



Center for Innovation
in Teaching & Learning

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN

GRADUATE ACADEMY FOR COLLEGE TEACHING

Wednesday, January 20, 2021 (all times Central)

8:30–1:00

PRE-WORK - If you haven't already claimed your eText, [claim the eText here](#)

–eText Chapter “Running a Class Session” must be completed before live sessions begin at 1:00.

–eText Chapter “Grading” must be completed before the end of the day January 21.

–eText Chapters “Policies and TA Resources” and “Beyond the Academy” must be completed before Spring classes begin.

1:00-1:20

WELCOME – [click here to join Zoom for the welcome session](#)

1:30–2:45

SMALL GROUP SESSIONS

Log into the session with your department listed

[Find a Zoom Cheat Sheet here](#)

3:00–4:00

CONCURRENT SESSIONS A

Thursday, January 21, 2020 (all times Central)

9:30–10:30

CONCURRENT SESSIONS B

10:45–11:45

CONCURRENT SESSIONS C

1:00–2:00

CONCURRENT SESSIONS D

2:15-3:15

CONCURRENT SESSIONS E

Lucas will try to stay logged into his [Zoom office](#) for drop-in questions during the Academy.

Small Group Sessions

Day 1 – Wednesday, January 20, 2021 – 1:30 pm-2:45 pm Central

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

CLICK ON YOUR DEPARTMENT FOR THE LINK TO THE ZOOM SESSION.

	Facilitator Name	Departments
GROUP 1	MORGAN FONG & MAX FOWLER	Computer Science (Last Name A-L)
GROUP 2	IAN LUDDEN	Computer Science (Last Name M-Z)
GROUP 3	DEVYN SHAFER	MatSE, MechSE, Physics
GROUP 4	HANNAH DARCY & RITVIKA LUTHRA	Electrical & Computer Engineering
GROUP 5	LUZMARINA GARCIA	Accountancy, ACE, BADM, Finance, LER, Statistics
GROUP 6	JOSE RIVERA	CEE, ISE, NPRE
GROUP 7	ZEYNEP AYLA & SARAH KRUEGER	ABE, Bioengineering, ChBE, Chemistry
GROUP 8	MADHURA DUTTAGUPTA & SANA SABOOWALA	Animal Sciences, Biophysics, Crop Sciences, IB, NRES
GROUP 9	JEANINE BENSKEN & SIHUI MA	FSHN, GGIS, Geology, iSchool, Informatics, KCH
GROUP 10	YIRAN GAO & ERICH WEIGER	Anthropology, Architecture, A+D, Landscape Architecture, Philosophy, Psychology, PoliSci, Religion, SHS, Sociology, DURP

Concurrent Sessions A

Day 1 – Wednesday, January 20, 2021 – 3:00 pm-4:00 pm Central

CLICK ON A SESSION TITLE FOR A LINK TO THE ZOOM SESSION

A1. [How to Have More Discussion in Science Classes](#) (CHRISTIAN RAY)

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.

A2. [Creating, Adapting, and Using Grading Rubrics to Provide Effective Feedback](#) (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.

A3. [Flipped Lessons and Zoom Meetings: Creating Engaging and Informative Online Class Sessions](#) (ERICH WEIGER)

This concurrent session will help participants answer the question "How am I supposed to teach a class that only meets online?" Participants will be introduced to Bergmann and Sams' Flipped Lesson model, Puentadura's SAMR model, and learn how to use the Zoom platform to create informative and engaging class sessions.

A4. [Copyright for TAs: Sharing Your Own Work, Using the Work of Others, and Teaching](#) (SARA BENSON)

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.

A5. [PIE Structure in Teaching](#) (CHENGZHENG YU)

The Point-Illustrate-Example (PIE) structure is widely used in academic writing. This concurrent session shows how to apply PIE in designing your micro teaching as well as your future classes and how it makes your lectures/discussions more efficient.

GEO 101: [What Is My Labor Union? What Is My Work Contract?](#)

The Graduate Employees' Organization at UIUC represents approximately 2,700 Teaching Assistants (TAs) and Graduate Assistants (GAs) at UIUC. We are the official venue through which TAs and GAs can negotiate with the University Administration over our healthcare, wages, and other working conditions. Currently, we are negotiating changes in our workplace due to COVID-19. Come find out more about bargaining and our dynamic, fun, and energizing committees and working groups!

Concurrent Sessions B

Day 2 – Thursday, January 21, 2021 – 9:30 am-10:30 am (Central)

CLICK ON A SESSION TITLE FOR A LINK TO THE ZOOM SESSION

B1. [LGBTQ Cultural Competency in the Classroom](#) (JASMINE ROUTON)

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. [*Culture and Diversity Session*]

B2. [Learning from Objects](#) (KIM SHEAHAN)

Object-based learning introduces new observation, interpretation, and learning strategies and can broaden your teaching and student engagement across disciplines. Please bring the following to the meeting: keys, paper currency, your cellphone, and a book.

