



ABOUT CTL

The mission of the Center for Teaching and Learning is to support teaching and learning at all levels and in all contexts in which instruction occurs in the university. The constituencies served by CTL programs and services are diverse, with a broad range of interests and concerns. On request, CTL facilitates the work of its constituencies, drawing upon its expertise in curriculum development, student development and learning, professional development of teachers, evaluation, learning environments, and instructional services. CTL also draws upon the expertise of its colleagues at other institutions nationwide to assist groups and committees examining pan-institutional issues. We welcome opportunities to work with:

Individual Carolina Teachers

- ◆ to help them prepare for instruction, develop new approaches to teaching, and interpret feedback on the quality of their courses and teaching; to support the transition to new teaching roles or disciplinary settings; to acquire the skills needed to teach in new environments; and prepare for promotion, tenure or a job search.

Groups of Carolina Teachers

- ◆ to develop responsive, specialized programs and services that address particular group needs or shared challenges that may arise when adjusting to a new institution, new teaching roles or techniques, or assuring that instruction meets curricular goals.

Departments, Curricula, Cross-Curricular Programs and Centers

- ◆ to facilitate specific projects and provide long-term support to committee work; and to contribute expertise in curricular and instructional planning, build collaborative resources, develop strategies for faculty and student involvement, and assist with comprehensive assessments and review.

Schools and Colleges

- ◆ to provide expertise on specific pedagogical issues; to offer guidance for implementing new systems and support for facilitating school-wide change associated with program reviews, national disciplinary initiatives, student recruitment and retention, renovation of teaching facilities, and faculty or student evaluation needs.

Institutional Committees and Groups Studying Instructional Issues

- ◆ to address specific concerns in higher education; to assess policies or practices at other institutions; to review current research on best practices; and to examine issues through the lens of student or faculty development.

Academic Support Staff

- ◆ to help them prepare for new instructional roles; to support the development of skills in planning a class or teaching students and instructors; to prepare staff for teaching in a variety of instructional settings; and to conduct assessment.

Student Groups Interested in Aspects of Instruction and the Intellectual Climate

- ◆ to provide development support for students engaged in program planning, instructional support, classroom teaching, and the examination of educational issues from the student perspective.

Intra-Institutional Committees and Groups Focusing on Instruction

- ◆ to provide guidance and resources that facilitate exploration of new programs; to offer faculty development strategies and approaches to emerging issues in teaching; and to help other schools address administrative concerns such as budgeting, staffing and evaluation for teaching improvement initiatives.

To learn more about how the Center can support you in your teaching efforts, we invite you to drop by our offices on the ground floor of Wilson Library between 8:30 A.M. and 5:00 P.M., or contact us at (919) 966-1289.



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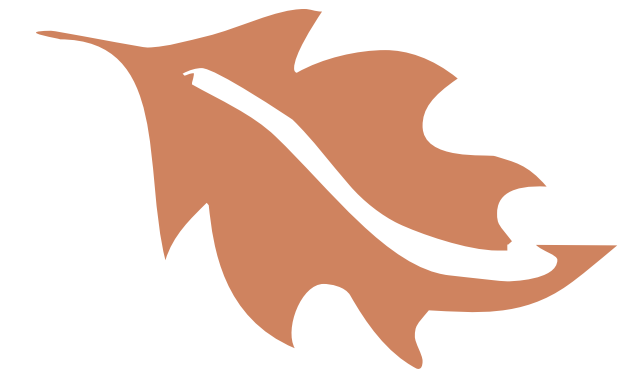
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SPRING 2006 EVENTS



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SPRING 2006 EVENTS



Center for Teaching & Learning

To register for any event, go to ctl.unc.edu/register.html, call us at 966-1289, or drop by Wilson Library 316. For a chronological calendar of events, go to ctl.unc.edu/cal.

EXPLORATIONS IN TEACHING SERIES

THE BASICS

Student Learning Outcomes: The Basis for Instruction

Tues., January 17 | 12:00–1:30 P.M. | Undergraduate Library 207

How do we expect students to be different as a result of taking our courses? How confident are we that our goals, classroom activities, and assignments are closely aligned? Participants will learn how to use learning outcomes as a framework for providing instruction and monitoring the effectiveness of their teaching.

Diversity in the Classroom

Wed., January 18 | 12:00–1:30 P.M. | Undergraduate Library 207

Today's students bring diverse backgrounds, cultures, and expectations to the classroom. Participants in this workshop will examine ways to identify and use classroom diversity to enhance course materials and class discussions.

Assessing Student Learning

Mon., January 30 | 12:00–1:30 P.M. | Undergraduate Library 207

Integrating assessment strategies into instruction poses a challenge for many teachers. Moving beyond the general principles of assessing student learning, teachers in this seminar will explore how they can develop a course framework that blends learning objectives, teaching strategies, and assessment tools in a way that provides a systematic approach to the assessment of learning.

