Do You Know Where You're Going?:
Writing Measurable Learning Objectives as Guideposts for Students and Instructors
Kristin Koepke, Instructional Designer
Tue., Sep. 14th, 11:00am-12:30pm & Fri., Sep. 24th, 1:00pm-2:30pm

Quality learning objectives are like a road map to the course. By developing a coherent and logical map, students and instructor have clear directions on the road of the course. Start your course off right by attending this workshop and learning the skills you need to write measurable learning objectives for your course and units. Writing measurable objectives will help your semester-long course be more focused on the content you truly wish to cover. This workshop will define objectives, discuss the components and kinds of objectives, and describe strategies for building quality and measurable learning objectives. Based on these definitions and strategies, participants will examine, write or revise course and/or unit objectives for one of their courses. Participants will share and problem-solve with facilitators and peers on ways to improve and enhance objectives to ensure they meet prescribed components and criteria. Attendees should bring a set of current objectives to analyze or revise during the exercises. These could be learning objectives for individual assignments or class periods, units in a course or objectives for an entire course. Or, if you want to start fresh and write new objectives bring course material such as an assignment or syllabus. Bring hardcopy or your laptop.

Four Birds with One Stone: Assessment Techniques to Measure and Improve Student Learning, <u>and</u> to Demonstrate and Improve Teaching Effectiveness.
Bill Cerbin, CATL Director
Tue., Sep. 28th, 11:00am-12:30pm & Fri., Oct. 8nd, 1:00pm-2:30pm

This workshop will examine how to use simple classroom assessment techniques to accomplish multiple purposes—to measure and improve student learning, and to improve and document teaching effectiveness. Participants will explore how to get more return on your current classroom assessment effort. Some of the strategies you currently use to evaluate student learning might also be used to improve their performance and your instruction. You can then document this work as evidence of teaching effectiveness in Digital Measures. We will identify a variety of strategies and formats for classroom assessment and review examples from recently promoted UW-L colleagues.
(Especially useful for instructors preparing retention or promotion material.)

Better Feedback in Less Time: Using Minimal Marketing and Macros to Respond to Student Writing

Bryan Kopp, Writing Programs Coordinator

Tue., Oct. 12th 11:00am-12:30pm & Fri., Oct. 22nd, 1:00pm-2:30pm

Instructor feedback helps students gauge their progress toward course goals, but giving feedback can be time-consuming, particularly in large and multiple-section courses. How can teachers deliver feedback more efficiently, increasing the chances students will actually use it?

After reviewing basic commenting strategies, this session will spotlight two techniques that can significantly reduce the time it takes to respond to student work: minimal marking and macros. Minimal marking involves flagging or coding common writing issues, reducing the need for extensive commentary. Macros are keyboard shortcuts that can accelerate commenting by eliminating its repetitive aspects. Participants are invited to share their current feedback practices and complete the initial steps in creating a more efficient feedback system. *(Intended for instructors of writing-intensive courses)*

To Boldly Teach, Where You Have Not Taught Before: An Introduction to Online Teaching

Brian Udermann, Director of Online Education and Kristin Koepke, Instructional Designer

Tue., Oct. 26th 11:00am-12:30pm & Fri., Nov. 5th, 1:00pm-2:30pm

Have you been thinking about the possibility of developing and teaching an online course? This session is designed for instructors who are considering teaching online for the first time, or who have minimal online teaching experience. Topics will include creating a syllabus, delivering content, course navigation, academic integrity, student engagement, student and faculty expectations, and resources available through UW-L. There will also be a considerable amount of time dedicated to questions from participants.

Generating Good Discussions

Deb Hoskins, Inclusive Excellence Coordinator and Kristin Koepke, Instructional Designer

Tue., Nov 9th, 11:00am-12:30pm & Fri., Nov 19th, 1:00pm-2:30pm

Discussion is the most commonly-used strategy for active learning. It is also an important means to engage students across differences. In this workshop, you will learn what makes discussion effective, ways to set ground rules that keep discussions on track, and ways to think about grading discussions. You will then plan a unit with an active discussion activity that will work in either a face-to-face or online classroom.

Herding C.A.T.S . : Using Classroom Assessment Techniques to Understand Student Learning

Patrick Barlow, Assessment Coordinator

Tue., Nov. 23rd 11:00am-12:30pm & Fri., Dec. 3rd 1:00pm-2:30pm

The process of assessment of student learning may seem laborious and lead faculty to wonder if they may be "chasing their own tail." At times, the tools and process of assessment may seem to be far removed from the classroom. This session will take a look at how to utilize short, ungraded strategies in the context of a course lesson (C.A.T.s) to derive useful information for how specific class activities are impacting student learning. These C.A.T.'s (Classroom Assessment Techniques) cover a broad range of possibilities. Some exemplars will be demonstrated with time for attendees to identify possible uses for a C.A.T. in their courses. Attendees are asked to bring materials related to course lessons or concepts that they believe students have a hard time understanding. Attendees will take away 1-2 ideas for possible use of this kind of assessment in their courses.

