

The Graduate Teacher Program Spring Conference 2010

Thursday, January 7, 2010

8:30 AM – 9:00 AM

Coffee and Donuts

9:00 AM – 9:15 AM

270 HALE

Welcome and Introduction

Laura L.B. Border, Director, Graduate Teacher Program,
The Graduate Teacher Program offers various activities, certificates, and professional development opportunities for graduate students in all disciplines. This conference is an opportunity for graduate students to learn about how metacognition can be used to frame teaching and learning activities.

9:15 AM – 10:30 AM

270 HALE

Keynote Speaker

Taking Charge of Your Own Graduate Experience

John Frazee, Director of Faculty Relations, Office of Faculty Affairs

Becoming a graduate student marks the transition from acquiring knowledge to creating and imparting it. This transition has important implications for virtually every relationship you have. John Frazee will explore these implications and offer tips and tools for managing them.

BREAK

10:45 AM – 12:00 PM

270, 240, 230 HALE

Discussion of Keynote

Taking Charge of Your Own Graduate Experience

Gail Kallas, Lead, French/Italian

Samantha Keehn, Lead, Music

Kristin Rock, Lead, Spanish & Portuguese

Al Runyon, Lead, Political Sciences

Betsy Swanner, Lead, Geology

Rebecca Turk, Lead, Molecular, Cellular and Developmental Biology

Chelsea Bridges, Lead Coordinator for Arts and Humanities, Graduate Teacher Program

Jessica Gorski, Lead Coordinator for STEM and Social

Sciences, Graduate Teacher Program

Michelle Trodgon, CIRTL Link

During this session, Lead Graduate Teachers and GTP staff will lead small group discussions of the ideas presented in Professor Frazee's plenary presentation. The small groups will reconvene in 270 Hale to close the session with comments and questions.

1:15 PM – 2:45 PM

270 HALE

Teaching Core Skills in Introductory Classes

Shelli Newhart Walker, Ph.D. Candidate, Sociology

How can teachers better engage metacognition and motivate student learning? This workshop explores the role that skill development plays in helping students learn and remember subject matter and provides tips on how to strengthen assignments and classroom practices in the introductory classroom through a focus on core skills.

230 HALE

A Metacognitive Approach to Academic Goal Setting

Laura L.B. Border, Director, Graduate Teacher Program,

This workshop takes a new tack on goal setting and is designed to help you think metacognitively to plan your approach both strategically and tactically. Come prepared to work on your own goals.

BREAK

3:00 PM – 4:30 PM

270 HALE

What's Wrong with Being Right?

Vanessa Baird, Associate Professor, Political Science

Professor Baird will discuss whether individuals have the ability to reason about justice or to come to some agreement about what is just. Should society rely on contract and give up the search for the highest political good or perfect justice? How do issues of justice apply to your "contracts" with students in the classroom?

240 HALE

Motivated Representations in the Classroom: Who Is Mentioned, and How?

Tamara Williams, PhD Candidate, Sociology

This workshop introduces participants to bell hooks' concept of motivated representations and images in popular culture that portray groups of people in ways that create social and political impacts. It addresses how this concept is useful in contextualizing

pedagogy and provides participants with strategies to analyze their curricula and texts of various sorts. We will discuss the representations inherent in our classroom materials, and what effect those may have on classroom diversity and our students' attitudes and opinions about the world.

230 Hale

Writing a Syllabus Based on Learning Goals

PJ Bennett, Assistant Director, Graduate Teacher Program

Have you ever been frustrated by students who don't seem to learn what you think you are teaching? This workshop presents a way to design your semester so students accomplish your learning goals.

Friday, January 8, 2010

8:30 AM – 9:00 AM

Coffee and Donuts

9:00 AM – 10:30 AM

270 HALE

Keynote Speaker

Narcissistic Students: How Can We Work with Them?

Jim Westerman, Duane D. Daggett Professor of Management, Walker College of Business, Appalachian State University

Research on current student populations reveals challenges for classroom teachers. Professor Westerman encourages participants to consider results from his research team and demonstrates how to use their results to improve student participation and motivation to learn.

