



“Workshops by Request”

This service (new in Fall 2007) offers sessions on topics that you care about, when you need them, and where you want them. Sessions are available to all departments, colleges, and other campus units. They are scheduled when interested instructors can attend at a location convenient to participants. Contact CTLT (438-2542; teachtech@ilstu.edu) with inquires or to schedule a session. The list of currently available workshops is below; additional sessions are being added.

Assessing Your Teaching

Tools for Assessing Your Own Teaching: An Overview

Workshop; 50 minutes; Dr. Claire Lamonica

Student evaluations are just a starting place when it comes to assessing your teaching. In this session we'll introduce a number of tools you can use to assess your own teaching, providing a new perspective for your own use and use by departmental committees charged with evaluating your teaching.

Tools for Peer Assessment of Teaching: An Overview

Workshop; 50 minutes; Dr. Claire Lamonica

Student and self evaluations can provide two important perspectives on your teaching. A third perspective can come from your peers. In this session we'll introduce a number of tools you can use as part of a peer observation process, providing a new perspective for your own use and use by departmental committees charged with evaluating your teaching.

Interpreting Student Evaluations

Workshop; 50 minutes; Dr. Claire Lamonica

It's easy to discount student evaluations as unhelpful and uninformed, but should we? Seen as one of several perspectives on our teaching, student evaluations may actually provide some valuable information. The trick is to sort out the valuable bits from the rest. In this session we'll look at some data from student evaluations and consider how it might be interpreted and used to inform future instruction.

Classroom/Community Interaction

Personal Advisory Council for the Classroom

Presentation; 30 minutes; Cyndy Ruszkowski

There are many good reasons to establish your own personal advisory council of professionals from your discipline who are willing to be actively involved with your course planning and delivery. Students and professionals benefit from shared emails, speaking engagements, tours, class projects, and volunteer opportunities. Help students and employers get to know and learn from each other BEFORE graduation.

Diversity in the Classroom

Supporting English Language Learners in Your Classroom

Workshop; 30 minutes; Cyndy Ruszkowski

Increasing numbers of international students mean both new opportunities and new challenges for our campus and our classrooms. Learn more about how to support students for whom English is a second, third, or fourth language.

Instructional Design

Integrated Course Design (Overview)

Workshop; 50 minutes; Dr. Claire Lamonica

Based on the work of Dr. Dee Fink, author of *Creating Significant Learning Experiences*, this workshop provides an overview of “integrated course design,” an approach to fostering significant student learning through attention to the interplay of the basic elements of instructional design: outcomes, learning activities, and assessment.

Designing Learning Outcomes

Workshop; 50 minutes; Dr. Claire Lamonica

Most instructors have a general idea of what they expect students to “get out of” a course. One key to promoting student learning is the clear communication of those expectations to students. In this workshop each participant will design or revise the learning outcomes for a particular course though attention to a taxonomy of active verbs that describe student learning.

Designing Learning Activities

Workshop; 50 minutes; Dr. Claire Lamonica

Knowing what we want our students to know or be able to do is just the first step in promoting student learning. The next step is to understand the difference between “assigning” and “teaching” and to design learning activities that emphasize the latter. In this workshop, each participants will design at least one learning activities that supports diverse learners as they work to achieve one or more course goals.

Designing the “Promising Syllabus”

Workshop; 50 minutes; Dr. Claire Lamonica

Students often get their first impressions of a course from the syllabus so it’s important to make sure that impression is a good one. In this workshop, participants will be introduced to the concept of the “promising syllabus” and challenged to begin constructing or revising their syllabi in was that promise both rigor and support.

Instructional Strategies: Promising Practices in Teaching

7 Principles for Good Practice in Undergraduate Education

Workshop; 30 minutes; Cyndy Ruszkowski

The “7 Principles” are anchored in decades of research about teaching, learning, and the college experience, and are intended as a basis for improving teaching effectiveness. Use this detailed checklist to assess your individual teaching habits and determine for yourselves how well your practices line up with the identified “good practices.”

The First Day of Class: More Than Just “Going Over the Syllabus”

Workshop; 50 minutes; Dr. Claire Lamonica

When it comes to establishing a classroom culture, it's important to “begin as you mean to continue.” In this workshop we'll view a film clip, discuss the pro's and con's of one professor's approach to “the first day,” consider professor and student expectations, and brainstorm strategies designed to meet a variety of individual instructor's goals for that all-important “first day of class.”

