

Workshop Menu

Design and Deliver Lectures for Learning

The best lectures can impart information and model for students how an expert organizes information and considers disciplinary questions. Yet student attention wanders periodically during an uninterrupted 50 minute lecture, no matter how well-crafted and delivered. Fortunately, the lecture can be made more interactive, intellectually engaging and likely to promote learning. Participants will leave the session with knowledge of research-based strategies for lecturing effectively.

Can We Talk? Structuring and Facilitating Class Discussions

The most productive class discussions require that students articulate their ideas, arguments, and questions about course material, as well as engage and negotiate the diverse perspectives of others. In this workshop, participants will learn about and directly experience two methods of structured discussion proposed by Stephen Brookfield in his book *The Skillful Teacher* (2006). These methods, which can be used in large classes or small groups, are designed to encourage participation as well as develop students' ability to listen and respond to others.

Assessment: The What, Why, and How of Rubrics

Rubrics have been described as an assessment tool that saves time grading, conveys effective feedback, and promotes student learning. Faculty members in this workshop examine how rubrics can accomplish these three worthwhile objectives, as well as explore their limitations. Participants begin to design rubrics that indicate both the key dimensions of an assignment, course, or program and the expectations for various levels of success.

What Brain Research Means for Your Teaching and our Students' Learning

Some long-held theories about learning have been confirmed and explained by recent brain research. For instance, we now know why it is so difficult to change students' prior ideas about a topic, and why it is critical to address prior knowledge in order to build upon it or correct misconceptions. Participants will look at some of the basic new information about the brain and consider concrete ways for using that information to improve our teaching and our students' learning.

Developing a Teaching Philosophy

In this workshop, participants develop teaching philosophy statements that articulate their own beliefs about the teaching and learning process. These statements serve as touchstones for designing all aspects of a course, from what is included to how it is assessed. In addition, they are often required for job searches and can contribute to documenting the quality of one's teaching during reviews.

Universal Design for Learning: A Framework for All Students*

Each Temple student brings a unique combination of personal background, characteristics, abilities, learning preferences and tools to the classroom. Universal Design for Learning (UDL) provides a conceptual framework for creating learning opportunities and assessments that are flexible, accessible, and responsive to all students. Participants in this workshop will learn the fundamentals of UDL, strategies for using it in their courses, and helpful resources for expanding their practice of inclusive teaching.

* This workshop was developed for Project EDIT: Embracing Diversity through Inclusive Teaching, a Verizon-funded collaboration of TLC and Disability Resources and Services.

Customized Workshops

Some of our most successful workshops and programs were designed *with* specific departments, colleges, or schools based on their particular disciplinary challenges or in response to their immediate concerns. Therefore, in addition to bringing the other offerings described here to you, we also invite you to collaborate with us on developing workshops that meet your current needs.
