Graduate Academy
for College Teaching

DAY ONE: WEDNESDAY, JANUARY 11, 2017

8:30–9:00 REGISTRATION & INFORMATIONAL SLIDESHOW 141 Wohlers Foyer/Auditorium
9:00–9:15 WELCOME: Lucas Anderson, CITL 141 Wohlers
9:15–10:00 DRAMA TECHNIQUES FOR TEACHING: J. W. Morrissette, Theatre Studies Program 141 Wohlers
10:00–10:20 BREAK (with beverage and snack) Wohlers Foyer
10:20–12:45 REQUIRED SMALL GROUP SESSIONS Small Groups are listed on Page 3
Running a Class Session
Bloom’s Taxonomy & Microteaching
12:45–1:20 BOX LUNCH Wohlers Foyer
1:20–2:20 CONCURRENT SESSIONS A Sessions are listed on Page 4
Teaching in Different Disciplines
2:30–3:30 CONCURRENT SESSIONS B Sessions are listed on Page 4
General Pedagogy

Reminder: Sign up for Microteaching.

You will do Microteaching in 90-minute blocks on Friday, January 13, in the Armory Building.

Sign up today (between 10:00 am and 3:00 pm) and tomorrow (between 9:30 am and 1:00 pm) in WOHLERS 152.

Session times are 8:30-10:00, 10:00-11:30, 11:30-1:00, 1:30-3:00, 3:00-4:30, or 4:30-6:00. More details are provided in your folder.

PHOTO BY DANIEL BYERS, 2012
### Graduate Academy for College Teaching

**DAY TWO: THURSDAY, JANUARY 12, 2017**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>8:30–9:00</td>
<td>REGISTRATION &amp; INFORMATIONAL SLIDESHOW</td>
<td>141 Wohlers Foyer/Auditorium</td>
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<tr>
<td>9:00–9:25</td>
<td>WELCOME BACK: <strong>Lucas Anderson</strong>, CITL</td>
<td>141 Wohlers</td>
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<tr>
<td>9:25–10:15</td>
<td>GRADING: <strong>Shelly Schmidt</strong>, Food Science and Human Nutrition</td>
<td>141 Wohlers</td>
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<tr>
<td>10:15–10:30</td>
<td>BREAK (with beverage and snack)</td>
<td>Wohlers Foyer</td>
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<tr>
<td>10:30–11:30</td>
<td>CONCURRENT SESSIONS C</td>
<td>Sessions are listed on Page 5</td>
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<td>Culture and Diversity</td>
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<td>11:40–12:40</td>
<td>CONCURRENT SESSIONS D</td>
<td>Sessions are listed on Page 6</td>
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<td></td>
<td>General Pedagogy</td>
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<td></td>
<td>ITA’s attend D1- <em>Get Rhythm: Keys to Intelligible Speech</em></td>
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**Reminder:** Sign up for Microteaching.

You will do microteaching in 90-minute blocks on Friday, January 13, in the Armory Building.

Sign up today in WOHLERS 152.
Graduate Academy for College Teaching
Small Group Assignments
(For required small group sessions)

DAY ONE: WEDNESDAY, JANUARY 11: 10:20-12:45

GROUP 1  130 Wohlers

MCB STAFF

School of Molecular & Cellular Biology (ALL departments)

GROUP 2  209 DKH

KAZEM ALIDOOST & ZACHERY BERENT

Mechanical Science and Engineering

GROUP 3  166 Wohlers

HENRY DUWE

Electrical & Computer Engineering

GROUP 4  138 Wohlers

LISA MITCHEM & DANIEL RAUDABAUGH

- Animal Sciences
- Chemistry
- Crop Sciences
- FSHN
- Geology
- Integrative Biology
- KCH
- Natural Resources & Environmental Sciences

GROUP 5  170 Wohlers

AUDREY NEVILLE & ELEONORA BOGLIONI

- Ag Ed
- Architecture
- Art & Design
- Astronomy
- Geography & Geographic Information Science
- HDFS
- Landscape Architecture
- iSchool
- Linguistics
- Psychology
- Statistics
- Urban Planning

GROUP 6  126 Wohlers

POOYAN KABIR & MEGAN WITZKE

- Aerospace Engineering
- Agricultural and Biological Engineering
- CEE
- Chemical & Biomolecular Engineering
- Industrial and Enterprise Systems Engineering
- Physics

