

Center for Teaching and Learning

www.teaching.umn.edu

Interpret
Student Ratings

**Create Engaging
Assignments**

**Reach All
Learners**

**Give Great
Lectures**

Assess Student Learning

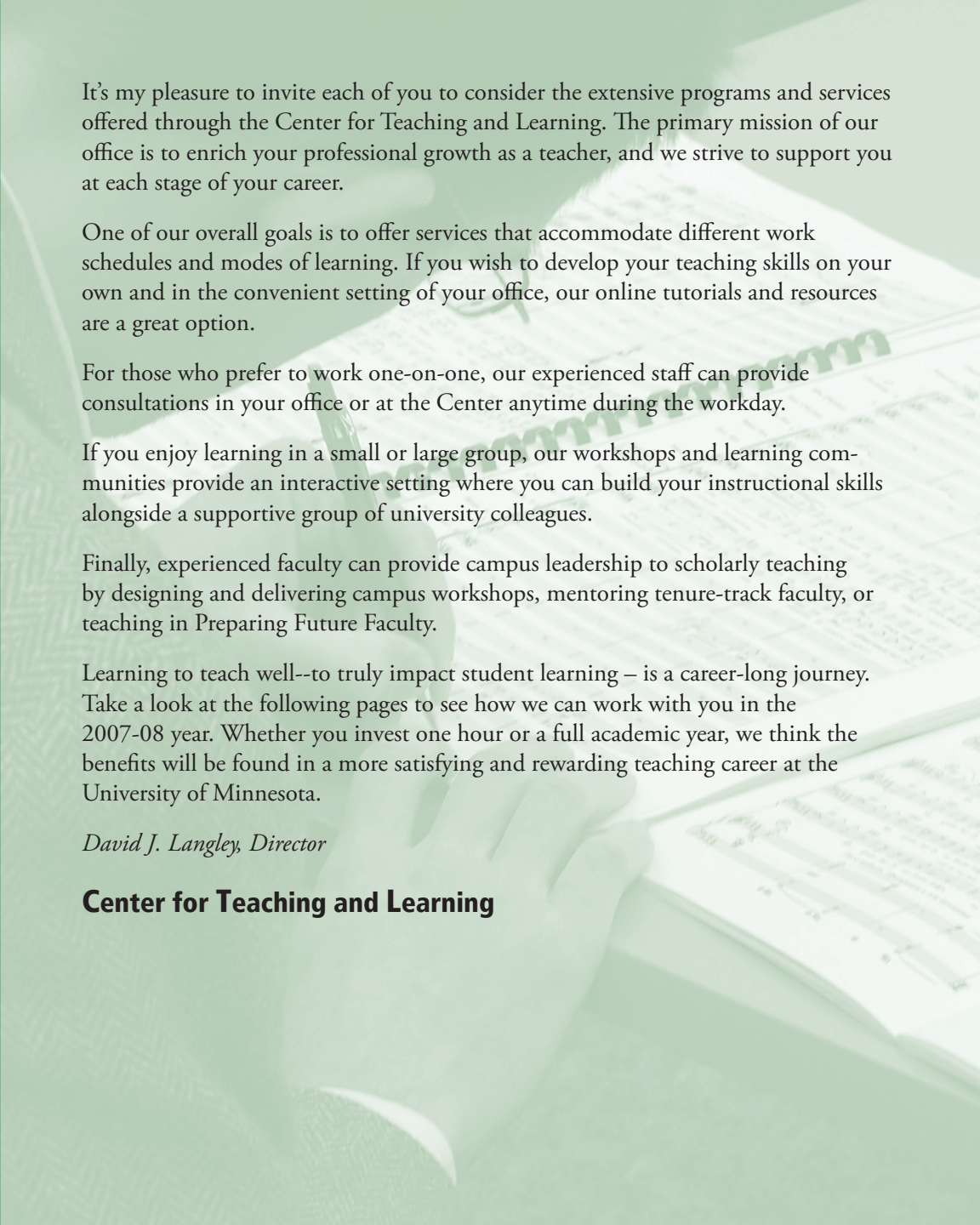
Energize
**Large
Classes**

Internationalize a Course

**Revamp Your
Syllabus**

Rethink Grading

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It's my pleasure to invite each of you to consider the extensive programs and services offered through the Center for Teaching and Learning. The primary mission of our office is to enrich your professional growth as a teacher, and we strive to support you at each stage of your career.

