



## CENTER FOR TEACHING AND LEARNING

# Fall 2012 Newsletter

### Next Steps: Programs, Resources and Links

1

Sign up for the **Preparing Future Faculty Series** on course design and teaching portfolios at <http://teaching.uchicago.edu/>

2

Register for **GradUCon 2013**:  
<http://graducon2013.eventbrite.com/#>

This year, graduate alumni will return to the University to speak about Liberal Arts College careers and the academic job market, interviewing, networking on LinkedIn and in person, academic publishing and more! The event will be followed by a networking reception with graduate students and alumni.

3

Explore our online resources:  
<http://teaching.uchicago.edu/tutorial/index.html>

Sign up for next quarter's programs at:

[Teaching.uchicago.edu](http://Teaching.uchicago.edu)

## Workshop on Teaching in the College

The CTL started the 2012-13 academic year by welcoming back graduate students with our annual Workshop on Teaching in the College! This year, over 300 participants discussed issues in teaching from Discussion Leading to Dealing with Hot Moments in the Classroom, in preparation for teaching or TAing this academic year. Special thanks to all involved, including our guest speaker Jean-Luc Doumont of Principia.

the 35 faculty, 18 graduate students, and 13 librarians and administrators who led the many sessions during the workshop.



## 2012 Excellence In Course Design and Assessment Award Winners

Each year, the Center for Teaching and Learning acknowledges the accomplishments of advanced graduate students in course design and assessment of student learning, rewarding clear and transparent syllabi including stated learning goals, in class and outside of class assignments that allow students to practice the mastery of these goals and clearly articulated grading schema that describe criteria for major assignments, as well as a demonstrated ability to evaluate the degree to which such a design produced the intended results in the form of student learning.

Congratulations to our 2012 Recipients:

**1<sup>st</sup> Place:** *Brandon Cline*, New Testament & Early Christian Lit., for his course "Being Christian in the Roman Empire"

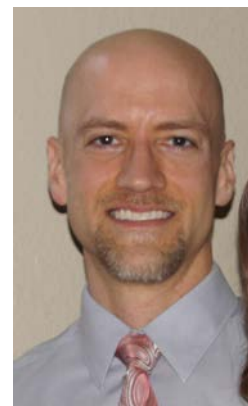
### Honorable Mentions

*Dan Kimmel*, Sociology, for his course "Social Science Inquiry"

*Anthony Mahler*, Germanic Studies, for his course "The Imagery / Figurality of German Poetry"

*James McCormick*, Social Thought / Germanic Studies, for his course "Classics of Social and Political Thought"

*Santiago Mejia-Rivas*, Philosophy, for his course "Who am I? Reflections on Identity, Agency, and Unconscious Activity"



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## Teaching Consultants Program

**The Center for Teaching and Learning welcomed 4 new Teaching Consultants this quarter.**

Liz Majka (Psychology),  
James Nemiroff (Romance Lang & Lit)  
Felipe Rojas (Romance Lang & Lit)  
Melanie Zeck (Music)

To find out more about the types of consultations offered by the Center, please visit this page:

<http://teaching.uchicago.edu/?/graduate-instructors/teaching-consultations>

### A look back at the programs offered in Fall 2012:

“Workshop on Teaching in the College”

“Philosophy of Teaching Statements Bootcamp”

“Workshop on Collaborative Learning”

“Seminar on Course Design”

“Workshop on Course Design”

“Creating Assignments to Structure Your Course”

“Seminar on Teaching Portfolios”

“Workshop on Teaching Portfolios”

“Overcoming Bottlenecks to Learning in Your Present and Future Courses”

“Decoding History: What Are We Really Teaching in College History Courses?”

Accepting Ambiguity, Enjoying Complexity: Threshold Concepts for the Humanities”

**To Sign up for Next Quarter's offerings, visit:**

<http://teaching.uchicago.edu/?/workshops-and-seminars/sign-up>

## A Look Back at Fall 2012

### Guest Speakers at the CTL

**This quarter, the CTL welcomes two guest speakers distinguished in the scholarship of teaching and learning, Anthony Ciccone and David Pace.**

**Anthony Ciccone:** Professor of French and Director of the Center for Instructional & Professional Development at University of



Wisconsin, Milwaukee, led a workshop on teaching Threshold Concepts (ideas/ concepts/ perspectives central to learning in a given subject area) in the Humanities, drawing on his experience developing a course dedicated to helping students grasp

the threshold concepts of “embracing ambiguity and engaging complexity” in a course on comedy. Participants identified threshold concepts in their own field and discussed strategies for having novice students engage in new ways of thinking that are central to their discipline.



**David Pace:** Professor Emeritus, Department of History at Indiana University, led two graduate student workshops based on his innovative undergraduate teaching initiative “Decoding the Disciplines” which he developed as part of the History Learning Project at Indiana

University. This initiative is dedicated to increasing learning in college courses by defining the basic operations and thinking patterns that are required for success in a given discipline, developing strategies to effectively teach these operations, and assessing the effectiveness of those strategies. The Center was glad to host Professor Pace for two workshops on his new, inventive approach:

“Overcoming Bottlenecks to Learning in Your Present and Future Courses” for instructors in all disciplines, and one for the History Department entitled “Decoding History: What Are We Really Teaching in College History Courses?”