Samantha
Strife, Instructor of Psychology & Neuroscience. Most teachers will restructure a course
occasionally, and tweak a course most semesters, but how do we assess if the changes have been
helpful for student learning? We will briefly review the merits of backwards design and course
alignment in the context of collecting evidence of student learning. During the seminar, participants
will be encouraged to think about a specific class they teach and changes they have made, or might
make in the future. Then, we will utilize our experience with three different approaches to assess the
impact of course changes on student learning, and discuss how they might apply to each participant’s
class. While these types of data will hopefully inform an individual’s teaching, we will also discuss
ways of sharing the data with others, including through the CU Boulder “Making Teaching and
Learning Visible” website.
Tuesday, September 12, 11:30am-1:30pm, Rec Center Lobby Meeting Room

What do you want them to learn today? Writing effective learning goals to drive instruction &
assessment.
Facilitated by Stephanie Chasteen, Associate Director, Science Education Initiative. Students
operate in a different reality than we do, and our goals are not always clear to them. Plus, we do not always teach for what we value. Taking the time to write clear learning goals or objectives can help you create a coherent, fair course, and makes it easier to write great assessments. In this workshop you will learn about, and get practice writing learning goals. We suggest taking this workshop with another faculty in your department.

Tuesday, September 19, 2:00pm-4:00pm, Rec Center Lobby Meeting Room

Rigor and Relevance through Experiential Community-Based Pedagogy: An Interactive Workshop

Facilitated by Ben Kirshner, Professor, School of Education. This workshop is designed for 12-15 CU Boulder instructors (graduate students, staff, and faculty) who would like to gain tangible skills for designing and teaching courses that integrate rigorous academic learning with community-based experiences. Attendees should bring ideas and questions about courses they teach or would like to teach. After discussing evidence about the benefits of community-based learning for college students, the group will focus on key instructional questions, including: preparation for working with community partners, formative and summative assessment strategies, and integration of experience with academic theory.

Wednesday, September 20, 3:30pm-5:00pm, Rec Center Lobby Meeting Room

Ditch the Chalk: Using a Tablet in Lecture

Facilitated by Daniel Bolton, Instructor of Physics. Discuss the benefits/drawbacks of writing on a tablet in the classroom instead of the chalkboard. Walk away with practical advice from an instructor that has been using tablets in a large lecture courses for years.

Thursday, September 21, 3:00pm-4:00pm, Rec Center Lobby Meeting Room

Time Management

Facilitated by Martha Hanna, Professor, History. This session will review strategies for setting long-term and shorter-term goals and will consider how best to prioritize work responsibilities during the academic year. It will also discuss how to identify and master distractions that make it difficult to accomplish tasks that we have identified as “important but not urgent”. This event is co-sponsored with the Graduate Teacher Program (GTP). Graduate student instructors are welcome to attend this session.

Monday, September 25, 2:00pm-3:30pm, Rec Center Lobby Meeting Room

Writing great clicker questions to spark peer discussion

Facilitated by Stephanie Chasteen, Associate Director, Science Education Initiative. If you are using, or want to use, clickers in your classroom, but are struggling to write or revise questions that engage students, this workshop is for you. We will focus on questions for facilitating "peer instruction" -- a research-tested method of requiring students to discuss challenging questions with one another. This workshop is appropriate for all disciplines, but will focus on questions with one right answer. This workshop discusses pedagogical aspects of using clickers, but not technical components. For technical assistance with i>clicker, please visit http://www.colorado.edu/oit/services/teaching-learning-tools/cuclickers

Tuesday, October 3, 2:00pm-4:00pm, Rec Center Lobby Meeting Room
Leading Class Discussions: Increasing Student Engagement

Facilitated by Mary Klages, Associate Professor, English. Faculty members will learn strategies for launching good discussions, how to frame answerable questions, and what to do when the discussion goes awry. We will emphasize methods for increasing student participation in discussion.

Thursday, October 12, 2:00pm-3:00pm, Rec Center Lobby Meeting Room

Teaching Large Classes

Facilitated by David Brain, Professor, Space Physics, and Tim Wadsworth, Professor, Sociology. This symposium will combine presentation and open discussion to focus on several key issues for professors teaching large classes. The goal for the session is to give new faculty both some useful and tested practices for handling large classes.

Wednesday, October 25, 2:00pm-3:30pm, Rec Center Lobby Meeting Room

What Cognitive Psychology Says About Learning: 21 Training Principles

Facilitated by Alice Healy, College Professor of Distinction, Department of Psychology and Neuroscience and Institute of Cognitive Science, and Director, Center for Research on Training. Dr. Healy will discuss 21 principles of training, or training tips, to advance the learning of knowledge and skills. There are three forms of task engagement that are the basis of successful training for peak performance—acquisition, retention, and transfer—and three corresponding goals of training—efficiency, durability, and flexibility. Dr. Healy will briefly review each of the training principles organized by their form of task engagement and their corresponding primary goal, and then she will select a subset of these principles to discuss in greater detail, both in terms of the scientific evidence for these principles and in terms of exercises that students can practice using the training tips. The following are the learning goals for the symposium participants: 1. Optimize acquisition of knowledge and skills by maximizing the efficiency of learning. 2. Optimize the retention of knowledge and skills by maximizing the durability of learning. 3. Optimize the transfer of knowledge and skills by maximizing the flexibility of learning.

