

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. Morrisette , Assistant Head for the Department of Theatre	Foellinger, Auditorium
10:00–10:25	BREAK (with beverage and snack)	Foellinger, Lobby
10:25–12:45	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
12:45–1:30	BOX LUNCH	Foellinger, Lobby
1:30–2:30	CONCURRENT SESSIONS A Focus: Teaching in Different Disciplines	Sessions are listed on Page 4
2:40–3:40	CONCURRENT SESSIONS B Focus: General Pedagogy	Sessions are listed on Page 5
4:00–5:00	LIBRARY TOURS (<i>optional</i>) Choose one of two tours happening simultaneously. Main Library: Meet in the Marshall Gallery (east side). Grainger Engineering Library: Meet at front desk.	



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. You will be provided with a URL to sign up online.

8:00–8:15	CHECK-IN for International TAs	Foellinger, Auditorium
8:15–8:45	HOW TO MAINTAIN YOUR VISA STATUS	Foellinger, Auditorium
8:45–9:00	CHECK-IN for Domestic TAs	Foellinger, Auditorium
9:00–9:25	WELCOME BACK: Lucas Anderson , CITL	Foellinger, Auditorium
9:25–10:25	GRADING: Michael Loui , Professor Emeritus of Electrical and Computer Engineering	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

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



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

GROUP 1

DKH 108

LISA TRAVIS & KELLY CLARY

Psychology, Speech & Hearing Science

GROUP 4

DKH 212

CHRIS BEATY & MIRIAM

SALAH Art & Design

GROUP 7

WOHL 130

ERICH WEIGER

Dance, Music, Theatre

GROUP 2

LINC 1028

ELAINE SCHULTE & DEVYN SHAFER

Physics

GROUP 5

WOHL 152

BRYAN BUCKLEY

ACE, Economics, Statistics

GROUP 8

WOHL 245

KAZEM ALIDOOST

MatSE, MechSE

GROUP 11

LINC 1092

JORDAN SICKLE & DUSTIN MAYFIELD-

JONES Animal Sciences, Biophysics,
NRES, Crop Sciences, Comp
Bioscience, Integrative Biology

GROUP 14

DKH 215B

YIRAN GAO & EMILY SHINKLE

Astronomy, GIS, iSchool, ICR,
Informatics, MACS

GROUP 17

DKH 119

ERIN MOLLOY & SNEHA KRISHNA

Computer Science

Last Name A-K

GROUP 20

LINC 1066

THAO MEE XIONG & RACHEL SKINNER

Chemistry

Last Name L-Z

GROUP 3

B102 CLSL

DEB BIELSER & MCB STAFF

School of MCB

GROUP 6

DKH 125

JOSE RIVERA & PUNIT SINGHVI

Aerospace Engineering, CEE, ISE

GROUP 9

DKH 215

AMIR TEIMOURIGERDEH &

BETH ANN WILLIAMS Anthropology,
Classics, Geology, Philosophy,
Political Science, Religion, Sociology

GROUP 12

DKH 111

JACLYN THEISEN

Ag Ed, FSHN, HDFS, RST, Social Work

GROUP 15

WOHL 226

BRYAN PARTHUM

Accountancy, Advertising, BADM
Finance, LER

GROUP 18

DKH 123

IAN LUDDEN & MEGHAN SHANKS

Computer Science

Last Name L-Z

GROUP 21

DKH 115

JEANINE BENSKEN & ALICIA JONES

KCH

GROUP 22

GREG 213

SLAV DVORETSKIY & GUANGZHOU CHEN

Electrical & Computer Engineering

ARCH=Architecture Bldg

CLSL = Chem & Life Sci Lab

GREG = Gregory Hall

LINC = Lincoln Hall

NOYES = Noyes Lab

WOHL=Wohlers Hall

A1. Preparing to Teach in a Laboratory Classroom (ELIZABETH BLINSTRUP-GOOD)

GREG 213

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.

A2. Engineering Laboratory Sessions: Do's and Don'ts (JOSE RIVERA-PEREZ)

LINC 1090

This session will focus on tips and ideas to conduct engineering laboratory sessions. We'll talk about preparation before a lab session, laboratory organization, and tips to conduct the session with limited equipment and multiple groups.

A3. How to Have More Discussion in Science Classes (CHRISTIAN RAY)

LINC 1002

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.

A4. Circle of Trust: Leading Open and Engaging Discussions (JADYN HARRIS)

WOHL 245

TAs will participate in a working model of an effective discussion session, including seating options, ice breakers, Brave Space vs. Safe Space, and discussing sensitive topics. Gain a better understanding of engaging college students in open, honest and straightforward discussion that values student's own funds of knowledge.

A5. Preparing to Teach Online (EMILY FORBES & AINE MCVEY)

DKH 123

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, and orchestrating online discussion through asynchronous and synchronous sessions.

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

LINC 1092

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. Curious Learning: Engaging Students in Lecture (LEXI HANNA)

GREG 223

This session will cover the importance of engaging students in lecture, strategies for instilling engagement through student curiosity, and examples that have worked well in the past. There will also be discussion and idea generation specific to individual classes/disciplines.

A8. Creating Motivating Lessons (JILL HUANG)

DKH 119

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.

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. 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

B1. Presentation Strategies & “Tricks-of-the-Trade” for the Excellent Teacher (LAWRENCE ANGRAVE)

GREG 213

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.

B2. Academic Integrity (DAVID FAVRE)

WOHL 152

Are you concerned about student academic integrity in your online course? Cheating in online courses is just as prevalent as in face-to-face courses. If we want to protect the value of our course, proactive and reactive steps should be built into our course design. Come join us as we share our experiences and consider these important steps to support academic integrity.

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 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.

