College Classroom Teaching Strategies
Mondays, 2:00 PM - 3:00 PM

January 27
Teaching Theatre to Non-majors: Strategies for the Syllabus and the Classroom
Jessica Brown-Velez, PhD, University of Wisconsin
Dr. Brown-Velez will discuss strategies to engage and connect with students in other disciplines, using discussion, reading, and movement.

February 3
Putting the “LOL” in Classroom Learning
Will Styler, Lead 2013-14, Linguistics
A little humor goes a long way towards better teaching, better learning, and a more enjoyable classroom environment. In this workshop, we’ll talk about how, when, and why to work humor into your classes, where to draw the lines, and most importantly, how to turn “ridiculous” into “respected” in the eyes of your students.

February 10
When Students Work Harder than You Do: Writing as a Critical Thinking Practice
Julia Willis, Instructor, SASC
Using interactive exercises and samples of student writing, we will discuss ways to engage students as writers and critical thinkers across the curriculum without the need to spend hours grading papers.

February 17
Dealing with Difficult Students (Men and Women)
Ximena Keogh, Lead 2013-14, Spanish & Portuguese
Ms Keogh teaches Spanish and uses a interactive form of instruction. She will discuss her techniques for keeping students engaged, handling difficulties that arise, and creating a productive environment for learning.

February 24
Teacher-led and Group Discussions
Susanne Stadlbauer, Lead Coordinator, Graduate Teacher Program
Most teachers want to use discussion in the classroom, but discussion can be tricky. Dr. Stadlbauer will present different models for discussion, explain the purposes of each, and demonstrate such discussion techniques in the workshop.

March 3
Teaching Upper Division Courses
Shaw Ketels, Lead 2012-13, Psychology
Few graduate students have the opportunity to teach upper division courses. However, when on the academic job market, it is a good idea to know what is involved, have a plan for what kinds of courses you might like to teach, and understand how to organize and teach upper division courses or majors.

March 10
How Is My Subject Relevant to Non-Majors?
Ciara Glasheen, Lead 2013-14, Music
It is often challenging to emphasize the relevance of our subject to non-majors. In this workshop we will discuss ways to grab our students’ attention and encourage them to develop a keen interest in their non-major subject. A discussion and feedback session will follow—this will help to generate helpful ideas for graduate teachers from all subject areas.