GROUP 7  236 Wohlers

TYLER PACK

- Accountancy
- Agricultural & Consumer Economics
- Business Administration
- Economics
- Finance
- Advertising
- Labor and Employment Relations

GROUP 8  215 DKH

JON CALHOUN, ERIN MOLLOY, & MICHAEL ROBSON

Computer Science

DKH = David Kinley Hall
(Just across the courtyard to the east from Wohlers)

Don’t see your department?
Ask Lucas (bearded guy wearing a Star Trek lapel pin).
**SESSION A: WEDNESDAY, JANUARY 11: 1:20-2:20**

**A1. Tackling Common Issues in Engineering Lab Courses (KAZEM ALIDOOST)**

119 DKH

In the lab, engineering students must answer important questions for the first time: Are the experimental results significantly different than the theoretical ones? If so, why? How do I explain all of this in a written report? We will explore such questions and determine methods to best guide the students to finding the answers.

**A2. Tackling Common Issues in General Lab Courses (MICHELLE ST. JOHN)**

226 WOHLERS

In lab courses, students engage in hands-on activities, handling lab equipment, working on group projects, and practicing scientific writing. As a result, TAs may encounter challenges that do not arise in a lecture setting. This session will allow TAs to experience situations that may occur in a lab course and work in small groups to decide how to approach the issue.

**A3. Preparing to Teach Online (MARC THOMPSON, MITCH KAGE & ALEX LEE)**

166 WOHLERS

In this session, you'll learn some of the most important strategies for effective online teaching. We'll focus on fostering an online learning community, establishing instructor presence, orchestrating asynchronous and synchronous online discussion, establishing course policies and document formats, and facilitating academic integrity in assessment.

**A4. Responding to Student Writing (CAROLYN WISNIEWSKI)**

226 WOHLERS

Learn to respond to student writing in ways that are efficient, consistent, and valuable to students. You will consider goals and how your response can be a part of your teaching method. A toolkit of strategies will help you tackle a daunting pile of term papers, essays, lab reports, etc.

**A5. Everything You Ever Wanted to Know About Being a CS TA (JON CALHOUN & MICHAEL ROBSON)**

215 DKH

In this session, you’ll learn some of the most important strategies for effective online teaching. We’ll focus on fostering an online learning community, establishing instructor presence, orchestrating asynchronous and synchronous online discussion, establishing course policies and document formats, and facilitating academic integrity in assessment.

**A6. Fostering an Active Learning Environment (KRISTIN SEEMUTH-WHALEY)**

123 DKH

This session will equip you to use active learning strategies that increase student engagement and foster a fun classroom environment. You will learn how to effectively use a range of activities that vary with respect to prep-time, level of student involvement, and predictability of outcomes.

**SESSION B: WEDNESDAY, JANUARY 11: 2:30-3:30**

**B1. What They Never Told Me: 10 Things I Learned in 10 Years to Have Success in Classroom Teaching (STEVE NOTARO)**

245 WOHLERS

A challenge for every instructor is how to get students interested and engaged. In ten years of teaching, Steve has found ten facts to be true in all of his classes that will help you be a successful instructor.

**B2. Helping Distressed and Distressing Students (TOM MIEBACH)**

166 WOHLERS

More and more college students are experiencing significant mental health problems, which makes it likely you will encounter a student in distress. Come learn some basic skills on how to help these students, and gain information on important campus resources!

**B3. Promoting Discussion in Science & Engineering Classes (CHRISTIAN RAY)**

119 DKH

There are different ways to encourage active participation and discussion in science classes. We will look at ways to engage your science students, especially in a discussion setting.

**B4. Teaching for Professional Development (DEREK ATTIG)**

226 WOHLERS

Make the most of teaching by approaching it as an opportunity for professional development. Your time in the classroom can help you develop a range of important skills valued by employers. In this session, you will learn concrete strategies that emphasize skill development for you and positive outcomes for your students.

**B5. I’m in Charge! Dealing with Conflict from Marginalized Spaces! (JANICE COLLINS)**

123 DKH

More and more college students are experiencing significant mental health problems, which makes it likely you will encounter a student in distress. Come learn some basic skills on how to help these students, and gain information on important campus resources!
C1. Cross-Cultural Classroom Communication (JEFF ARRIGO) 119 DKH
Classrooms are becoming increasingly multicultural, leading to a more enriching learning environment while at the same time opening the possibility for more miscommunication. This session will help you identify and appropriately react to miscommunication based on cross-cultural differences. Designed for international TAs.

