January 30

The Use of a Tablet PC and Clickers in a Flipped Engineering Classroom
Jeffrey Knutsen, Instructor, Mechanical Engineering, CU Boulder
A Tablet PC interfaced with Microsoft OneNote and other software allows more sophisticated use of technology in the classroom, including developing screencasts outside of class and to present clicker questions in a more interactive manner. This session provides some guidance on how to use the software to organize a course throughout the semester. More information can be found here: http://www.learnmeche.com/screencasts

February 6

Observation as Practice
Jessica Hunter-Larsen, Director of Academic Engagement, Colorado College
In our highly saturated visual culture, it is difficult to move past an immediate response to a visual stimulus; we tend to trust our first impressions and move on. True understanding of an object, image, human or animal subject, or data set requires sustained, non-judgmental observation. This workshop presents a variety of activities that develop observational, analytical, and writing skills.

February 13

“I Made A LinkedIn Profile, But I Dont Really Use It”
Alaina Nickerson, Graduate Student Program Manager, Career Services, CU Boulder
These days, your online presence may very well be your first impression with hiring professionals. Hear from Alaina Nickerson, Grad Student Program Manager with Career Services, about how to increase your marketability online as a job seeker. Tips for locating the right folks for your job searching network and being “findable” by recruiters will be discussed.

February 20

Stop Grading, Start Teaching: Revolutionize Your Class with Online Evaluation
Brian Yates, Spanish Instructor, Red Rocks Community College
This workshop will show you how to replace traditional in-class evaluations with online competency-based quizzes and produce the following results: more class time dedicated to discussion and practice; increased student incentives to learn at a higher level; a higher level of student accountability and engagement; a more adaptive learning process that allows students to work more efficiently; increased interaction between students; and increased interaction between student and instructor.

February 27

Using Teaching-as-Research for Assessment
Adam Blanford, Research Associate, TIGER, GTP
Whether you are teaching in STEM or the arts and humanities, Dr. Blanford will discuss the concept of Teaching-as-Research and how you can use it to assess aspects of your teaching and pedagogy.

March 6

God and Politics in the Classroom: Teaching Controversial Texts at a Public University
Elias Sacks, Associate Professor, Religious Studies, CU Boulder
How do we teach about topics such as religion and politics? How do we create learning spaces in which students can engage controversial texts and discuss sensitive matters on which they might hold very different positions — spaces in which students can articulate their own commitments while also taking seriously (and being intellectually vulnerable to) views they might find objectionable? We will explore these questions, developing and practicing strategies for productively leading discussions about topics such as religious belief, public policy, race, and sexuality. We will devote particular attention to the challenges (and opportunities) involved in engaging such topics at a public university, as well as the question of what it means to teach material with which we might disagree.

March 13

Fostering Creativity, Building Structure
Keith Barnhart, DMA Candidate, School of Music, CU Boulder
What does it mean to give students the “tools” to practice? What is creative learning and how do we maintain structure while being creative? This workshop will focus on teaching music in one-on-one lessons. The discussion will center around meta-learning principles with ideas on how to use technology and other resources to develop effective teaching.

March 20

Back to Basics: Building Block Concepts in the Classroom
Chris Ostra, Program of Writing and Rhetoric, CU Boulder
One of the most common mistakes new teachers make is overestimating the experience and knowledge of their students. It’s easy for us, as experts in a field we’ve studied for 5 or 10 years (or even more!) to forget the sorts of things we didn’t know on day 1. This workshop will aim to help each of you identify these sorts of concepts, explore the sorts of problems these concepts can cause, and discuss solutions to those problems.