

8:30–9:00	CHECK-IN & INFORMATIONAL SLIDESHOW	141 Wohlers, Foyer/Auditorium
9:00–9:15	WELCOME: <b>Lucas Anderson</b> , CITL	141 Wohlers
9:15–10:00	DRAMA TECHNIQUES FOR TEACHING: <b>J. W. Morrisette</b> , Theatre Studies Program	141 Wohlers
10:00–10:15	BREAK (with beverage and snack)	Wohlers Foyer
10:15–12:30	REQUIRED SMALL GROUP SESSIONS Running a Class Session Bloom's Taxonomy & Microteaching	Small Groups are listed on Page 3
12:30–1:15	BOX LUNCH	Wohlers Foyer
1:15–2:15	CONCURRENT SESSIONS A Teaching in Different Disciplines	Sessions are listed on Page 4
2:25–3:25	CONCURRENT SESSIONS B General Pedagogy	Sessions are listed on Page 4



PHOTO BY DANIEL BYERS, 2012

**Reminder:** *Sign up for Microteaching.*

You will do Microteaching in 90-minute blocks on Friday, January 11, in the Armory Building.

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

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.

8:30–9:00	CHECK-IN & INFORMATIONAL SLIDESHOW	141 Wohlers Foyer/Auditorium
9:00–9:30	WELCOME BACK: <b>Lucas Anderson</b> , CITL	141 Wohlers
9:30–10:20	GRADING: <b>Shelly Schmidt</b> , Food Science and Human Nutrition	141 Wohlers
10:20–10:40	BREAK (with beverage and snack)	Wohlers Foyer
10:40–11:40	CONCURRENT SESSIONS C General Pedagogy / Teaching with Technology	Sessions are listed on Page 5
11:50–12:50	CONCURRENT SESSIONS D Culture and Diversity	Sessions are listed on Page 6



PHOTO BY DANIEL BYERS, 2012

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Sign up today in Room 152 Wohlers.

# Graduate Academy for College Teaching

## Small Group Assignments

(For required small group sessions)

DAY ONE: WEDNESDAY, JANUARY 9: 10:15-12:30

**GROUP 1** 226 WOHLERS

**MCB STAFF**

School of Molecular & Cellular  
Biology (ALL departments)

**GROUP 2** 215 DKH

**ALEX PAGANO**

- Materials Science and Engineering
- Mechanical Science and Engineering

**GROUP 3** 317 DKH

**JOHN OUTWATER**

Electrical & Computer Engineering

**GROUP 4** 243 WOHLERS

**NATHALIE BAENA & DANIEL  
RAUDABAUGH**

- Animal Sciences
- Biophysics
- Chemistry
- Crop Sciences
- FSHN
- Geography & Geographic Information Science
- Geology
- Integrative Biology
- KCH
- Natural Resources & Environmental Sciences

**GROUP 5** 125 DKH

**GINA MCGOVERN**

- Ag Ed
- Anthropology
- Architecture
- Art & Design
- HDFS
- Informatics
- iSchool
- Landscape Architecture
- Linguistics
- Music
- Psychology
- Speech and Hearing Science
- Urban Planning

**GROUP 6** 215B DKH

**ANGELI GAMEZ & SUSHOBHAN  
SEN**

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

**GROUP 7** 209 DKH

**MITCH FISHER**

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

**GROUP 8** 245 WOHLERS

**IAN LUDDEN & LIBBY HAYWOOD**

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).

# Concurrent Sessions A/B

## SESSION A: WEDNESDAY, JANUARY 9: 1:15-2:15

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

245 WOHLERS

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 Setting (ELIZABETH BLINSTRUP-GOOD)

243 WOHLERS

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. Improving Learning Effectiveness (JIM WENTWORTH)

215 DKH

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.

### A4. Preparing to Teach Online (MARC THOMPSON & EMILY FORBES)

215B 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 appropriate course policies and electronic document formats, and facilitating academic integrity in online assessment.

### A5. The Power of Presentations: Enhancing your Slides for Teaching and Engagement (JAMIE NELSON)

317 DKH

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.

## SESSION B: WEDNESDAY, JANUARY 9: 2:25-3:25

### B1. Get Rhythm: Keys to Intelligible Speech (LAURA HAHN)

141 WOHLERS

*"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 context. This session is recommended for any TA speaking English as a second language.

### B2. Helping Distressed and Distressing Students (TOM MIEBACH & KATHERINE SNYDER)

243 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)

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

215 DKH

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.

### B5. Responding to Student Writing (CAROLYN WISNIEWSKI)

245 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.

# Concurrent Sessions C

**SESSION C:** THURSDAY, JANUARY 10: 10:40-11:40

## **C1. Introduction to the American Classroom for International Educators (ANITA GREENFIELD)**

245 WOHLERS

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.

## **C2. Illinois Compass 2G: Key Features & Productivity Tips for TAs (DAN HAHN)**

243 WOHLERS

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.

## **C3. Know your Tools: Classroom Tech (JOSH ERENBURG)**

226 WOHLERS

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!

## **C4. Running Effective Discussions (TYLER PACK)**

119 DKH

Whether you are fully in charge of a course, or only responsible for a discussion section each week, you can generate a lot of learning by stimulating good discussions in your class. Come to this session to learn some important principles for running effective discussions.

## **C5. Teaching with Confidence (KATHERINE JO & JUSTIN YORK)**

317 DKH

Teaching is a nerve-racking 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.



PHOTO BY DANIEL BYERS, 2012



# Concurrent Sessions D

**SESSION D: THURSDAY, JANUARY 10: 11:50-12:50**

## **D1. What They Never Told Me: 10 Things I Learned in 10 Years to Have Success in Classroom Teaching (STEVE NOTARO)**

119 DKH

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.

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

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!

## **D3. Teaching LGBTQ Students and Topics (JASMINE ROUTON)**

226 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.

## **D4. Responding to Second Language Writers (LOGAN MIDDLETON & CAROLYN WISNIEWSKI)**

243 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.

## **D5. Working with Students from Diverse Backgrounds (LIBBY HAYWOOD)**

317 DKH

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.

# **I ILLINOIS**

Center for Innovation  
in Teaching & Learning

**Thank you for attending the Spring 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

**Grad Academy Coordinator:** Lucas Anderson

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

**CITL Conference Services:** Scott Randall & Nancy Simpson