CTL FA 2020 Offerings

Dear Faculty,

We're looking forward to providing you evidence-based ideas to help you become a more efficient, engaging, and effective instructor this fall and beyond. Below you will find information on the workshops and learning communities we are offering from the start of the semester until November 1st. We will send out notifications about the remainder of our fall semester programming at the end of October. We also offer additional services, such as one-on-one consultations, classroom observations and syllabus reviews that are available on request.

To reserve a spot for our workshops, please email shanghai.ctl@nyu.edu, we will close registration 24 hours in advance of when the workshop will be given. Additionally, if you need to cancel, please be courteous and email us at least 24 hours in advance. Note that as the CTL space is not set up for mix mode, all our offerings are either in person in room 1318-S or on Zoom. Each workshop is marked either F2F or Zoom, please be mindful of the mode when signing up. All times are Shanghai times.

For more information about the CTL please visit our website or if you have questions feel free to email us at shanghai.ctl@nyu.edu.

Services

The CTL offers a range of tailored services to aid instructors in improving their teaching, from one-on-one consultations to syllabus review to classroom observations, among others. All of our services are strictly confidential. To arrange for One-on-One Consultations, please see our self-scheduler here, or if you don’t see a time slot that works, write to shanghai.ctl@nyu.edu and specify your availability to make an appointment. For other services please write to shanghai.ctl@nyu.edu and specify your availability to make an appointment.

One on One Consultations:
Informal small scheduled chats on teaching in higher education. Faculty bring their questions to CTL associates for discussion or feedback. All consultations are strictly confidential and can be about any topic on teaching of the instructor’s choosing. For sign-up please follow the self-scheduler here, or if you don’t see a time slot that works, write to shanghai.ctl@nyu.edu and specify the times you are available to make an appointment and a CTL associate will get back to you.
Classroom Observations:
Based on a preliminary consultation, class observations can be done to provide feedback to the instructor based on their needs. Such feedback is also private and protected under a standard confidentiality protocol.

Mid-Term Small Group Student Perceptions
In the final minutes of a class, we facilitate a discussion with students to collect data on their perceptions; we summarize and discuss with faculty.

Syllabus Review
Review syllabus and provide concrete suggestions based on effective research and university requirements, and review syllabus and other course materials for ADA compliance and accessibility and suggest modifications as needed.

Learning Communities

New Faculty Discussion Group:
In this once a month meeting session, new faculty have the opportunity to talk about their experiences in the classroom, workshop ideas with other faculty members, and get timely and tailored information on teaching in higher education from a CTL associate. Each Session is 1.5 hours. (All F2F) Thursdays 2:30-4pm, Sept 24th; Oct 15th

Course Design Studio & Workshops

Course Design Studio
This program provides a structured opportunity to design or redesign a course with guidance from the Center for Teaching and Learning (CTL) associates and input from colleagues across campus. Each module is 2 hours and you can join as many as you wish as often as you wish. You will engage in activities aimed at facilitating the development of your course. Each session is 2 hours. Wed 2-4PM (every 2 weeks); Friday 1-3PM (every 2 weeks)

CDS Module 1: Effective Course Design
Join us to explore best practices for course design and to investigate how your own teaching philosophy and values influence your course design. Leave with a set of learning objectives for your course, along with an emerging picture of the ways in which your learning objectives inform your assessment, content, and teaching strategies. Wed Sep 16 (F2F); Fri Sept 25 (ZOOM)
CDS Module 2: Types of Assessment
Assessment is a central element of quality teaching and learning. Assessment allows both teacher and student to monitor progress towards achieving learning objectives and it can be approached in a variety of ways. Leave with a better understanding of formative and summative assessment types and a set of practical strategies for implementation.
	Wed Sep 30 (F2F); Fri Oct 9 (ZOOM)

CDS Module 3: Creating Assessment Rubrics
Rubrics outline explicit sets of criteria at progressive levels of learning performance. They communicate expectations to students and help students identify where and how they can improve. They also assist faculty in grading more efficiently and in grading fairly. Leave with a rubric created for your course. Wed Oct 7 (F2F); Fri Oct 23 (ZOOM)

CDS Module 4: Strategies for Teaching
Effective teaching strategies directly support the intended learning outcomes, engage students in the learning process, and are designed to support active learning in a variety of contexts: lecture; tutorial/seminar; and or group-based learning. Leave with a set of strategies that can be adapted to multiple contexts, face-to-face or virtual.
	Wed Oct 21 (F2F); Fri Oct 30 (ZOOM)

Workshop: Academic Integrity
Preventing academic dishonesty is a challenge for face to face classes, as well as online ones. This workshop will go over some of the tools NYU Shanghai uses to encourage academic integrity in our student body and will focus on some course design elements that can help faculty promote honesty and integrity in their classes.
	Tues Sept 22, 9-10am (ZOOM)

