ILLINOIS
Center for Innovation in Teaching & Learning

Graduate Academy for College Teaching

8:30–9:00	CHECK-IN AND INFORMATIONAL SLIDESHOW	Foellinger, Auditorium
9:00–9:15	WELCOME: **Kevin Pitts**, Vice Provost for Undergraduate Education	Foellinger, Auditorium
9:15–10:00	DRAMA TECHNIQUES FOR TEACHING: **J. W. Morrissette**, Assistant Head for Academic Programs, Department of Theatre	Foellinger, Auditorium
10:00–10:25	BREAK (with beverage and snack)	Foellinger, Lobby
10:30–1:00	REQUIRED SMALL GROUP SESSIONS Bloom's Taxonomy & Introduction to Microteaching A series of sessions on foundational teaching topics, groups arranged by disciplines.	Small Groups are listed on Page 3
1:00–1:50	BOX LUNCH	Foellinger, Lobby
1:50–2:00	CONCURRENT SESSIONS A Focus: Teaching in Different Disciplines	Sessions are listed on Page 4
3:00–4:00	CONCURRENT SESSIONS B Focus: General Pedagogy	Sessions are listed on Page 5

Reminder about Microteaching. You will present in 90-minute blocks on Wednesday and Thursday in the Armory Building. 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.

Sign up for Microteaching **during or after the break today** and anytime tomorrow:

• **Wednesday sessions:** Foellinger **balcony** lobby **(upstairs)**

• **Thursday sessions:** Foellinger **lobby (main floor)**

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8:30–9:00	CHECK-IN & INFORMATIONAL SLIDESHOW	Foellinger, Auditorium
9:00–9:25	WELCOME BACK: **Lucas Anderson**, CITL	Foellinger, Auditorium
9:25–10:25	GRADING: **Shelly Schmidt**, Food Science & Human Nutrition	Foellinger, Auditorium
10:25–10:50	BREAK (with beverage and snack)	Foellinger, Lobby
10:50–11:50	CONCURRENT SESSIONS C Focus: Teaching with Technology	Sessions are listed on Page 6
12:00–1:00	CONCURRENT SESSIONS D Focus: Culture and Diversity	Sessions are listed on Page 7
2:15–3:15	LIBRARY TOURS (optional) Choose one of two tours happening simultaneously. Main Library: Meet in the Marshall Gallery (east side) Grainger Engineering Library: Meet at front desk	

Reminder: *Sign up for Microteaching before 1 pm TODAY!*

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Small Group Assignments
(For required small group sessions)

DAY ONE: MONDAY, AUGUST 20 // 10:30 AM - 1 PM

Small Group Assignments for Running a Class Session, Bloom's Taxonomy, Microteaching Prep, Student-Teacher Interaction.

GROUP 1   DKH 108

LISA TRAVIS & KELSEY DZWILEWSKI
Psychology, Ed Psych, Speech & Hearing Science

GROUP 2   WOHL 152

ELAINE SCHULTE & DEVYN SHAFER
Physics

GROUP 3   B102 CLSL

DEB BIELSER & MCB STAFF
School of MCB

GROUP 4   DKH 115

LIBBY HAYWOOD
Art & Design

GROUP 5   LINC 1028

BRYAN BUCKLEY
ACE, Economics, Statistics

GROUP 6   LINC 1065

ANGELI GAMEZ & SUSHOBHAN SEN
Aerospace Engineering, CEE, ISE

GROUP 7   WOHL 226

LUCAS HENRY & CASEY BREGE
Dance, Music, Theatre

GROUP 8   DKH 119

YU CHEN & ALEX PAGANO
MatSE, MechSE

GROUP 9   WOHL 166

ALAINA PINCUS
Anthropology, Classics, Geology, Latina/Latino Studies, Philosophy, Political Science, Religion, Sociology

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GROUP 10   LINC 1027

MEGAN WITZKE & EMILY CHEN
Ag & Bio. Engineering
Bioengineering, ChemBE, NPRE

GROUP 11   DKH 123

NATHALIE BAENA & DANIEL RAUDABAUGH
Animal Sciences, Biophysics, NRES, Crop Sciences, Comp Bioscience, Integrative Biology