Friday, October 27, 2:00pm-3:30pm, Rec Center Outdoor Program Classroom

Getting around student pushback & passiveness in active learning classrooms

Facilitated by Stephanie Chasteen, Associate Director, Science Education Initiative. Are you using interactive techniques in your classroom, and are worried about student engagement? Do students complain about the active learning components of your class, or are reluctant to talk to their peers during activities? This interactive workshop will explore ways to help your students get the most out of interactive techniques, through addressing pushback and creating a positive learning environment. We will analyze the problem in your class, and discuss concrete strategies to address it.

Wednesday, November 1, 2:00pm-3:30pm, Rec Center Lobby Meeting Room

Creating an On-Camera Presence

Facilitated by Chip Persons, Associate Professor of Theatre & Dance. This symposium will help instructors reveal their on-camera presence for recorded instruction in online courses. Participants will build and strengthen their on-camera presence by recording and then watching themselves on video, along with the rest of the group, speaking about both themselves and their respective course content

Thursday, November 2, 1:30pm-3:00pm, Rec Center Lobby Meeting Room

www.colorado.edu/ftep
Preparing a Syllabus that Encourages Cooperation in the Classroom  
Facilitated by Jillian Heydt-Stevenson, Professor of English. In this seminar, we will cover the basic elements necessary on a clear, concise syllabus. One of our primary goals will be to learn ways to articulate on the syllabus guidelines for student behavior in a world where many are no longer taught or know how to respond with respect to their professors or fellow students. The major aspects we will cover that seem to me foundational in explaining these expectations are Cooperation and Self-Direction, two elements crucial in interactions occurring in class discussions, office hours, and emails.  
Monday, November 6, 10:00am-11:30am, Rec Center Lobby Meeting Room

Addressing Challenging Situations in the Classroom  
Facilitated by Anna Spain Bradley, Associate Professor of Law and Assistant Vice Provost of Faculty Development and Diversity. This workshop will explore common challenges that faculty and students face in the classroom context. The workshop aims to raise examples and explore best practices. For example, a student questions your authority as a professor in front of the class. What should you do? A student faces personal challenges that are affecting his or her performance in class. How might you best assist and when are you required to consult other campus resources? How can you best teach material that deals with aspects of individual identity such as race, gender or sexual orientation and related concerns about bias and discrimination? This workshop will engage these and other common challenges and provide participants with a framework for understanding what is taking place and how you can best respond given your identity and the identity of those involved. The workshop is interactive.  
Thursday, November 9, 12:00pm-1:00pm, Wolf Law 207

Looking Forward to Tenure and Promotion  
Facilitated by Jeff Cox, Associate Vice Chancellor for Faculty Affairs and Chair of the Vice Chancellor’s Advisory Committee (VCAC). We will discuss the procedures for reappointment, tenure, and promotion. The session will include an overview of the process, a discussion of what faculty need to do to prepare for their reviews, and the opportunity for participants to ask questions.  
Friday, November 10, 2:00pm-3:30pm, Rec Center Lobby Meeting Room

Inclusive Classrooms – Moving from theory to practice  
Facilitated by Vanessa Roberts, PhD Candidate in Sociology. Interested in the buzzwords flying around campus including and related to “inclusive excellence”? Wondering what it might mean to incorporate these ideas into your classroom? If so, please join Vanessa Roberts for an engaging and interactive session specifically designed for CU faculty. This workshop will include discussions of identity and positionality and their impact on educational practice, while also introducing practical tips, tricks, and strategies participants can directly apply in their own classrooms. The goal is to support the creation of educational spaces that foster inclusion and support student learning. Covering topics from course design to pedagogy, the content is applicable to our work as educators across disciplines and specialties. This event is co-sponsored with the Graduate Teacher Program (GTP). Graduate student instructors are welcome to attend this session.  
Wednesday, November 15, 2:00pm-3:30pm, Rec Center Lobby Meeting Room
Filling out Your FRPA

Facilitated by Matt Ramey: Scholarly Impact Liaison; Kristina Cizmar: Academic Services Program Manager and Kirk Ambrose: Chair of Art and Art History. A hands-on workshop. Staff from Faculty Affairs will be on hand to assist with the new FRPA online and CU Boulder Elements. Faculty are encouraged to bring a laptop for this working session

*Tuesday, December 5, 1:00pm-2:30pm, Rec Center Lobby Meeting Room*