10:45 AM – 12:00 PM

270, 240, 230 HALE

Discussion of Keynote

Narcissistic Students: How Can We Work with Them?

Lori Britt, Lead, Communication

Lauren Calimeris, Lead, Economics

Gail Kallas, Lead, French/Italian

Samantha Keehn, Lead, Music

Betsy Swanner, Lead, Geology

Devon Thacker, Lead, Sociology

Chelsea Bridges, Lead Coordinator for Arts and Humanities, Graduate Teacher Program

Jessica Gorski, Lead Coordinator for STEM and Social Sciences, Graduate Teacher Program

Michelle Trogdon, CIRT Link

During this session, Lead Graduate Teachers and GTP staff lead small group discussions of the ideas and solutions presented in Professor Westerman's talk. The small groups will reconvene in 270 Hale to close the session.

Friday, January 8, 2010

(Continued)

1:15 PM – 2:45 PM

270 HALE

Metacognate This: Inspire Motivation with Written Self-Assessments

Rosalyn Zigmund, Instructor, Program for Writing & Rhetoric

This workshop reviews recent research in metacognition, writing to learn, and self-regulated learning germane to self-assessment. Participants will write self-assessments and discuss strategies to analyze and evaluate the language specific to written self-assessments.

230 HALE

Motivation at Work: Making the Most of Motivation in the Workplace

Linda Faucheux, Assistant Director, Counseling, and Cori Shaff, Career Counselor & Outreach Specialist, Career Services

This workshop provides an introduction to the Strengthsfinder assessment which will help participants discover their talents, motivation, and path and maximize their signature strengths and greatest potential in the workplace.

BREAK

3:00 PM – 4:30 PM

270 HALE

What Does Metacognition Mean for Teaching & Learning

Mike Klymkowsky, Professor, MCDB

A professor who has thought a lot about how students learn discuss how he thinks you can help students think about learning.

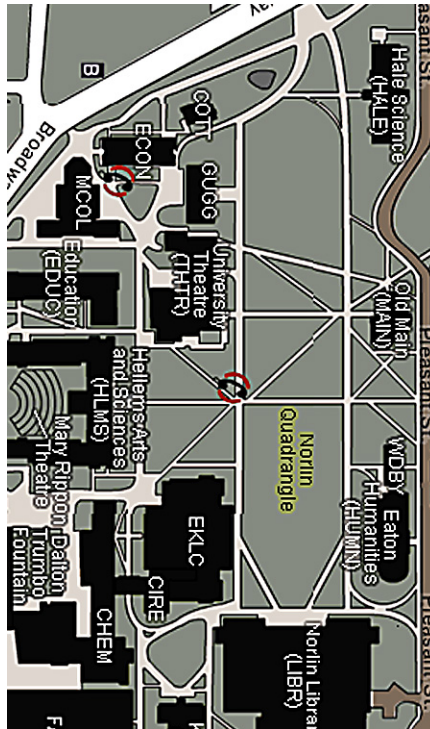
230 HALE

Academic Advising Ideas for Graduate Teachers

Kristi Wasson, Academic Advisor, Communication

TAs and GPTIs have the potential to encourage students to major in their disciplines and pursue related careers. This session addresses ways to motivate students by tying course content and skills learned to careers that undergraduate students might want to consider.

Spring Conference Location



Welcome to **Metacognition & Motivation in the College Classroom!** CU-Boulder, a Research Extensive institution, supports the development of graduate teaching scholars through the Graduate Teacher Program. Please take advantage of this opportunity to hone your teaching skills and meet your peers, professors, and staff from across campus as well as our invited guests. The workshops are designed to help you teach at CU-Boulder, to enhance your professional development as a future professor in postsecondary education, and to expose you to non-academic job possibilities.

Visit us in 201 ATLAS, online at www.colorado.edu/gtp, or call (303) 492-4902 for further information.

Best wishes for a successful year!

Laura L.B. Border, Director

Graduate Teacher Program Graduate School

Spring Conference
2010

Metacognition & Motivation in the College Classroom

Thursday and Friday, January 7th and 8th, 2010

8:30 AM – 4:30 PM

Hale Building

Information Desk:

235 Hale Science

Colorado
University of Colorado at Boulder