GROUP 12   LINC 1060

JACLYN THEISEN
Ag Ed, FSHN, HDFS, RST, Social Work

GROUP 13   DKH 125

CASSANDRA ROSADO & HANNAH KIM
Comp. & World Lit, EALC, Linguistics French & Italian, Germanic Lang & Lit, Slavic Lang & Lit

GROUP 14   LINC 1064

YIRAN GAO & GINA McGOVERN
Astronomy, GGIS, iSchool, ICR, Informatics, MACS

GROUP 15   WOHL 226

KATHERINE JO
Accountancy, Advertising, BADM Finance, LER

GROUP 16   LINC 1066

TYLER PACK
Architecture, DURP, Landscape Architecture

GROUP 17   LINC 1092

IAN LUDDEN & KRISTEN VACCARO
Computer Science

GROUP 18   WOHL 245

JOHN OUTWATER
Electrical & Computer Engineering

GROUP 19   DKH 215

SARAH BONSON & LUKE AKIN
Chemistry   *Last Name A-K*

GROUP 20   DKH 215B

MARYAM KHADEMIAN & THAO MEE XIONG
Chemistry   *Last Name L-Z*

GROUP 21   WOHL 130

JEANINE BENSKEN & ALICIA JONES
KCH

CLSL = Chem & Life Sci Lab
DKH = David Kinley Hall

GREG = Gregory Hall
HENRY ADMIN = Henry Administration Bldg

LINC = Lincoln Hall
WOHL=Wohlers Hall

Concurrent Sessions A

SESSION A: MONDAY, AUGUST 20 // 1:50-2:50 PM

A1. **Tackling Common Issues in Engineering Lab Courses (KAZEEM ALIDOOST)**   LINC 1090

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. **Preparing to Teach in a Laboratory Classroom (ELIZABETH BLINSTRUP-GOOD)**   LINC 1002

In lab courses, students engage in hands-on activities, handle laboratory equipment, work on group projects, and practice scientific writing. As a result, TAs may encounter challenges that do not arise in a traditional lecture setting. This session will help TAs prepare for teaching a laboratory course and will also include a discussion about student-driven learning.

A3. **Active Learning Strategies (MITCH FISHER)**   GREG 223

This session will explore several active learning strategies teaching assistants can incorporate in the classroom. We will discuss and practice different strategies to help make your classroom a more active and engaging learning environment.

A4. **Presentation Strategies & "Tricks-of-the-Trade" for the Excellent Teacher (LAWRENCE ANGRAVE)**   LINC 1092

Ready? Go! 7 facts x 5 actions x 16 weeks x 1 Teacher = ? How to be an excellent teacher and presenter. Practical advice, priorities, and some do's and don'ts I wish I'd known before I started teaching.

A5. **Preparing to Teach Online (MARC THOMPSON, MITCH KAGE & WHITNEY McCOMAS)**   319 GREG

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 appropriate course policies and electronic document formats, and facilitating academic integrity in online assessment.

A6. **How to Do Problem-Solving in Groups (CHRISTIAN BOYD)**   245 WOHL

If there is one mismatch between students and instructors in the STEM fields, then it has to be problem-solving. Instructors want students to work and gain experience whereas some students simply want to see answers. One way this can be prevented is by employing active learning. In this session we will discuss various active learning methods to encourage students to engage with the material and actually start solving problems.

A7. **STEMulating Engagement & Curiosity in Discussion Sections (JOSE ZAVALA & GAVE RUDEBUSCH)**   LINC 1027

Learn how to plant curiosity-inspiring questions into lecture and discussion sections to harvest fruitful learning moments. We will share our insights in setting good habits to build a curiosity-driven learning environment.

A8. **Teaching with Confidence (KATHERINE JO & JUSTIN YORK)**   WOHL 152

Teaching is a nerve-wracking experience for many people. We will discuss how to prepare for three key aspects of teaching, all of which will help you become a confident teacher and enjoy your time in the classroom.

