



"Connected Teaching: Collaborating and Sharing with Students and Each Other"

Teaching Techniques

	Introduction/Design	Implement	Evaluate	
Active Learning Techniques	<b>What is Active Learning?</b> The term "Active Learning" covers a wide range of teaching techniques- punctuated lectures, collaborative learning, problem-based learning, inquiry, etc. We will start by exploring our own values as teachers, discuss a couple of scenarios that could be aided by various active learning techniques, and brainstorm ideas to assist in situations that you prose. References and sources for exploring Active Learning will be provided.	<b>Welcoming Wikipedia into the Classroom (Really!)</b> Wikipedia as an "active" learning technique? Absolutely! Rather than avoid wikipedia why not get your students to engage with it! In this workshop participants will learn how they might embrace wikipedia as a means to achieving both content and skills objectives while actively involving students in the production of knowledge. Following an overview of one successful wikipedia assignment in which students had to revise wikipedia entries participants will have the chance to discuss and sketch out how they might integrate wikipedia into their own courses. As interest and time allows a brief tutorial on editing wikipedia.	<b>Teaching with your Mouth Shut</b> A workshop to promote student-centered teaching & includes an overview & discussion of Teaching with your Mouth Shut by Dr. Donald Finkel in which he explores a democratic approach to teaching. This approach suggests that teachers provide a set of circumstances for students to reflect upon & learn from as opposed to being given information in lecture form. Finkel's methodology will be explained to workshop participants who will then break into groups to brainstorm how they might utilize this approach in their own classes.	<b>Pluses and Minuses of Portfolios</b> Use of portfolios has become increasingly common in a variety of higher education disciplines. Originally used in the arts, English, and humanities, portfolios are now used by the social sciences, as well as other fields. What are the benefits of portfolios for both the student and the professor? What are the drawbacks of them as an instructional tool? These questions, and recommendations, will be covered in this workshop.
	<b>Marc Boots-Ebenfield</b> <b>Friday, October 17,</b> <b>2:30-3:30, MH100C</b>	<b>Elizabeth Duclos-Orsello</b> <b>Wednesday, November 5,</b> <b>3:00-4:15, HB116</b>	<b>Mary Ann McGovern</b> <b>Shelley Steenrod</b> <b>Tuesday, November 18,</b> <b>11:00-12:15, CC225</b>	<b>Yvonne Vissing</b> <b>Tuesday, February 10,</b> <b>11:00-12:15, TBA</b>
Teaching Online	<b>QuickStart Guide to Online Teaching</b> Anyone can get started designing an online course with a basic understanding of best practices in online learning. Bring your syllabus and after a quick overview of the essentials of online course design participants will start to create their own online units. We focus on fully online courses. Basic knowledge of Blackboard helpful, but not necessary.	<b>1 Potato, 2 Potatoes, 3 Potatoes, Four..Online Discussions How Many More?</b> Online discussions are the utmost challenge to online teaching. Dr. Shea will share her insights gained from online discussion experiences that ranged from pure frustration and exhaustion to the greatest "aha" moments in online teaching. These experiences resulted in the online discussions component moving from "rags to riches." Participants will have not only an opportunity to work with the online discussion tool in Blackboard, but also brainstorm and network about online discussions.	<b>Taking advantage of Online Possibilities</b> William Cornwell will discuss and give examples of how his course continues to evolve from a F2F course that was online to a truly online course. Topics include: use of discussion boards, integrating a variety of media, use of student groups & student moderation techniques.	<b>Evaluating Group Work</b> There is a wealth of evidence that cooperative learning, peer teaching, team-based learning and other forms of student-student interaction are effective at meeting content-based learning objectives and building skills essential for most vocations. Many of the qualities that make group work so effective are often ignored in the assessment of student work. We will examine several techniques for ensuring that assessment techniques support group dynamics and award individual achievement. These techniques will be applicable both online and F2F.
	<b>Marc Boots-Ebenfield</b> <b>Monday, September 29, 3:30-4:30, MH100C</b>	<b>Sheila Shea</b> <b>Thursday, November 13,</b> <b>2:30-3:30, HB116</b>	<b>William Cornwell</b> <b>Monday, February 9,</b> <b>2:30-3:30, TBA</b>	<b>Marc Boots-Ebenfield</b> <b>Monday, March 9,</b> <b>11:00-12:15, CC225</b>
Collaborative/Team-Based Learning	<b>On the Use of Group Theory &amp; Practice in Enhancing Classroom Teaching</b> Why do 2 classes with the same syllabus and same assignments respond entirely differently to the teaching? This introduction to group learning will provide participants a framework to understand the classroom as a group phenomenon and how to best use the properties of group dynamics to enhance student learning. Special focus will be on engagement and assessment of the "group-as-a-whole" and developing and enhancing "mutual aid" and collaborative learning within a classroom.	<b>Experience Team-Based Learning</b> Team based learning is an instructional strategy for the college/university classroom that may change forever your approach to teaching. Not to be confused with cooperative learning or small group activities, it is designed to support high performance learning based around social units or "teams". The initial set-up is crucial for a successful semester of team-based learning. Shelley Sweeney will take you through the essential elements of team-based learning and let you experience key steps as a student.	<b>Conditions for Successful Online Collaboration</b> Chaos theory, systems and networks, and coupling structures – what do these examples of managing complexity have to do with online collaboration? Participate in a real-time demonstration of tight coupling, loose coupling, and uncoupling in online teams to find out. Learn how your role as instructor and its impact on group structure can have significant unintended consequences on group outcomes. You will walk away with a clearer picture of how to manage online teams. This session will be highly interactive.	<b>Evaluating Group Work</b> There is a wealth of evidence that cooperative learning, peer teaching, team-based learning and other forms of student-student interaction are effective at meeting content-based learning objectives and building skills essential for most vocations. Many of the qualities that make group work so effective are often ignored in the assessment of student work. We will examine several techniques for ensuring that assessment techniques support group dynamics and award individual achievement. These techniques will be applicable both online and F2F.
	<b>Mary Hobbins DeChillo,</b> <b>Thursday, October 16,</b> <b>3:30-5:00, MH106</b>	<b>Shelley Sweeney</b> <b>Monday, November 3,</b> <b>11:00-12:15, MH106</b>	<b>Gina Vega</b> <b>Wednesday, March 4,</b> <b>3:30-4:45, CC225</b>	<b>Marc Boots-Ebenfield</b> <b>Monday, March 9,</b> <b>11:00-12:15, CC225</b>

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