B3. [Reframing the “Difficult Dialogue”: Strategies for Creating an Inclusive Classroom](#) (ROSS WANTLAND)

As instructors, we may be anxious about how to lead our classrooms in ways that address bias and promote positive interactions. Join us for an interactive session on strategies to embrace challenging moments and create an inclusive and engaged classroom. [*Culture and Diversity Session*]

B4. [The Power of Presentations: Enhancing your Slides for Teaching and Engagement](#) (JAMIE NELSON)

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.

B5. [Making Your Course Materials Accessible](#) (ERIN CREUZ & AMY MERKLEY)

Covering both legal and practical concerns of online course accessibility, this workshop will show you what it takes to make your online teaching accessible to all, setting you apart as a mindful, masterful online educator. [*Culture and Diversity Session*]

GEO 101: [What Is My Labor Union? What Is My Work Contract?](#)

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Concurrent Sessions C

Day 2 – Thursday, January 21, 2021 – 10:45 am-11:45 am Central

CLICK ON A SESSION TITLE FOR A LINK TO THE ZOOM SESSION

C1. [Active Learning Made Easy](#) (LEANNA DUNCAN)

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.

C2. [Stumbling Blocks to Intercultural Communication: Considerations for the Classroom](#) (NICK DUNN & FLORENCE ADIBU)

Participants will learn the Stumbling Blocks to Intercultural Communication, the various habits, mindsets, and perspectives that can serve as barriers to effective intercultural communication. Participants will learn how to identify these barriers and leave the workshop with practical tips for overcoming them in the classroom. This session will build on intercultural empathy and skills for bridging virtual and communication divides so we can better serve our colleagues, students, and peers in the (virtual) classroom and workplace to communicate more effectively and appropriately. [*Culture and Diversity Session*]

C3. [Helping Distressed and Distressing Students](#) (TOM MIEBACH & KATERINE SNYDER)

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! [*Culture and Diversity Session*]

C4. [Come Together: Teaching for Inclusion](#) (LUZMARINA GARCIA)

This interactive session will provide tools to create a virtual or in-person classroom that is conducive to accessibility and inclusivity. Your role in planning and determining content for your class, along with assumptions and choices we make as teachers, influence a student's sense of belonging. This session will delve into strategies and perspectives to create the right conditions to make your course a learning community and a welcoming environment. [*Culture and Diversity Session*]

C5. [Zoom Basic Features and Instructional Tools](#) (DAVID REID & AINE MCVEY)

This presentation will review how to activate your Illinois Zoom account, sign in with SSO and use the basic features as a meeting host. We will also take a closer look at meeting tools that can foster student engagement when using Zoom for instructional purposes, such as nonverbal feedback, polls and breakout rooms. We will offer a short Q&A at the end.

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Concurrent Sessions D

Day 2 – Thursday, January 21, 2021 – 1:00 pm-2:00 pm Central

CLICK ON A SESSION TITLE FOR A LINK TO THE ZOOM SESSION

D1. [Effectively Working with Students with Disabilities](#) (ANN FREDRICKSEN & TINA ROLFE)

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! [*Culture and Diversity Session*]

D2. [Illinois Compass 2G: Key Features for Teaching Assistants](#) (DAN HAHN)

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.

D3. [Responding to Student Writing](#) (CAROLYN WISNIEWSKI)

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.

D4. [Teaching with Human-Centered Design: Emphasizing the Role of Empathy and Iteration in Teaching](#) (SAADEDDINE SHEHAB) Human-Centered Design is a problem solving approach that identifies the unmet need of a population in order to collaboratively and iteratively develop solutions. Teachers can teach with Human-Centered Design, wondering how? This session will focus on practices and tools that you can implement in your class to empathize with your students and iterate on your teaching activities and strategies.

D5. [Improving Learning Effectiveness](#) (JIM WENTWORTH)

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.

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Concurrent Sessions E

Day 2 – Thursday, January 21, 2021 – 2:15 pm-3:15 pm Central

CLICK ON A SESSION TITLE FOR A LINK TO THE ZOOM SESSION

E1. [Centering Survivors](#) (JAYA KOLISSETY & SAHELI SHETH)

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. [*Culture and Diversity Session*]

E2. [Creating Instructional Media for Your Course](#) (ED PIERCE)

In this session, we'll look at some of the best practices and ideas for educational media. Plus, we'll introduce you to campus-provided and free media tools, including several [tutorial videos](#) and [documentation](#).

E3. [Preparing to Teach Online](#) (JORDAN LEISING & DAWN ARCHIBOLD)

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.

E4. [Encouraging Growth Mindset in Students](#) (DEVYN SHAFER)

With a growth mindset, students believe that they can develop their skills through hard work rather than relying on a fixed set of abilities. In this session, we will discuss growth mindset and talk about ways that instructors can encourage this mindset in their students.

E5. [Responding to Multilingual Writing](#) (CAROLYN WISNIEWSKI)

This presentation will introduce you to a toolkit of strategies to help you respond to student writing in ways that are efficient, consistent, and valuable to students, with a specific focus on responding to students who write in English as a second or additional language. You will learn about the multilingual writers on our campus, patterns of language development, and practices for responding to writing effectively within the objectives of your course. [*Culture and Diversity Session*]

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CITL Director: Michel Bellini • **CITL Grad Academy Coordinator:** Lucas Anderson

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