One of our overall goals is to offer services that accommodate different work schedules and modes of learning. If you wish to develop your teaching skills on your own and in the convenient setting of your office, our online tutorials and resources are a great option.

For those who prefer to work one-on-one, our experienced staff can provide consultations in your office or at the Center anytime during the workday.

If you enjoy learning in a small or large group, our workshops and learning communities provide an interactive setting where you can build your instructional skills alongside a supportive group of university colleagues.

Finally, experienced faculty can provide campus leadership to scholarly teaching by designing and delivering campus workshops, mentoring tenure-track faculty, or teaching in Preparing Future Faculty.

Learning to teach well--to truly impact student learning -- is a career-long journey. Take a look at the following pages to see how we can work with you in the 2007-08 year. Whether you invest one hour or a full academic year, we think the benefits will be found in a more satisfying and rewarding teaching career at the University of Minnesota.

David J. Langley, Director

Center for Teaching and Learning

Professional development delivered to your desktop

Help! There's A Student In My Office!

Need guidance on the U's academic misconduct policy? Want a new idea for assessing student learning? Check out this e-consult service for a quick response to your teaching-related questions.

Online tutorials

These self-paced sessions combine video and text to address key topics in depth. The flexible design lets you skip what you know and zero in on what you seek. Even veteran teachers will find practical new ideas here.

- Active Learning with PowerPoint
- Designing Smart Lectures
- Savvy Web Searching: Helping Students Research Electronically
- Making Active Learning Work
- Managing Conflict
- Syllabus Development
- Writing Your Teaching Philosophy: A Step-by-Step Approach

Journals and essays

Among the 25+ journals and gateway Web sites, find multiple perspectives on topics that include technology in education and the scholarship of teaching and learning. Browse numerous discipline-specific, refereed publications as well as educational book reviews.

Choose from a growing collection of scholarly essays on themes ranging from the validity of student ratings to student plagiarism to culturally sensitive classroom discussions.

Teaching resources

Tap into a range of in-depth readings, suggestions, and classroom activities on core topics.

Critical thinking

Design your course, assignments, and exams to help your students become better critical thinkers.

Just in time: tips and policies for faculty

Save time and avert problems by working through 20 teaching tips organized chronologically from the first day of class onward.

Multicultural teaching and learning resources

Delve into select web resources and short locally-authored articles supporting multicultural course design and assignments that foster multicultural learning.

Peer review of teaching

Find guidelines, recommendations, and observation instruments to establish or improve your department's peer review process.

TA/Supervisor teaching relationships

Consider suggestions to help establish expectations, avoid problems, and promote professional development.

Customized services that support your teaching goals

Consultations

Looking for someone outside your department to review your syllabus?

Interested in student feedback you can really use to improve learning?

Request a non-evaluative, confidential meeting with a Center for Teaching and Learning consultant to address any teaching-related question or concern.

Classroom visit

Invite a consultant to visit your class to help address a teaching-learning issue of interest to you. Pre- and post-visit meetings with the consultant enable you to set the context, establish the goals of the visit, and debrief through a non-judgmental conversation guided by reflective questions about the class.

Individual consultation

Request assistance with a particular aspect of instruction, such as:

- planning a course
- creating a syllabus
- designing a learning activity
- assessing student learning
- implementing multicultural teaching and learning strategies
- improving spoken English proficiency

Midterm or final evaluation consultation

Work with a consultant to create or select an appropriate evaluation form and/or to discuss proactive responses to the ratings you have received.

Student feedback through consensus

Arrange to have a consultant come into your classroom early in the semester to obtain student feedback that focuses on common themes. To view this process in action, check out the video on the CTL Web site.

Customized workshops

CTL can work with departments, colleges, and schools to design and deliver exactly what you need. Select from these or suggest your own:

Assessment

- Constructing Tests to Assess Student Learning
- Designing Multiple Choice Exams
- Designing Rubrics to Measure Student Learning
- Evaluating Teaching
- Improving Student Ratings of Teaching

Classroom management

- Dealing with Conflict in the Classroom
- Maximizing the Value of Groups/Teams

Instructional/course design

- Creating and Evaluating Program Outcomes
- Designing Courses to Maximize Student Learning
- Designing Effective PowerPoint Presentations
- Developing Learning Outcomes for Students
- Successful Approaches to Begin the Semester
- Syllabus Development