A9. **Learning from Objects (KIM SHEAHAN)**   LINC 1065

Object-based learning introduces new observation, interpretation, and learning strategies and can broaden your teaching and student engagement across disciplines. Leave with resources for teaching from Spurlock Museum, including object loan info and sample curricula.

A10. **Improving Learning Effectiveness (JIM WENTWORTH)**   LINC 1066

Students enter college with vastly different learning strategies and abilities. This workshop will explore how you can aid your students in developing more effective approaches to learning. We'll cover various evidence-based strategies that anyone can use to improve learning and retention.

Concurrent Sessions B

B1. How to Have More Discussion in Science Classes (CHRISTIAN RAY)
GREG 223

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-type setting.

B2. Responding to Student Writing (CAROLYN WISNIEWSKI)
GREG 319

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. student learning.

B3. Teaching for Professional Development (DEREK ATTIG)
LINC 1065

Make the most of teaching by approaching it as an opportunity for professional development. Whether your career plans involve teaching or not, 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.

B4. Active Learning Made Easy (AVA WOLF)
LINC 1027

We know that active learning in the classroom is important, but how do you make it happen? This full participation session introduces dozens of easy and engaging learning activities. Walk away with strategies you can use in any discipline.

B5. Incorporating Library Resources into Your Teaching (PIPER MARTIN)
LINC 1066

Learn how to use library resources effectively, including the best routes to discipline-specific resources and expertise and best practices for sharing materials through assignments and in the classroom.

B6. Helping Distressed and Distressed Students (TOM MIEBACH & KATERINE SNYDER)
LINC 1090

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!

B7. What They Never Told Me: 10 Things I Learned in 10 Years to Have Success in Classroom Teaching
LINC 1092

(STEVE NOTARO) 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.

B8. Creating Motivating Lessons (JILL HUANG)
WOHL 245

You will be introduced to Keller's ARCS model of motivational instructional design through modeling of different aspects and have opportunities to apply ideas by discussing and designing usable lesson activities. Laptops, tablets, or smartphones required.

B9. Is that Really My Job? Exploring the Multiple Facets of Teaching through Case Studies
WOHL 152

(KATHERINE JO & JUSTIN YORK) In this session, we will explore the multiple roles you may play as a teacher that go beyond developing a good lesson plan and consider the various decisions you will have to make even with the best-prepared lesson plan. Using case studies, we will discuss some simple tips and frameworks for thinking about your teaching role holistically.

B10. The Power of Presentations: Enhancing Your Slides for Teaching & Engagement (JAMIE NELSON)
LINC 1002

We've all sat through presentations that were boring, confusing, and drab. How do you communicate your message most succinctly? What visuals will captivate and inform our students the best? In this session we distill the magic that just might take your next presentation from bland to grand.

Concurrent Sessions C

C1. ITA SESSION: Get Rhythm: Keys to Intelligible Speech (LAURA HAHN)   FOELLINGER AUDITORIUM

This Session is Recommended for TAs speaking English as a second language. "A pause in the wrong place, an intonation misunderstood, and a whole conversation went 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 context.

C2. Engagement Beyond the Classroom with Collaborate Ultra (ADAM EDWARDS)   LINC 1027

Want to conduct office hours from the comfort of your own home? Looking to record quick tutorials to help students learn? Traveling for a conference but can't find a sub? In this workshop you'll learn how to use the streaming video tool Collaborate Ultra to engage your students outside of the physical classroom. We'll discuss virtual office hours, recorded presentations, break-out group discussions and more! Join virtually at: bit.ly/GA18collabworkshop

C3. Creating, Adapting, and Using Grading Rubrics to Provide Effective Feedback   LINC 1092

(LEYLA LAMBERT & JOHN KOTNAROWSKI) 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.

C4. Know Your Tools: Classroom Tech (TRACY WHITTAKER)   WOHL 130

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!

C5. Making Teaching Materials Comprehensible (AMANDA OWINGS)   GREG 223

Some students have difficulties viewing and understanding content presented in class due to poorly made or confusing figures and text. This session will teach you technology to help make your teaching material more understandable to all. Laptops are recommended.

