

## Workshop Descriptions and Learning Outcomes

# Learning to Teach Day

SATURDAY, NOVEMBER 10, 2018

Leacock Building, 855 Sherbrooke Street Ouest

Teaching Essentials (10:00 AM-12:15 PM)	Presenters
<p><b>1. Designing A Student-Centered Course Outline</b></p> <p><b>Description:</b>            Your course outline communicates to your students the overall plan for your course, in order to enable them to function efficiently and effectively in the course. Writing a student-centered course outline can help create a more engaging and collaborative culture of learning. In this workshop, you will be introduced to designing a systematically structured course outline that will support student learning.</p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Recognize the main components of a course outline (e.g., course overview, learning outcomes, instructional method etc.).</li> <li>Write student-centered learning outcomes.</li> <li>Use backward design to plan and structure your course to reach learning outcomes.</li> </ul>	Amanda Jarrell  Sophie-Marie Schönberg
<p><b>2. Accessibility in the Classroom</b></p> <p><b>Description</b>            Did you know that there are over 2500 students registered with the Office for Students with Disabilities at McGill? This session will introduce participants to some of the most common barriers that students experience in accessing the classroom environment, and proactive approaches to accessibility. Through interactive discussions and resource sharing, we'll identify creative solutions to some of the most common accessibility-related barriers that students experience, and identify resources available to teaching staff.</p> <p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>Understand the barriers faced by students with disabilities in the classroom.</li> <li>Be able to incorporate accessible practices into their curriculum planning, teaching, and design of their assessments.</li> <li>Identify campus resources for supporting students with disabilities.</li> </ul>	Rachel Desjourdy
<p><b>3. Giving Effective Face To Face Feedback</b></p> <p><b>Description</b>            Providing students with feedback during face-to-face interactions can create powerful learning opportunities. As an instructor, how can you frame comments in a way that is constructive and helps promote further learning and motivation? In this session, we will explore both the importance of face-to-face feedback and techniques for answering and asking questions in one-on-one and larger group settings. The learning objective includes understanding principles of effective face-to-face feedback, such as: active, empathetic listening, strategic question asking, and the importance of context (e.g., student motivation, expectations, etc.).</p> <p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>Understand face-to-face feedback and its importance.</li> <li>Reflect on individual and environmental differences.</li> <li>Learn strategies to apply in sessions. </li> </ul>	Gina Kemp  Sarah Adams
<p><b>4. Grading In The Sciences</b></p> <p><b>Description</b>            In this interactive workshop participants will learn about grading and feedback in the sciences to speed up the process of grading and improve the quality of feedback. Participants will be shown how to use grading rubrics to mark both more efficiently and more consistently, whether on their own or in a group of graders. Feedback, the non-grade part of the process, is even more important in the students' future than grading but is often neglected. Participants will be introduced to different types of feedback and shown strategies for when they are appropriate.</p> <p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>Explain the rules of academic integrity.</li> <li>Discuss the necessity and importance of grading in higher education.</li> </ul>	Armin Yazdani
<p><b>5. Grading In The Humanities And Social Sciences</b></p> <p><b>Description</b>            This hands-on seminar will explore the unique challenges and difficulties of grading written work and student research in these fields. Specifically, we will discuss the risks of grading bias and accountability from the perspective of both students and instructors. Finally, will consider the formative and summative components of essays and written examinations as well as the advantages of using a rubric when grading.</p> <p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>Understand the dual role of assessment in courses.</li> <li>Know how to establish criteria and standards.</li> <li>Know how to deal with issues of plagiarism.</li> </ul>	Ariadna Carmago Balcazar

## Workshop Descriptions and Learning Outcomes

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Leacock Building, 855 Sherbrooke Street Ouest

Advanced Teaching Techniques (1:00 PM-2:30 PM)	Presenters
<p><b>1. Active Learning</b></p> <p><b>Description:</b>            Do you find it a challenge to keep students engaged for an entire lecture? Want to increase active learning in your classroom? This session will discuss strategies to effectively select and apply active learning in the classroom and how to overcome challenges in implementing these activities. Selected active learning strategies will be used during the session.</p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Understand what active learning entails and why it is important.</li> <li>• Learn how to effectively select learning strategies.</li> <li>• Experience a variety of active learning activities.</li> <li>• Discuss how to overcome challenges in implementing active learning activities.</li> </ul>	<p>Christina Popescu</p> <p>Carrie Hanson</p>
<p><b>2. Classroom Management In The University Context Description</b></p> <p><b>Description</b>            Classroom management includes actions taken by the instructor to establish order, engage students, and elicit their cooperation. Effectively managing your classroom environment requires a range of strategies and techniques. In this workshop, you will learn a variety of proactive strategies and practical solutions to help you address common classroom management challenges.</p> <p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>• Create a classroom environment that promotes a culture of learning and minimizes classroom management problems.</li> <li>• Use a combination of organizational and group management strategies.</li> <li>• Respond to common classroom management challenges.</li> </ul>	<p>Amanda Jarrell</p>
<p><b>3. Building Community In The Classroom</b></p> <p><b>Description</b>            In this workshop, we will introduce the idea of community building in the classroom and the impact it can have on students' learning experiences. Participants will explore a new understanding of the role of an instructor and how they might put into practice unique teaching strategies for fostering a community in the classroom. This workshop is based on a collaborative initiative between the Faculty of Arts and Teaching and Learning Services, but it is applicable to those in all disciplines.</p> <p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>• Understand how an instructor's choice of teaching and learning strategies influence the sense of community that students feel in the classroom.</li> <li>• Apply practical strategies for community building to realistic classroom contexts.</li> <li>• Reflect on the importance of community in the classroom as a principle.</li> </ul>	<p>Kira Smith</p>
<p><b>4. Teaching In One's Second (Or Other) language</b></p> <p><b>Description</b>            Have you ever felt that teaching in your second language had an impact on your ability to communicate effectively with students? Have you ever thought that teaching in your second language was an additional obstacle to becoming a successful academic? Join us for an interactive talk about the challenges of teaching in English at McGill if English is not your first language. Learn what some of the related research says and share strategies for fostering productive teaching and learning experiences in this multilingual learning environment.</p> <p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>• Have an awareness of the linguistic diversity at McGill.</li> <li>• Have an awareness of challenges related to teaching in one's second or other language.</li> <li>• Be able to implement strategies for addressing these challenges based on evidence and practice.</li> </ul>	<p>Raheleh Salimzadeh</p> <p>Ariadna Carmago Balcazar</p>
<p><b>5. Improvisation &amp; Fun: From Old School Teaching To Co-Creating Knowledge</b></p> <p><b>Description</b>            This workshop will feature activities that can be added to any classroom at any level to make them more fun and interactive, creating learning experiences that are memorable! If you wish to add some fun to your teaching sessions that integrates co-creating knowledge, this workshop is the one for you. Participants will be invited to take part in various improvisation games and encouraged to reach beyond their comfort zone to discover more about themselves, human dynamics, and communications.</p> <p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>• Have knowledge of various learner engagement strategies.</li> <li>• Be empowered to re-design their own training techniques to create more impactful learner environments.</li> <li>• Understand own bias toward instructor/facilitator-centric learning.</li> </ul>	<p>Farzaneh Babazadeh Bedoustani</p>