

**Teaching Institute 2024
Online via Zoom**

Monday, June 10th, 2024

9:00 am - 9:30 am	Welcome & Introduction Activity	Teaching Institute Goals Principle: Use evidence-based teaching practices in higher education Goals: To enhance quality of university education To create a more diverse instructional community To further a national revolution in university education through the research universities starting at the graduate and post-doctoral levels
9:30 am - 10:30 am	Backward Design	<ol style="list-style-type: none"> 1. Describe the “Backward Design” Process 2. Write SMART learning objectives applying Bloom’s Taxonomy for a learning unit. 3. Develop a lesson plan using backward design
10:30 – 10:45 am	Break	
10:45 am - 12:15 pm	Assessment of Student Learning	<ol style="list-style-type: none"> 1. Describe the differences between formative and summative assessment 2. Explain how formative assessment helps students learn 3. Identify a short list of formative assessment techniques to use in your teaching 4. Create a formative assessment to use in your lesson plan
12:15 pm – 12:30 pm	Q&A Discussion	

Tuesday, June 11th, 2024

9:00 am – 10:30 am	Active Learning	<ol style="list-style-type: none"> 1. Describe characteristics and examples of active learning 2. Explain evidence-based justifications for implementing active learning. 3. Discuss pros, cons, and recommendations for using active learning. Develop an active learning exercise for your lesson plan.
10:30-10:45	Break	
10:45 am – 12:15 pm	Inclusive Classrooms	Advance the conversation on justice and equity in the classroom by: <ol style="list-style-type: none"> 1. defining anti-oppressive principles, terms, and concepts 2. Examining DEIJ through an anti-oppressive lens 3. Proposing specific ways to use anti-oppression to create inclusive classrooms
12:15 pm – 12:30 pm	Q&A Discussion	

Wednesday, June 12th, 2024		
9:00 am - 10:30 am	Universal Design for Learning	<ol style="list-style-type: none"> 1. Define UDL as a construct for flexible courses that are optimal for all learners 2. Identify institutional entities that work in tandem with UDL in supporting students 3. Demonstrate applications of flexible and inclusive learning in planning teaching activities <p>Identify key questions to consider when planning lessons to embrace UDL</p>
10:30 – 10:45 am	Break	
10:45 am - 12:15 pm	Grading & Rubrics	<ol style="list-style-type: none"> 1. Compare and contrast different grading methodologies 2. Create rubrics including criteria and standards for an assignment <p>Identify grading tools, strategies and/or resources to use in your class</p>
12:15 pm – 12:30 pm	Q&A Discussion	
Thursday, June 13th, 2024		
9:00 am - 10:30 am	Course Planning & The First Day	<ol style="list-style-type: none"> 1. Summarize best practices for designing a course 2. Identify the key components to be included in a syllabus 3. Critique syllabi considering best practices for designing a course
10:30 am - 10:45 am	Break	
10:45 am - 11:45 pm	Teaching as Scholarship & TaR Fellowship Opportunities	<ol style="list-style-type: none"> 1. Define the idea of SoTL or Teaching as Scholarship 2. Recognize that literature on evidence-based teaching practice exists. 3. Summarize the value of the teaching as research process, including how it can be used for ongoing enhancement of student learning 4. See how SoTL intersects all of the previous sessions in the TI
11:45 pm - 12:00 pm	Q&A	
Friday, June 14th, 2024		
9:00 am - 12 pm	Micro-teaching Activity Presentations & Peer Feedback	
12:00 pm - 12:30 pm	Final Q&A Panel and Closing	
1:00 pm – 2:00 pm	Pizza/Ice Cream social, Homewood Campus <i>Optional</i>	