Creating Lesson Plans Workshop
Thursday, June 27, 1:30PM-3:00PM, Wieboldt Hall Room 310 D/E

Class preparation can often seem like an idiosyncratic process. While there isn't one way to prepare for class or draft a lesson plan, there are principles and practices based in scholarly literature on teaching and learning that can help make this process more effective. In this workshop, we will discuss how learning objectives can be used to organize course preparation and plan a
lesson effectively and efficiently. We will explore frameworks that can help structure the flow of individual class sessions — including seminars, discussion sections, and lab classes. Participants will have the opportunity to examine sample lesson plans and begin drafting their own. Participants will leave with concrete tools for designing a lesson plan for their next teaching experience.

Seminar on Teaching Portfolios
Tuesday, July 9, 1:30PM-3:00PM, Wieboldt Hall Room 310 D/E

Assembling a teaching portfolio helps us to think, talk, and write about our teaching with precision and sophistication. In developing a teaching portfolio, we sharpen our ability to critically reflect on our teaching successes and practices, presenting ourselves as knowledgeable, confident, and reflective teachers. Moreover, an online teaching portfolio enables you to share your teaching with a wider community, and can be an important asset on the academic job market. In this seminar, we will discuss the components of a teaching portfolio and the ways in which they may be crafted and curated. By the end of this workshop, participants will be able to identify the elements of a teaching portfolio for which they already have content, plan for and seek out opportunities for generating content for other parts of the teaching portfolio, and begin assembling a teaching portfolio or e-portfolio. Participants may then assemble a draft portfolio to submit for peer feedback during the subsequent Workshop on Teaching Portfolios. This seminar, in conjunction with the Workshop on Teaching Portfolios, fulfills requirement III.1. of the CCT Teaching Certificate programs. Attendance at the Academic Job Market Summer Camp session on Teaching Statements and Teaching Portfolios on July 17 can be substituted for the Seminar on Teaching Portfolios for requirement III.1.

Seminar on Teaching Statements
Wednesday, July 10, 1:30PM-3:00PM, Wieboldt Hall Room 310 D/E

The statement of teaching philosophy is an essential document for the
academic job market and the cornerstone of any teaching portfolio. It articulates who we are as teachers, how we envision teaching in our discipline, and what strategies we use to actively engage our students. The process of writing a teaching statement pushes us to reflect critically on our teaching practices and how we communicate about teaching. Thus, writing a teaching statement also helps us to develop as teachers. In this seminar, we will explore what makes for an effective statement of teaching philosophy. Participants will review and evaluate sample teaching statements and begin drafting their own statement through a series of exercises. Utilizing this knowledge, participants may complete a draft teaching statement to submit for peer feedback during the subsequent Workshop on Teaching Statements.

Grad Students and Postdocs REGISTER HERE

Academic Job Market Summer Camp
Monday, July 15-Friday, July 19, 9:00AM-12:00/1:30PM
UChicagoGRAD HQ (Bookstore 3rd Floor)

Are you planning to apply for academic jobs this fall? Put your best foot forward by attending UChicagoGRAD’s Academic Job Market Summer Camp. You’ll receive advice from UChicagoGRAD and CCT advisors as well as faculty from UChicago and other area institutions. You’ll also have opportunities to hone your documents and interview skills. RSVP for each session in GRADGargoyle.

- Tuesday, July 16: Cover Letters, Research Statements (STEM and HUM/SS), Getting a Postdoc
- Wednesday, July 17: Teaching Statements and Portfolios, Diversity Statements, Navigating Identity
- Thursday, July 18: Interview Best Practices, Campus Visits & Teaching Demos, Creating a Scholarly Website
- Friday, July 19: Job Document Working Groups and Lunch
- Discussion
Workshop on Teaching Statements
Tuesday, August 6, 1:30PM-3:00PM, Wieboldt Hall Room 310 D/E

This workshop is aimed at graduate students and postdocs who are actively working on their statement of teaching philosophy and provides a venue for sharing and receiving feedback. Once registered, participants should send 1 copy of their statement to Julie Hanlon, jhanlon@uchicago.edu, and bring 2 printed copies of their statement to the workshop to share with other participants. Prior participation in the Seminar on Teaching Statements is recommended, but not required.

Workshop on Teaching Portfolios
Wednesday, August 7, 1:30PM-3:00PM, Wieboldt Hall Room 310 D/E

After getting started in the Seminar on Teaching Portfolios, this Workshop provides a venue for graduate students and postdocs to share and receive feedback on a draft of their teaching portfolio. Participants should have ready to share: a table of contents, statement of teaching philosophy, teaching biography/teaching experience, at least 1 syllabus, and a summary of student evaluations. The portfolio may be presented as a PDF or website. Participants should bring a laptop. This workshop, in conjunction with the Seminar on Teaching Portfolios, fulfills requirement III.1. of the CCT Teaching Certificate programs. To register, participants must have already attended the CCT Seminar on Teaching Portfolios. Registration required via GRADGargoyle.

Excellence in Course Design Award
The CCT annual Excellence in Course Design Award acknowledges the
achievements of University of Chicago graduate students in the area of course design. It offers graduate students formal recognition of their pedagogical development and reflection on student-centered and inclusive teaching during the period of their doctoral studies. All graduate students who have taught a course of their own design, at University of Chicago or elsewhere, are eligible to apply. Winners are recognized on our website and their syllabi are made available to other UChicago graduate students in our online materials bank and used as examples in workshops on course design.

The deadline for submissions for 2019 Excellence in Course Design Award is **Friday, July 5, 2019**.

For more information about this award please visit the Excellence in Course Design Award page on our website [here](#).

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**Grad Students and Postdocs REGISTER HERE**

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Be on the lookout for more up-to-date workshops and offerings on our website: [teaching.uchicago.edu](https://teaching.uchicago.edu)

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**Facebook**: [https://www.facebook.com/chicagocenterforteaching](https://www.facebook.com/chicagocenterforteaching)
Follow for: Event information, photos and images, general updates and individual spotlights!
SUGGESTIONS FOR THE CCT?

We welcome the feedback of any and all CCT constituents and those who may like to engage with us in the future. Fill out the form linked below to share your questions, thoughts, and ideas about teaching with us!

CCT Suggestions and Feedback Form