Call to participate in:
Bridges: A Teaching Excellence Program
Summer Intensive Workshop
June 2015

Sponsors: Faculty Development

Who can apply? All faculty, full-time and part-time, lecturers and tenure track

Description:

*Bridges: A Teaching Excellence Program* offers a 4-day summer intensive workshop designed to act as a crash course in developing and implementing learner-centered instructional strategies for course design, delivery, and assessment. Continuing the success of a 2013-2014 Beck Grant project, and Faculty Development Intensive workshops from June 2014 and January 2015, the program incorporates pedagogy training into practical strategies to bridge the gap between an instructor’s goals and students’ needs. Over the course of the workshop, faculty will not only have the opportunity to learn course design and instructional techniques, but also how to apply them to an upcoming course and beyond while receiving feedback from the facilitators.

Purpose of this Workshop:
Take a course that you are teaching in the Spring, and restructure it to both meet your goals as an instructor, and to be more student-centered. This includes consideration of: course design, syllabus construction, course assignments, learning to navigate assessment language (PSLOs, COs, etc.), adapting teaching to different learning styles, and creating ways of evaluating the success of these techniques in the course as it occurs.

Workshop facilitators:
• Jeanine Minge, Associate Professor, John Kephart, Associate Professor, Randi Picarelli, Lecturer, Jessica McMillan, Lecturer, Communication Studies

Workshop meeting dates: June 1, 3, 5 and 8, 10:00 a.m. to 3:00 p.m. (Lunch will be provided.)

Requirements:
1. Seminar attendance for all four days.
2. Participation in established tasks (including homework each of the first three days).
3. Bring in all materials (syllabus, assignments, reading lists) for a course for Fall 2015 (if available – Spring 2015 if not).

Stipend
Each workshop participant will receive $100. Note: Your participation is required for all four days to receive the stipend.

Application, due date, and submission location:
Please see the next page for the application form. Applications are due no later than 4:00 pm on May 20th, 2015 to Faculty Development (facdev@csun.edu). It is anticipated that notification will occur approximately May 22nd, 2015.

Criteria for inclusion in this workshop
Members of the Bridges Program will review all applications. Criteria for inclusion in this workshop include a strong statement of interest and commitment to participating in all four
days. Further requirements detailed in application.

For additional information:
Please contact Bridges facilitators at csuntep@gmail.com
Timeline and tasks:
Over the course of four days faculty will not only have the opportunity to learn course design and instructional techniques, but to apply them to a course being taught in Fall 2015. The Bridges program has four (4) primary learning outcomes. By the end of the workshop, participants will be able to:

(1) Identify the difference between instructor focused and learner-centered teaching strategies
(2) Develop a teaching philosophy that emphasizes student learning over instructor needs
(3) Incorporate a learning centered approach into course design, assignment prompts, and daily classroom interaction
(4) Utilize teaching resources that support student success

June 1: Developing a Learning Centered Approach to Instruction

The first set of topics helps participants recognize the difference between a learning centered and instructor focused pedagogy, and identify and develop their own teaching philosophy to serve both instructor and student needs. This includes thinking about different learning habits and styles, as well as personal pedagogy.

Topic 1: Adult Learning Habits and Learning Centered Approaches (2 hours): In this section, we will cover adult learning habits (including the 5 Gears of Learning from the CSUN Teaching and Learning Group), and how to use educational research in imagining and designing a course. We will discuss the distinction between audio, kinesthetic, and visual (AKV) learning styles, and how assignments, lecture strategies, and discussion prompts work to stimulate learning differently for different students. This will include assessing instructors themselves to see what their own learning style is, and how their classroom activities may be influenced by that style.