Effective Multiple-Choice Testing

Wed., February 1 | 12:00–1:30 P.M. | Undergraduate Library 207

Participants will review issues of validity and reliability in multiple-choice testing, consider how to use item analysis to improve tests, and write test items that measure higher order thinking.

Writing and Grading Essay Questions

Thurs., February 2 | 12:00–1:30 P.M. | Undergraduate Library 207

Participants will review issues of validity and reliability in essay testing, methods for improved construction of essay items, and efficient techniques for grading essays.

Developing and Evaluating Group Projects

Fri., February 3 | 12:00–1:30 P.M. | Undergraduate Library 207

Effective group projects require attention to group selection, development, and maintenance. Careful planning and clear descriptions of the group projects will enhance group performance. The workshop will focus on these aspects of group work, along with strategies to troubleshoot common problems.

Planning/Redesigning Your Next Course

Fri., March 3 | 12:00–1:30 P.M. | Undergraduate Library 207

As the semester ends, teachers must begin to think about planning or redesigning their next course. This workshop will enable teachers to rethink course objectives and prepare a syllabus. Participants will also have opportunities to raise specific issues and discuss topics that arose in their last classroom experience.

Planning for Your Last Days of Class

Thurs., March 30 | 12:00–1:30 P.M. | Undergraduate Library 207

The last days of class are often used simply to tie up "loose ends" and prepare students for the final exam. However, these last days should be carefully planned to bring closure to the course as a whole and to prepare students for further learning. This session will allow us to address teaching strategies that can accomplish these goals and help instructors maximize the effectiveness of the last week of class.

EXPLORING/DEVELOPING NEW STRATEGIES

Educating Citizens for the 21st Century

Thurs., January 19 | 12:00–1:30 P.M. | Undergraduate Library 207

Research has shown that students learn much more effectively if they can relate new information to information that they already know. This session will address ways to integrate student experiences into the classroom and to incorporate diversity and multiple perspectives.

Managing Classroom Conflict

Fri., January 20 | 12:00–1:30 P.M. | Undergraduate Library 207

Almost every teacher is likely to experience some form of classroom conflict with students or between students during a teaching career. Conflicts can arise from differing faculty-student expectations, such as the interpretation of a grading scheme, or from differences between ideologies or strongly held beliefs. In this workshop, participants will use case studies to develop strategies for resolving conflicts satisfactorily.

Using Questions to Facilitate Discussion

Mon., January 23 | 12:00–1:30 P.M. | Undergraduate Library 207

Thoughtfully developed question sequences can help learners unearth hidden perceptions and reconsider the structure of their prior knowledge and understanding. Question sequences can also move learners towards more sophisticated levels of awareness and judgment. We will explore the role of questions in teaching and learning, focusing on developing a more systematic approach to the use of questions in teaching.

Creating Positive Interdependence in Group Work

Tues., January 24 | 12:00–1:30 P.M. | Undergraduate Library 207

Positive interdependence, the belief that a member of a group cannot be successful without the success of other members of the group, is at the heart of effective group dynamics. Fostering this attitude in group work requires preparation and ongoing monitoring of the group dynamics by all group members. This workshop is designed to provide teachers with strategies for efficiently introducing, developing, maintaining, and evaluating positive interdependence in group assignments.

Building Interaction into Learning

Wed., January 25 | 12:00–1:30 P.M. | Undergraduate Library 207

Interaction is an important dimension of transformational learning. Participants will review various types and purposes of interaction and how they can be used in class to foster higher-level learning.

Using Journaling to Facilitate Thinking and Writing

Thurs., January 26 | 12:00–1:30 P.M. | Undergraduate Library 207

Reflection is an essential component of critical thinking, and teachers often find that journaling is a particularly useful way to stimulate and structure the reflective process. Participants in this workshop will explore ways that journal assignments can be developed to facilitate thinking and learning.

Learning Contracts: Promoting Student Engagement

Fri., January 27 | 12:00–1:30 P.M. | Undergraduate Library 207

Student-centered learning can be more effective when students develop their own learning objectives. This workshop covers ways to facilitate student-developed learning contracts and provides a template for teachers to help students take charge of their learning.

Integrating Service and Learning into Your Course

Tues., January 31 | 12:00–1:30 P.M. | Undergraduate Library 207

Service-learning incorporates service into academic coursework to provide a richer learning experience for students and instructors. In these courses students gain a deeper knowledge of the course issues and a broadened understanding of their community. Course-based service-learning can be found at many universities and at UNC there are 25-30 courses taught each semester by faculty and TAs from over 20 disciplines. In this workshop, we will focus on the integral role of the instructor and TA in building a successful service-learning experience for students. Learn about the wealth of resources, from community partnerships to funding, that the APPLES Service-Learning Program provides to support your service-learning course.

Learning Portfolios: Student-Centered Learning

Mon., February 13 | 12:00–1:30 P.M. | Undergraduate Library 207

Research suggests that student learning is enhanced through the use of portfolios because they foster student-centered learning and the development of self-evaluation skills. Student portfolios are commonly used in the arts and engineering. In this workshop, participants will examine the benefits of using portfolios in any subject area.

