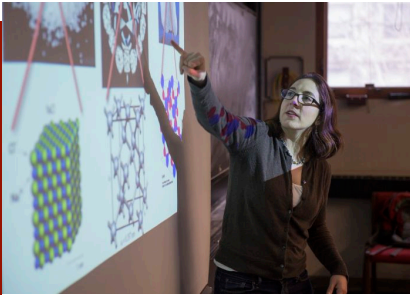# Winter 2015 Newsletter

Save the Date: "Digital Pedagogy," Friday, April 10th, 2015

Click here to register!

The Chicago Center for Teaching is teaming up with Graduate Student Affairs (GSA) to offer a panel on "Digital Pedagogy" as part of GSA's annual GradUCon event:

This panel gathers educators from a variety of institutional positions, in order to share information around a range of digitally-enhanced pedagogical practices. Topics under discussion will include using and making web-based tools, data mining as undergraduate coursework, "blended learning" and "flipped classroom" course structures, and online instruction — from MOOCs to DOCCs. Attendees can expect to better understand the widening range of student-centered educational careers and instructional practices, and to learn key digital skills that are broadly transferable, within academia and beyond.

New and Noteworthy at the CCT

New Teaching Fellows Program: Call for Applications

The Chicago Center for Teaching is pleased to announce the creation of the CCT Fellows program, which advances the foundation created by the Center's Teaching Consultant program by expanding opportunities for PhD students to develop their teaching and other professional skills. The program will recruit a cadre of graduate students with a demonstrated commitment to teaching to act as peer mentors to their fellow students on issues related to teaching and pedagogy. The CCT Fellows will be central to the Center's ongoing efforts to contribute to a vibrant culture of teaching on campus and beyond. Selected in the spring via a competitive application process, Fellows will participate in training to prepare them to be knowledgeable and effective resources for their peers, and will receive ongoing support and mentorship from CCT staff. For more details on the program and application process, please visit our website or attend our information session on **Wednesday, April 1st at 12pm in Wieboldt 310D/E**.

Wait, wait, wait…are _you_ the technophobe? Or is it your classroom?   **New Classroom Space.**

The CCT's new space in Harper/Wieboldt includes a brand new multimedia-ready classroom (Wieboldt 310 D/E). The room has smart seating, too: easily reconfigured desks make it simple to set up for group work. Lecture style, the space seats 24; pod-style, 36. No more dead time while you try to replace cords a mouse chewed through, and no more awkward "groups" that all sit in a line.

If you're a repenting Luddite, we've got a slew of upcoming programs that might be of interest:

* Evidence of Teaching Effectiveness: Using an Online Portfolio on the Academic Job Market (April 8 and May 5, details below);
* Digital Pedagogy with the CCT and GSA (April 10, details above);
* Workshop on Creative Assignments with blogs, wikis, discussion boards and Google docs, with Cecilia Lo from IT Services (April 28, details below);
* Workshop on Creating an Enabling Classroom that meets students' needs (May 15, details below).

If you're a non-repentant Luddite, consider booking our gorgeous but decidedly not-smart classroom in Gates-Blake.   Email Jennifer at jmnolan@uchicago.edu to reserve a space.

Teaching Consultants Program

This quarter, the Chicago Center for Teaching welcomed **Katie Krywokulski** (English) as a new Teaching Consultant.

Learn more about the program, and about how to apply to become a teaching consultant: http://teaching.uchicago.edu/graduate-students/the-teaching-consultants-program/

CCT by the Numbers

146 workshop and seminar attendees across **9** events

45 Preparing Future Faculty attendees

21 Individual Teaching Consultations conducted

6 Philosophy of Teaching Statements appointments

3 Mid-Course Reviews conducted

Join us next quarter:

Visiting Scholar Craig Nelson presents:
Teaching to Students' Epistemologies: Mar. 31 9:30-12
Grading's Dual Roles: Mar. 31 2:00-4:00

The CCT's Regularly Scheduled Programs:
Online Teaching Portfolios & the Job Market:
April 8 12-1:30 **&** May 5 12:30-2
Seminar on Teaching Portfolios: April 9 1:30-4:30
Seminar on Course Design: April 21 1:30-4:30
Workshop on Creative Assignments: April 28 2:00-4:00
Creating an Enabling Classroom: May 15 2-4 *__GB 133__*
Workshop on Course Design: May 21 1:30-4:030
Seminar on Teaching Portfolios: June 3 1:00-4:00
…and more!
(Unless otherwise noted, all events will be held in
Wieboldt 310 D/E)
Sign up: http://teaching.uchicago.edu/workshops-seminars/upcoming-events/

More Resources and Programs

myChoice Program: Elements of Successful Teaching in the Sciences

What does successful teaching look like? How can we design a course that promotes active student learning? In this four-part workshop series, we will explore the question of how people learn, think through the elements of course design, explore active learning strategies commonly used in STEM disciplines, and consider how to document and reflect on our teaching.

Meetings will be held from **4-6pm** on:

April 9: *How People Learn: Constructing New Knowledge*
April 16: *Course Design: A Framework for Student-Centered Teaching*
April 23: *Active Learning: Energizing the STEM Classroom*
April 30: *Reflecting on Your Teaching: Statements of Teaching Philosophy and Teaching Portfolios*

Click here for more information.

Philosophy of Teaching Consultations

Need help with your Philosophy of Teaching Statement? Sign up here for an individual consultation with Senior Associate Director, Elizabeth O'Connor Chandler!

Preparing Future Faculty Conference

Earlier this quarter, the CCT hosted "The Introductory Course: Gateway to the Discipline," a day-long conference in which more than 40 graduate students reflected on the work of creating a general course. Nineteen faculty members from nearby institutions presented their experiences of designing and teaching introductory courses in their fields, and led breakout sessions in which grad students defined the key skills and values of their disciplines and discussed how to organize a syllabus around them. Check out the CCT's Preparing Future Faculty Series of seminars and workshops to continue developing skills for faculty careers.

Eat, Teach, Talk, Run!

This winter, the CCT held another *Eat, Teach, Talk, Run!* event, in which graduate students shared free lunch and best teaching practices with their peers. Topics included: a wiki group project for textual analysis, learning how students learn, using a bonus system to encourage students to revise drafts. Our winner was Santiago Mejia, who explained how to get students to read your feedback more carefully by withholding grades until a later date.

Join us! Volunteer for this spring's fun, fast, free and practical lunch by emailing Chandani at patelc@uchicago.edu.