Topic 2: Metaphors of Teaching and Teaching Philosophy (2 hours): In this section, we will discuss what it means to be a learner centered instructor. This includes generating and discussing metaphors to describe our teaching style to identify the parts of our teaching we find to be key elements of our teaching philosophy. This will include a consideration of how our teaching philosophy frames our conceptualization of the classroom, and learning to write a teaching philosophy that clarifies pedagogy for both student and professor

June 3: Designing the Course as a Whole

The second set of topics helps participants use the concepts from Day 1 to envision the course on a macro level, and to orient their course(s) to university, college, and department objectives and learning outcomes. We conclude with “homework” for participants to implement lessons for the day in the syllabus/course they brought to the workshop.

Topic 1: Incorporating Learning Objectives into Teaching Practice (2 hours): In this section, we would consider what Program Student Learning Outcomes (PSLOs) are, the difference between, and importance of, University, GE, College, and department outcomes, and their role in course design and assessment. Additionally, we will discuss course objectives (COs), how to connect COs to PSLOs, and how to design a course to meet those objectives.
Topic 2: Syllabi Design and Course Scaffolding (2 hours): In this section, we will discuss writing a learner-centered (versus an instructor centered) syllabus that not only clearly communicates course goals and content, as well as meets university requirements, but also encourages students to read it, and use it as a resource. This will include scheduling assignments in ways that are useful for students and manageable for instructors to grade, scaffolding the course topics and readings such that they build on each other and contribute to student learning over the course of the semester, and ensuring that content is appropriate to the level of the course and meets catalogue descriptions and university requirements.

June 5: Designing Course Assignments to Meet Course Goals

The third set of topics is designed to move from conceptualizing the class as a whole to designing assignments that clearly communicate and meet the COs and SLOs created on Day 2, and provide assessable outcomes.

Topic 1: Creating Student Centered Assignments (2 hours): In this section we will focus on crafting/redesigning classroom assignments that meet both instructor goals and student needs. This includes ensuring assignments are level appropriate (100, 200, 300, etc), clearly communicate objectives and outcomes to students, are designed to achieve stated PSLOs and COs, and produce assessable material at the end.

Topic 2: Creating and Using Checks for Understanding (2 hours): This section will cover ways to determine if assignments, lectures, and other course materials are meeting both instructor and student needs. These Checks For Understanding (CFUs) help evaluate what teaching strategies are working for students, identify where courses or teaching need room for improvement, consider whether pacing is effective, and provide other ways of determining at any point in the semester what is working, what should be modified, and what can be discontinued.

June 8: Designing Classroom Activities to Meet Learning Goals

The final set of topics builds upon the previous three days to implement the material in practice, integrating learning centered strategies into daily teaching practice.

Topic 1: Designing Daily Lesson Plans (2 hours):
In this section we will focus on developing daily learning objectives for each day of content delivery in the class. This would help instructors match daily teaching practice to larger course goals, communicate objectives to students to ensure comprehension, and create manageable expectations for each day of content while appealing to a range of student learning styles.

Topic 2: Creative Ways to Generate Discussion (2 hours): In this section we will cover the design and implementation of ways to get students actively participating in their learning. These techniques can be used throughout a lecture to begin discussion at the beginning, consider new information introduced in the lecture portion, or integrate new knowledge at the end of class.
Application

1. Your name ____________________ Department ______________________
   Your email ___________________________ Phone number____________________

2. Courses you are scheduled to teach Fall 2015

3. Please write a statement of strong interest and commitment to fully participating in the Bridges: A Teaching Excellence Program Winter Intensive Workshop. The statement of interest should include why you want to participate in the workshop, and how you see it fitting into your own approach to teaching.

   Facilitators of the Bridges Program will review all applications. Criteria for inclusion in this workshop include (1) a strong statement of interest that reflects the values and goals of the Bridges program, (2) a willingness to make changes to teaching practice and course design, (3) willingness to keep up with assignments/homework throughout the session, and (4) a commitment to participating in all four workshop days.

   Your statement should not exceed one page, and it should be attached to this application.

4. Your signature ________________________________

   Your signature confirms your availability to meet 10:00 am to 3:00 pm on all four days, barring an emergency.

5. Submission requirements:
   - Email one copy of your application (with statement attached) to Faculty Development at facdev@csun.edu
   - Keep a copy for yourself.