Learning in the Large Classroom

Discussion; 30 minutes; Cyndy Ruszkowski

There is no one right way to teach a large class. You must consider your own teaching style, who your students are, and the goals of your course. Share ideas and concerns with other experienced and non-experienced large class instructors, and discover what may or may not work for you.

Humor in the Classroom

Discussion; 30 minutes; Cyndy Ruszkowski

You don't have to be a stand-up comedian to experience the positive benefits of humor in the classroom. Humor in the classroom can be a successful pedagogical approach as well as a fruitful area of research.

Discussion Strategies

Discussion; 30 minutes; Cyndy Ruszkowski

What does “effective” discussion in the classroom mean, and how do we facilitate making that happen? Compare the possibilities and consider the options that may work for you and your students.

“What the Best Teachers Do”

Discussion; 30 minutes; Cyndy Ruszkowski

Based on best-selling author Ken Bain's research, learn what are considered “best teaching” practices and why these practices are important in the student learning and retention process. Review the latest in effective pedagogical strategies and continue toward perfecting your craft.

Portfolio Assessment

Portfolio Assessment (Overview)

Workshop; 50 minutes; Dr. Claire Lamonica

Portfolio assessment isn't for everyone, but it might be for you! In this workshop a reformed “portfolio resister” will provide an overview of portfolio assessment and lead participants through an activity designed to determine whether portfolio assessment might work in their classrooms.

Designing Portfolios for Specific Courses

Workshop; 50 minutes; Dr. Claire Lamonica

So you've decided to move to portfolio assessment. What now? In this workshop, participants will begin designing portfolio assignments suitable for use with their students and courses.

Small Groups

Designing & Implementing Small Group Assignments

Workshop; 50 minutes; Dr. Claire Lamonica

There's more to assigning “group work” than meets the eye. In this session you'll answer some key questions designed to help you think about—and avoid—some common problems before they occur.

Making “Group Work” Work!

Workshop; 50 minutes; Dr. Claire Lamonica

Do you dread—or even avoid--assigning group projects because they “never seem to work well”? In this session we’ll investigate some of the challenges instructors face in designing and implementing small group projects using a strategy they can later take in to their classrooms to help students think critically about strategies for dealing with issues that arise in their groups.

Student Writing

Banish the Blah Essay: Designing Effective Writing Assignments

Workshop; 50 Minutes; Dr. Claire Lamonica

Engaging student writing begins with effective writing assignments. This session will lead participants through the process of designing effective writing assignments based on rhetorical situations designed to engage student writers.

Effective Peer Response: It’s Really NOT “The Blind Leading the Blind”

Workshop; 50 minutes; Dr. Claire Lamonica

Asking students to read, respond to, and edit each other’s papers can save immeasurable time and effort for faculty, but many hesitate to implement these practices because they feel peer feedback boils down to “the blind leading the blind.” This session will provide a framework for structuring peer response and/or peer editing practices that work and integrating them into the teaching of any discipline.

Responding to Student Drafts: Why?

Discussion; 30-50 minutes; Dr. Claire Lamonica

Why take the time to read and respond to early drafts of student writing? In this session we’ll watch and discuss *Across the Drafts*, a DVD featuring students and faculty talking about the drafting and response process.

Responding to Student Drafts: How?

Workshop; 50 minutes: Dr. Claire Lamonica

In this session we’ll consider strategies for getting the most out of your response time. Participants will learn to “triage” student writing problems and tailor their responses for the best results.

Improve Grammar and Mechanics in Student Writing through Minimal Marking

Workshop; 50 minutes: Dr. Claire Lamonica

Tired of spending hours of your time and gallons of red ink marking the same grammatical/mechanical issues over and over? In this session participants will be introduced to the concept of “minimal marking,” a strategy that can save time and increase student learning.

Grading Student Writing: 10 Tips to Save Time and Sanity

Presentation; 30-40 minutes; Dr. Claire Lamonica

In this session participants will be introduced to ten ways to cut down on the time they spend grading student papers. (Disclaimer: The list does not include throwing the papers down a set of stairs!)

Writing to Learn in Any Discipline

Workshop; 30-50 minutes: Dr. Claire Lamonica

Research in a variety of disciplines has demonstrated that writing can help improve student understanding and retention, but what should students write, how can you incorporate writing into your course without giving up time typically devoted to content, and what about the whole “grading issue”? In this session faculty will discover answers to some of these questions.