Instructional strategies

- Actively Engaging Students in the Classroom
- Addressing Student Learning Styles
- Case-based Teaching or Problem-based Learning
- Cooperative Learning Approaches
- Discussion-based Teaching

International/cross-cultural perspectives

- Cross-cultural Teaching
- Internationalizing Your Course

Professional development

- Developing Professionally as a Teacher
- Using Student Feedback to Improve Your Teaching

Faculty programs across your career span

Early Career Series

Faculty Learning Community – Academic Year 2007-08

Develop and enhance your teaching skills and establish a foundation for creative and engaging teaching. Work with distinguished teachers to explore a range of teaching topics through workshops, small group discussions, and individual activities. Become a more efficient and effective teacher while sharing and developing new ideas for use in your classrooms.

Faculty Learning Community – Spring Semester 2008

Expand your current knowledge and skills in the area of lecture-based teaching. By engaging regularly in classroom observation, small group discussion, and individual consultation, you will critically reflect on and enhance your delivery of classroom lectures.

Classroom Observation Program

Explore what makes a great college teacher by observing three expert teachers over the course of one semester. Each observation is followed by an informal discussion about teaching and learning with the expert during lunch at the Campus Club.

Mid-Career Faculty Learning Community

As an associate or full professor, you are uniquely positioned to explore innovations in teaching and learning in your discipline. This one-semester program enables you to build on your instructional experience and leadership while working on a specific teaching goal of your choosing. Want to internationalize a course? Incorporate service learning? Create new assignments or assessments? Develop a freshman seminar? Through cross-disciplinary group meetings and individual consultations, this program provides the structure and support to make it happen.

Making Meaning of a Life in Teaching

What influences have shaped and moved your life as a teacher? What period of your life most deeply influenced your values and attitudes about teaching and learning? In this yearlong program, experienced or seasoned faculty use memoir as a tool for critical reflection. Through group meetings in a cross-disciplinary “writing community” as well as individual consultations with program co-facilitators, discuss your ideas and receive support as you work on creating your own memoir of teaching.

Multicultural Teaching and Learning Fellows Program

Looking to develop a new course or a minor with a multicultural focus? Wish you could develop case-studies or other learning materials that incorporate diverse perspectives? Want to increase attention to cultural competency across a curriculum or program? Over the course of the year, meet six times with other instructors who are working on a wide range of projects. This small grant program is open to all full time instructional staff members at the U.

Graduate student programs

International TA Program – GRAD 5102 & 5105

Graduate students who are not native speakers of English and who wish to be teaching assistants must score at least 55 on the SPEAK Test. Those who don't are required by the University to take courses in this program to improve their spoken English and learn effective teaching strategies. Successful course completion results in TA eligibility.

Preparing Future Faculty – GRAD 8101, 8102 & 8200

In PFF, graduate students and post-docs discuss learning theory and strategies, develop teaching skills, create classroom and job-search materials, and work with faculty from a range of institutional types. According to our alumni survey, PFF alums are quick-starting faculty with high levels of job, student, and colleague satisfaction. Enrollment in GRAD 8101 is recommended early in the graduate or post-doc career.

Opportunities to share your expertise in scholarly teaching

Is scholarly teaching a special interest of yours? Have you honed a particular teaching method or developed a new approach to assessment? For experienced faculty who demonstrate a high degree of commitment to scholarly teaching, curriculum development, or technology applications to teaching, the Center for Teaching and Learning provides the following opportunities for you to share your expertise.

1. Have your teaching observed by faculty participants in the Early Career Series Classroom Observation Program.
2. Deliver a workshop on a particular aspect of teaching for CTL's August Teaching Enrichment Series.
3. Partner with CTL in the design and delivery of a customized workshop on teaching and learning for your department.
4. Serve as a resource teacher in the Early Career Academic Year Faculty Learning Community, assisting new faculty with their adaptation to the university.
5. Serve as a co-instructor for a graduate level course in Preparing Future Faculty in the CTL, focusing on teaching the next professoriate in higher education.
6. Conduct a study of student learning in one of your classes; prepare the results for a conference presentation or publication.

Professional Development

- online or in person
- one-on-one or with a group
- one time or ongoing



The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

This publication is available in alternative formats upon request. To request disability accommodations or for more information about the programs available, contact the Center for Teaching and Learning at 612-625-3041 or send an e-mail to teachlrn@umn.edu.

Office of
Human Resources

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