C2. Responding to Second Language Writers (DOROTHY MAYNE & CAROLYN WISNIEWSKI) 226 WOHLERS
This presentation will introduce you to a toolkit of strategies to help you tackle the daunting pile of term papers, essays, or lab reports, with a specific focus on responding to students who are writing in English as a non-native language. Learn to respond to student writing in ways that are efficient, consistent, and valuable to students. You will consider the goals of your course and assignments and how your response can be a part of your teaching method.

C3. Effectively Working with Students with Disabilities (ANN FREDRICKSEN & TINA ROLFE) 166 WOHLERS
What do you do when your students are struggling to thrive in your course? What are your responsibilities if they need testing accommodations? Is your course material accessible? Are you interested in making your teaching more universally designed? Learn this and more!

C4. Teaching LGBTQ Students and Topics (ALEX DZURICK) 130 WOHLERS
Students in all disciplines identify as LGBTQ. Learn how to be an effective ally in your classroom at this session, designed to help you understand the lingo and give you a broad overview of how you can help be inclusive of LGBTQ students and topics in your course.

C5. Treat Yo Self! Self-Care in Teaching (ZACK BERENT) 245 WOHLERS
What do you do when your students are struggling to thrive in your course? What are your responsibilities if they need testing accommodations? Is your course material accessible? Are you interested in making your teaching more universally designed? Learn this and more!

C6. Communicating Across Languages (AMIRA AL-MUTAIRI) 123 DKH
Do you know more than one language? Have you ever communicated with someone whose first language is different from yours? Join us in the interactive Redundancia language learning simulation activity to explore how building empathy and practicing mindfulness can lead to effective cross-cultural communication.
### Concurrent Sessions D

#### SESSION D: THURSDAY, JANUARY 12: 11:40-12:40

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Location</th>
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<tbody>
<tr>
<td>D1.</td>
<td>Get Rhythm: Keys to Intelligible Speech (LAURA HAHN)</td>
<td>141 WOHLERS</td>
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<td>“A pause in the wrong place, an intonation misunderstood, and a whole conversation when awry” (E.M. Forster, Passage to India, 1924). In this session we will examine key features of English speech that affect intelligibility and communicative concord among speakers from different linguistic backgrounds in the classroom.</td>
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<td>D3.</td>
<td>Know Your Tools: Classroom Tech (JENNIFER STURNER)</td>
<td>166 WOHLERS</td>
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<td>The session will provide an overview of each piece of equipment available for use in general assignment classrooms; review the steps necessary to access and use the equipment; and provide attendees with a sense of how each piece of equipment can be used to best enhance various lessons. Teaching is hard enough without having to worry about how to turn on the computer, so come to this session and get to know your tools!</td>
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<td>D4.</td>
<td>Efficient, Consistent and Transparent Grading with Rubrics (LEYLA LAMBERT &amp; JOHN KOTNAROWSKI)</td>
<td>130 WOHLERS</td>
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<td>Grading rubrics offer multiple benefits for increasing the overall quality of instruction yet are often overlooked by new teachers. The session will cover the basics of how to create, adapt and use a rubric to provide effective feedback on papers, lab reports and tests. Attendees will get hands-on experience with rubrics and will leave the session with a wealth of practical resources for further exploration.</td>
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<tr>
<td>D5.</td>
<td>Pedagogy and Tactics for New Instructors (CHRIS MOORE &amp; JASON SCHROEDER)</td>
<td>226 WOHLERS</td>
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<td>Teaching effectively in a University classroom is a complex task, and each of us has to start somewhere! In this session, we will discuss strategies and approaches you can utilize during your first few weeks of teaching as well as throughout your teaching career.</td>
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**Thank you for attending the Spring 2017 Graduate Academy for College Teaching**

The Graduate Academy represents the efforts of many. The Center for Innovation in Teaching & Learning thanks all of our Academy presenters and facilitators, and the microteaching facilitators and camera operators.

**CITL Director:** Michel Bellini  
**CITL Staff Members:** Lucas Anderson, Cheelan Bo-Linn, and Sol Roberts-Lieb  
**CITL Graduate Affiliates:** Kazem Alidoost, Donovan Bisbee, Audrey Neville, and Tyler Pack  
**CITL Conference Services:** Scott Randall & Nancy Simpson