Workshop - Assessment Design
Assessment is a central element in the overall quality of teaching and learning. Assessment allows both teacher and student to monitor progress towards achieving learning objectives and it can be approached in a variety of ways. Leave with a better understanding of formative and summative assessment types and a set of practical strategies for implementation.
	Wed Sep 23 11-12:30 (F2F) Mon Oct 5 3:30-5:00 (ZOOM) Wed Oct 14 11-12:30 (ZOOM) Mon Oct 26 3:30-5:00 (F2F)

Workshop: Best Practices in Teaching
What separates the ‘adequate’ teachers from the ‘outstanding’? And how can we better ourselves as teachers while maintaining high standards? This workshop aims to prove that any teacher has the potential for growth, given the right determination, self-awareness and adherence to basic teaching tenets that are considered ‘best practices.’ Participants will reflect on their own teaching while also examining many of the characteristics that embody excellent
teaching across any discipline. Every other Thursday 12:30-2PM; Sept 17 (F2F); Oct 15 (ZOOM); Oct 29 (F2F);

**Celebrate Teaching**
Highlights exemplary, innovative instruction through informal, brief and concurrent discussion sessions. We will put out a call for proposals in early October, this year Celebrate Teaching will happen on **Fri, Nov 13th 9am-12pm (ZOOM)**

**Workshop: Facilitating Discussions F2F and Online in Blogs or Forums**
Discussions can be an engaging way to stimulate learning but fostering productive ones can be challenging. In this session, we will review strategies that help stimulate quality discussions including laying ground rules, different types of prompts, and how to disrupt classroom norms. We will also look at the Discussion Facilitation Instrument. **Mon Sep 28 3:30-5:00 (F2F); Wed Oct 7 11-12:30 (ZOOM); Tues Oct 13th, 2-3:30pm (F2F); Mon Oct 19 3:30-5:00 (ZOOM); Wed Oct 28 11-12:30 (F2F)**

**Workshop: Increasing Learning Engagement**
This workshop offers methods & strategies for increasing student interaction/participation across various mediums (online, in-person, and mixed mode). It forgoes the ‘sage on the stage’ approach and emphasizes the opposite: a student-centered, inclusive learning environment whereby the teacher is a facilitator and students themselves are active in their own learning processes. Additionally, it attempts to uncover more opportunities for 'student buy-in' within the context of a teacher's own course & lesson plan flow. **Every other Thursday 3-4:30PM; Sept 24 (F2F); Oct 8 (ZOOM); Oct 22 (F2F)**

**Workshop: Learning Outcomes**
Learning outcomes are at the core of any course design, and other elements such as rubrics, assessments, and content should align with the stated learning outcomes. In this workshop, we will talk about the verbiage conducive to strong learning outcomes, discuss Bloom's taxonomy and how it can help you scaffold your learning outcomes, and we'll create or refine our outcomes. **Thurs Oct 15th, 10 - 11:30am (ZOOM), Tues Oct 20, 3-4:30pm (F2F)**

**Workshop: Managing Classroom Disruptions**
Instructors often assume that students initiate classroom disruption, yet certain faculty behaviors correlate with an increase in classroom incivilities. In this workshop, we examine types of classroom disruptions, the impact it has on the learning environment, and research-based ways to effectively curb and manage them. **Thurs Oct 22nd, 10-11:30am (F2F)**
**Workshop: Mix It Up: Lecture + Active Learning**

Though sole reliance on the traditional lecture format has been proven ineffective as a teaching technique, it still dominates and is used in 55 percent of classrooms. In this workshop, we will learn about the origin of the lecture, why it is ineffective, and the one area where lecture can deliver results. We will also look at the benefits of active learning techniques and review a list of active learning strategies. Participants will then work on a lesson plan that intersperses mini-lectures segments with active learning strategies.

**Mon Sep 21 3:30-5:00 (F2F); Wed Sep 30 11-12:30 (ZOOM); Mon Oct 12 3:30-5:00 (ZOOM); Tues Oct 20th 10-11:30am (F2F); Wed Oct 21 11-12:30 (F2F)**

**Workshop: Project-Based Learning/Group Projects- In-Person and Online**

Often bemoaned by students, group projects - especially those using project based learning - are excellent ways to help students develop valuable skills for the classroom and beyond. This workshop will explore the benefits of group projects, the principles of project based learning, and some practical ideas to make these projects successful.

**Oct 8, 9-10 am (ZOOM)**

**Workshop: Rubric Design**

A key part of assessment is managing the sometimes seemingly arbitrary nature of grading. Your students have a right to know that their scores are justified and backed by sound criteria. Thus, developing and maintaining robust rubrics allows teachers to grade more consistently, soundly, and justly in their assessments. In this workshop, participants will understand and apply the basics of rubric design, as well as reflect on their own course(s) taught.

**Wed Sept 16, 1:30-3pm (ZOOM); Wed Sept 30 1:30pm (ZOOM); Tues Oct 13th 10-11:30am (F2F); Wed Oct 14 1:30-3pm (F2F); Tues Oct 27th 2:30-4pm (ZOOM); Wed Oct 28 1:30-3pm (ZOOM)**