New Perspectives on International Student Writers

Discussion; 40-50 minutes; Dr. Claire Lamonica

Puzzled about how to deal with international student writing? In this session we'll watch *Writing Across Borders*, a DVD featuring international students and their professors talking about the writing of students whose first language is not English. We'll follow with a discussion.

Designing & Implementing Collaborative Writing Assignments

Workshop; 50 minutes, minimum; Dr. Claire Lamonica

In 1990, researchers found that 70% of all workplace writing was constructed collaboratively . . . and that was before email became a pervasive means of communication, before office computers were networked, before the advent of collaborative authoring software, before Web 2.0 became a reality. Still, preparing students for the workplace is only one of many reasons to include collaborative writing assignments in your curriculum. In this session we'll talk about how to design and implement effective collaborative writing assignments. It's harder than it sounds!

Plagiarism in the Digital Age

Workshop; 45 minutes; Mayuko Nakamura

Plagiarism is not a new issue in higher education, but it has become more complicated in recent years as writers have gained broad access to the Internet and other digital resources. In this session we will discuss strategies for preventing plagiarism and related forms of academic dishonesty in your classroom. We will also explore options for detecting plagiarism and learn what we can do about it. Additionally, we will review the policies and procedures used to promote academic integrity at ISU.

Teaching with Technology

(requires participant computer access)

What Not To Do With PowerPoint

Workshop; 30 minutes; Mayuko Nakamura

PowerPoint is a useful classroom tool. It's easy to update and allows users to incorporate sound, text, and video into their presentations. Unfortunately, we often use PowerPoint simply to provide outlines for our lectures. In this session, we will learn some simple techniques to enliven classroom presentations in PowerPoint. We will discuss the true potential of this powerful tool and identify strategies for turning our PowerPoint presentations into engaging, interactive learning experiences for students.

Wiki and Online Collaboration Tools

Demonstration; 45 minutes; Mayuko Nakamura

Planning collaborative activities for your class? Consider establishing an online environment where students can work and learn together. In this session, we will discuss Wikis and other useful online collaboration tools. Those tools can encourage collaboration among small or large groups of students by providing a common online workspace where students can read, write, and work together.

Putting Course Content Online

Demonstration; 60 minutes; Mayuko Nakamura

The flexibility and accessibility of the internet presents a powerful tool for distributing course content. Documents, images, audio files, video files, and combinations can be created and distributed to students. The workshop will explore the various ways that content can be created for the Web, and offer a process to choose the most effective tools, best practices for media and multimedia use.

Online/Hybrid Course Design

Workshop; 50 minutes; Mayuko Nakamura

Whether you want to take your course fully online or just replace some of the class time with online activities, you need to establish an effective framework. By using a tried and true course design process you can create an enhanced learning environment for your students and avoid frustrating false starts

“Paperless” Responses to Student Papers

Workshop 30-45 minutes; Dr. Claire Lamonica

In less than an hour you can learn how to use tools already on your computer to compose “paperless” responses to student texts. These strategies allow instructors to optimize their effort, giving more feedback in the same or less time.

“Clicker Classrooms”: Pedagogically Effective Classroom Response Systems

Demonstration; 30 minutes; Cyndy Ruszkowski

Many options are available for making this relatively new technology useful for teaching and learning. Find out the possibilities to ensure you are making effective pedagogy choices. Our students’ learning perspectives have changed dramatically in recent years...are you keeping up?

Copyright in the Digital Age

Workshop; 30 minutes; Mayuko Nakamura

It is easier than ever to violate copyright laws on the internet – intentionally or unintentionally. This workshop will familiarize you with the current issues of intellectual property and guide you in developing action plans for your classes.

The Teaching Life

Getting Things Done: The Art of Stress-Free Productivity

Discussion; 30 minutes; Cyndy Ruszkowski

Efficiently accomplishing the right goals is the art of mastering and balancing your life and work. This workshop will focus on suggestions and tools found in time management bestsellers and how you can apply them to your own teaching and life.

“Made to Order” Programming

If your program, department, school, or unit has instructional development needs not met through the events listed on our menu, contact a CTLT Program staff member listed below. We’ll be happy to meet with you to discuss your needs and design programs to meet them.

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