C6. Teaching Students to Interpret Data (ASHLEY HETRICK)   WOHL 152

In this session, we will explore the multiple roles you may play as a teacher that go beyond developing a good lesson plan and consider the various decisions you will have to make even with the best-prepared lesson plan. Using case studies, we will discuss some simple tips and frameworks for thinking about your teaching role holistically.

C7. Illinois Compass 2G: Key Features for Teaching Assistants (DAN HAHN)   WOHL 245

This session will provide teaching assistants with a familiarity of the commonly used features. Topics include basic content creation and organization, emailing students through Illinois Compass 2g, adding users to the course, creating assignments and online grading.

C8. Copyright for TAs: Sharing Your Own Work, Using the Work of Others, and Teaching (SARA BENSON) 138 HENRY ADMIN

Using copyrighted materials in class? Using copyrighted materials in research? If the answer to one or both of these questions is "yes" then this workshop is for you. Come and discuss how to use materials in your courses and research in a lawful manner.

C9. Using Machine Translation as an Effective Pedagogical Tool in Language Learning Classrooms   166 WOHL

(TRICIA THRASHER) Why do my students continue using Google translate? Despite the negatives that seem to accompany machine translation, this technology can be employed pedagogically in the classroom to promote language learning. This session is devoted to showing language TAs how to effectively integrate machine translation in their classrooms.

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D1. Bridging the Gap: Ways of Navigating the Waters of Culture and Communication in the Classroom — ARMORY 333

(CALEN GUTWEIN) 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.

D2. Effectively Working with Students with Disabilities (ANN FREDRICKSEN & TINA ROLFE) — ARMORY 432

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!

D3. Responding to Second Language Writers (CAROLYN WISNIEWSKI & LOGAN MIDDLETON) — WOHL 243

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.

D4. Using Object-Based Learning to Build Analytical Skills around Implicit Bias — LINC 1028

(MONICA SCOTT & ELISABETH STONE) Discussions of how we describe objects can build empathy in the classroom. Employing an analysis of descriptions of multi-cultural objects, and self-reflective dialogue, we'll examine our biases when talking about objects and the people that make and use them.

D5. LGBTQ Cultural Competency in the Classroom (JASMINE ROUTON) — ENGLISH 259

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.

D6. With or Without Trigger Warnings: A Conversation on Teaching Sensitive Topics (MOLLY MCLAY) — GREG 213

Considering the growing national dialogue on classroom safe spaces, this session will provide best practices for teaching sensitive topics in ways that facilitate students' safe yet active engagement with the material, rooted in the presenter's longstanding teaching experiences.

D7. Introduction to the American Classroom for International Educators (ANITA GREENFIELD) — LINC 1090

Who are American students? What is an American classroom like? This workshop introduces U of I undergraduates and the cultural norms of American teaching. You'll leave the session with a plan to adapt your own teaching to a new country.

D8. Stumbing Blocks in Intercultural Communication (AMIRA AL-MUTAIRI) — ARMORY 331

Participants will identify and evaluate habits, mindsets, and perspectives that serve as barriers, also known as "stumbling blocks," to effective intercultural communication and will leave the workshop with practical tips for overcoming them.

D9. The Inclusive Classroom (ELIZABETH CARROLL) — ENGLISH 160

International students comprise 23% of population at UIUC, most facing challenges in the classroom to communicate effectively and adjust to educational culture in the US. This session will discuss what causes these struggles, and what TAs can do to minimize them to better connect with all students.

D10. Working with Students from Diverse Backgrounds (LIBBY HAYWOOD) — LINC 1066

Our students come from a variety of backgrounds, each with unique experiences and worldviews. This discussion will explore how different factors may influence student performance, work through potential scenarios, and discuss strategies to proactively promote inclusivity in the classroom.

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Thank you for attending the Fall 2018 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 Grad Academy Coordinator:** Lucas Anderson

CITL Graduate Affiliates: Kazem Alidoost, Slav Dvoretskiy, Libby Haywood, Katherine Jo, and Tyler Pack

CITL Conference Services: Scott Randall & Nancy Simpson

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