Developing Critical Thinking in Students

Wed., February 15 | 12:00–1:30 P.M. | Undergraduate Library 207

Research shows that entering freshmen most often employ a right/wrong, dualistic approach to knowledge (some of the popular models are discussed in our February 14th workshop, *Intellectual Development of Undergraduates*). Exposing students to their dualistic thinking raises their own awareness of how they think and know. Teachers can use the findings from this research to develop lessons that foster "reflective skepticism" (an element of critical thinking) in students. In this workshop, participants will explore this research and its implications for effective lesson design.

Creating Online Communities

Thurs., February 16 | 12:00–1:30 P.M. | Undergraduate Library 207

Just because teachers can interact with students online, they should not assume that students are prepared to do so. What factors enable a teacher to create an effective online learning community in which students can participate easily and meaningfully? Workshop participants will investigate the development and maintenance of online learning communities and learn different ways to foster effective and efficient interaction.

Visualization Techniques to Enhance Learning

Fri., February 17 | 12:00–1:30 P.M. | Undergraduate Library 207

Teachers have often heard "a picture is worth a thousand words," but they seldom have the time or software expertise to create visual images that go beyond simple illustration. Participants in this workshop will explore several visualization strategies (concept maps, vee heuristics, etc.) that students can use to clarify the relationships among concepts in a course.

Finding and Using Open Resource

Learning Materials to Promote Instruction

Tues., February 28 | 12:00–1:30 P.M. | Undergraduate Library 207

One of the benefits of the internet is the availability of a wide variety of learning materials. These materials are often freely available to instructors and can be a starting point for the development of new materials. In this workshop, participants will explore the use of open resource learning materials such as MERLOT, the Open Video Project, and clearinghouses for case studies and problem-based learning.

The Commoner's Guide to Technical Jargon

Wed., March 1 | 12:00–1:30 P.M. | Undergraduate Library 207

Are you intimidated or confused by the jargon related to technology? Participants in this workshop will examine the meaning of common terms used in instructional technology, and how the terms and the processes they represent are applicable to teaching.

Teaching in Summer School

Wed., March 29 | 12:00–1:30 P.M. | Undergraduate Library 207

Teaching a summer session course presents special challenges for instructors and students. The accelerated pace and shortened schedule make it difficult to accomplish the same outcomes that one expects to achieve in a 16-week semester. Participants in this workshop will analyze the effects that these special conditions impose on teaching and learning and develop strategies to design and deliver effective summer session courses.

Humor in Teaching

Fri., March 31 | 12:00–1:30 P.M. | Undergraduate Library 207

On the eve of April Fool's Day, CTL offers some ways that you can limber up your funny bone to engage students and improve teaching effectiveness without sacrificing content. Participants will learn how appropriate use of humor can help create a positive and enthusiastic learning environment. The workshop will also include an overview of the scholarly research into the use of humor in pedagogy. No joke. The blog for the course is already available: <http://professorhumor.blogspot.com/>

SPECIAL TOPICS IN ACADEMIC LIFE

Intellectual Development of Undergraduates

Tues., February 14 | 12:00–1:30 P.M. | Undergraduate Library 207

How do undergraduates develop the cognitive processes necessary to understand the complexities of today's world? How can teaching facilitate undergraduate development? Participants in this workshop will review differing theories of intellectual development and discuss the implications for undergraduate instruction.

What We Know About How Students Learn

Mon., February 27 | 12:00–1:30 P.M. | Undergraduate Library 207

Recent research on learning from the cognitive neurosciences provides insights into how to structure learning experiences that facilitate the development of student understanding and performance in the cognitive, affective, and conative domains. We will explore the implications of this research for creating an optimal learning environment.

The Emotional Labor of Teaching

Thurs., March 2 | 12:00–1:30 P.M. | Undergraduate Library 207

"Emotional labor" refers to work that requires a great deal of face-to-face contact and produces some "emotional state" in others. Some occupations such as nursing and psychotherapy require high levels of emotional labor, and it is clear that this kind of work is trying for its practitioners. Yet, we often forget that teaching falls into this category and that many emotional demands are placed on college faculty in their teaching role. In this workshop, we will explore the concepts of "teaching presence" and "emotional labor" and identify strategies that enhance the perception of caring in our classrooms.

The Job-Search Teaching Portfolio

Mon., March 27 | 12:00–1:30 P.M. | Undergraduate Library 207

This workshop is designed specifically for graduate students entering the job market. Teaching portfolios are becoming increasingly important for marketing one's teaching credentials. In this workshop, participants will learn the basic format of a job-search portfolio and develop ideas for their own portfolios.

The Promotion/Tenure Teaching Portfolio

Tues., March 28 | 12:00–1:30 P.M. | Undergraduate Library 207

This workshop is designed specifically for faculty members preparing for promotion/tenure reviews. Many of UNC's schools require teaching portfolios for promotion and tenure reviews. In this workshop, participants will learn a basic portfolio format that can be adapted to their departmental guidelines and outline an approach to creating their own portfolios.