B5. Teaching Students to Interpret Data (ASHLEY HETRICK)

LINC 1027

Students need to be able to interpret their data in compelling ways. Come learn strategies for teaching students to create strong research projects by explaining what data mean and how they know. Special attention paid to documentation and presentation skills.

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

LINC 1092

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. Teaching the Math Behind the Chemistry (ELISE MCCARREN)

WOHL 245

It is often said that if you are a chemistry teacher, you are also a math teacher. Here we will examine student difficulties involving applying mathematics to chemistry and will provide you with a set of tools to improve your student’s scientific problem solving skills.

B8. Grad School Survival Guide: Finding Wellness at Illinois (KATHERINE HATCHER)

LINC 1090

Grad school is difficult. Yet, little is being done to support graduate student mental health. This session will discuss self-care, campus resources, and other wellness tools for taking charge of improving our grad school experience.

B9. Learning: Is it a Black Box or Based on Grey Matter? (WALT HURLEY)

GREG 319

If we can understand how the brain functions during learning, then we should be able to be more effective as teachers. We will share ideas on how to apply the concepts presented to enhance the learning experience of our students.

B10. Best Practices for First-Time Teaching Assistants (JAMES STEUR)

LINC 1002

This session offers tips, tricks, and best practices in the classroom for any first time TA. We’ll cover general expectations for first time TAs and common pitfalls, to help you get the most of our your first experience being in the classroom.

B11. 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.

C1. The Power of Presentations: Enhancing your Slides for Teaching and Engagement (JAMIE NELSON) GREG 213

Throughout your life, you will almost certainly give presentations. 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 will distill the magic that just might take your next presentation from bland to grand.

C2. Writing Exam Questions for the CBTF (CRAIG ZILLES) NOYES 161

The Computer-Based Testing Facility (CBTF) was developed to support effective summative assessment in even the largest STEM courses. Writing exam questions for computer-based exams, however, is different than pencil-and-paper or Scantron exams. We will demonstrate the capabilities of computer-based exams and present best practices in developing questions for the CBTF.

C3. Creating, Adapting, and Using Grading Rubrics to Provide Effective Feedback GREG 319

(LEYLA COOPER & 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 (JOSH ERENBURG) DKH 119

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. Active Learning Made Easy (LEANNA DUNCAN) WOHL 243

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.

C6. Playful Teaching Techniques (JUDITH PINTAR) LINC 1092

In the first half of this session I will review some of the playful and gameful (not gamified) techniques that I have used in my classrooms; in the second half we'll playfully brainstorm ways to incorporate these techniques into courses covering even the driest and least playful of material.

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) DKH 123

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. Handling Common Technological Issues in Technical Lab Sessions (FIKRIYAH WINATA) NOYES 165

Teaching a lab session that involves an advanced technology may be challenging for some students, and technological issues are sometimes unexpected. This presentation will explore the difficulties and challenges that commonly happen during technical lab sessions from both students' and the instructor's views.

C10. Considerations in Assignment Design (GIANINA BAKER) GREG 223

Want to design assignments that are both fair and effective? In this session, we will use available tools and resources from the National Institute for Learning Outcomes Assessment (NILOA) and the Transparency in Learning and Teaching (TILT) project to ensure alignment between assignments, evaluative criteria, and student learning.

D1. ITA Session: Get Rhythm: Keys to Intelligible Speech (EVA MISZOGLAD)

GREG 213

*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.

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

GREG 223

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 (MARIA PAZ CARVAJAL REGIDOR)

WOHL 245

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

WOHL 152

(MONICA SCOTT & BETH WATKINS) 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)

GREG 319

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. Centering Survivors (JAYA KOLISETTY)

DKH 123

As a result of the #metoo movement and debates about trigger warnings, people are increasingly aware of the challenges that survivors of sexual violence may face. This session moves beyond the material provided in the University's online training to explore these needs and provide additional tools for supporting survivors in the classroom and on campus.

D7. Teaching @ UIUC – A Guide for International Teaching Assistants (NEHA GOTHE)

WOHL 243

Teaching in the US can be different from other countries, especially in terms of the expectations for both teachers and students. This session will review the US educational system, classroom formats GTAs may encounter and identify teaching resources at UIUC.

D8. Intercultural Skills for a Diverse Classroom (NICK DUNN)

LINC 1092

This is an interactive session combining empathy building and practical application of intercultural competencies to our uniquely international classrooms.

D9. Partnering with the Office of the Dean of Students to Create a Community of Care

NOYES 165

(ANN MARIE MORGAN) Known to many as the "Emergency Dean," the Student Assistance Center in the Office of the Dean of Students serves as a resource to students and faculty alike. Join us to discuss the many ways we can offer support & assistance.

D10. Backward Design and Universal Design for Learning (UDL): Making Learning Accessible for All

NOYES 161

(JOE MINARIK AND JOYCELYN LANDRUM BROWN) Students are diverse, including how each one learns. Whether your students are first-generation college students, international students or have a disability, how we construct learning experiences can affect whether each student is able to learn fully. Backward Design and Universal Design for Learning are approaches to curriculum development that can help you create more accessible learning experiences. This workshop will introduce participants to the ideas of backward design and Universal Design for Learning for use in curriculum instruction.

D11. Best Practices for Accessible Course Materials (MARC THOMPSON AND RACHEL MARTINIAK)

DKH 119

In this session, you'll learn some of the ways you can make your course and course materials more accessible to all students, including students with disabilities. We'll focus on major electronic document types and media, as well as campus policies and resources for accommodation.

I ILLINOIS

Center for Innovation in Teaching & Learning

Thank you for attending the Fall 2019 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, Leanna Duncan, Slav Dvoretzkiy, and Alicia Jones
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