Writing Better Objective Exams

Bill Cerbin, Director of CATL

Fri., December 10th, 1:00pm-2:30pm

The session focuses on how to write sound test items in a multiple choice format. You will learn principles of writing good test items, tips on overall test construction, how to analyze and improve test items that have not been working well, and ways to write multiple choice items that test complex thinking. *(Appropriate for instructors who have little training/self-study in test construction)*

Motivating Students

Deb Hoskins, CATL Inclusive Excellence Coordinator

Tue., Feb 15th, 11:00am-12:30pm & Fri., Feb 25th, 1:00pm-2:30pm

Research tells us that engaged students are more likely to succeed in a class than passive students, but sometimes that feels almost impossible. In this workshop, you will explore some of the issues you might face in engaging a diverse class effectively and identify strategies to help you meet your students halfway. You will plan how to apply one strategy to your course.

So You've Taught Some Online Courses… Now What?
Ways to Revise and Refresh Your Online Course(s)

Kristin Koepke, Instructional Designer

Tue., Mar. 1st, 11:00am-12:30pm & Fri., Mar 11th, 1:00pm-2:30pm

This workshop will share ideas on ways to spruce up an online course with emerging technologies, use the Quality Matters rubric to assess the course design, share strategies to access usability, and share various activity enhancement options. Participants must have taught a course online and be able to think critically about the design of that course. Participants should bring with them their laptop in order to access their online course during the workshop. During the workshop participants will be asked to identify areas of possible redesign and collaborate with peers on ways to enhance that area. Participants will leave the workshop with suggestions or ideas on ways to revise and refresh their online course for the next offering.

Using Lesson Study to Explore How to Teach Sustainability

Bill Cerbin, CATL Director and Members of the Joint Committee on Environmental Sustainability

Thursday March 24, 2:30-3:30 and Friday, March 25, 1:30-2:30

This workshop is an introduction to lesson study for instructors interested in teaching sustainability in their classes. Lesson study is a teaching improvement activity in which several instructors jointly plan, teach, observe, analyze and refine an individual class lesson.

In this session you will have an opportunity to discuss sustainability topics and issues with other instructors and learn how you can work collaboratively to develop and improve your teaching practices and student learning related to sustainability. This workshop is supported by the Joint Committee on Environmental Sustainability & The Center for Advancing Teaching & Learning.

To Boldly Teach Where You Have Not Taught Before: An Introduction to Online Teaching
Brian Udermann, Director of Online Education
Wednesday, March 30, 9:30-11:00am

Have you been thinking about the possibility of developing and teaching an online course? This session is designed for instructors who are considering teaching online for the first time, or who have minimal online teaching experience. Topics will include creating a syllabus, delivering content, course navigation, academic integrity, student engagement, student and faculty expectations, and resources available through UW-L. There will also be a considerable amount of time dedicated to questions from participants.

Four Birds with One Stone: Assess and Improve Student Learning, Improve Teaching, and Demonstrate Teaching Effectiveness
Bill Cerbin, Director of CATL
Fri., Apr. 1st 1:00pm-2:30pm

Classroom assessment can be used to: 1) assess student progress on course and program learning objectives, 2) improve student learning, 3) improve teaching, and 4) document teaching improvement and effectiveness. This workshop will examine how to use classroom assessment techniques to accomplish multiple purposes. Participants will develop a plan to measure student learning in a way that can be used to enhance student learning, improve teaching, and serve as evidence of teaching effectiveness in Digital Measures. *(Especially useful for instructors preparing retention or promotion material.)*

And All Shall Have Prizes?: Assessment of Learning from Group Work
Fri., Apr. 15th, 1:00pm-2:30pm
Patrick Barlow, Assessment Coordinator & Bill Cerbin, Director, CATL

The use of group or collaborative learning involves meaningful pre-planning and provides the unique opportunity to create learning situations to enhance student abilities. Specific goals for such group work often include desired learning outcomes revolving around skills of teamwork, leadership, group process, as well as learning of concepts. Creation of an assessment process whereby a faculty member can identify the impact of the collaborative learning tasks also takes planning. This session will focus on ideas for creation of assessment processes that can shed light on the impact of the collaborative/group tasks to provide information on what to refine or maintain about them. Attendees are asked to bring their current materials related to a group task and ideas of how they are assessing its impact. A plan for how to revise or create an assessment strategy around the group task is the desired take home product. *(This session will address the needs of those with some experience in group/collaborative learning.)*

Want to Be First in your CLASSE?:

Using the CLASSE to Assess Student Engagement in Your Courses

Patrick Barlow, Assessment Coordinator

Fri., Apr. 29th, 1:00pm-2:00pm

The CLASSE (Classroom Survey of Student Engagement) is a tool that measures how often students engage in critical learning behaviors in a course, e.g., come to class prepared, discuss course material outside of class, exert their best effort, attend class, work with classmates outside of class, and much more. Using the CLASSE can help you understand the depth and quality of student engagement in your course and explore ways to engage students more fully. This session will review the actual survey, discuss the types of information you can assess, and explore how you might use the CLASSE in your courses