

Menu of Faculty Development Trainings

Faculty developers are available to give tailored trainings to groups of 4 or more faculty. The following modules are now available, but new trainings can also be created in response to specific needs. Any of the following trainings facilitated by faculty developers count toward professional development for faculty accreditation files. Please schedule your workshop at least one week in advance for preparation and scheduling purposes. Be prepared to provide us with materials (assignment sheets, syllabi, student work, etc.) so that we can tailor the workshop to your specific department/area.

Title & description	Time required	prerequisites
The Basic Lesson Design: setting student-focused goals Participants learn the importance of this most basic, but often misunderstood element of a lesson. Participants will write goals that contain the most important elements for lessons.	30 mins	none
The Four-Step Lesson Design Sequencing class activities to mimic students' natural (or "experiential") learning cycle reinforces their ability to learn and gives teachers a solid framework they can use to sequence class activities.	1 hour	The Basic Lesson Design (can be combined with this workshop) Identifying Your Learning Preference (helpful but not required)
Identifying Your Learning Preference Within the Experiential Learning Cycle, we all have preferences as to how we learn which inform our teaching. Participants take a learning style inventory, score and interpret it with respect to teaching and working styles.	1 ¼ hour	none
Varying Activities for Learning Styles Identify your own preferred modality for learning and explore ways to adapt many classroom activities to different learning styles.	45 minutes	none
Creating Rubrics <i>What is a rubric? Why should I use one? and How can I make one?</i> are the questions we explore in this workshop. Participants get started on making a rubric for an assignment in their own or a related class.	1 hour	none
Consensus building: grading How do I know I am grading in line with the other teachers? Teachers from the same class, or different classes in a series can arrange for a norming session facilitated by a Faculty Developer. By the end of the session, teachers will have more confidence in their grading.	1 ½ hour	Existing rubric or standards for the assignment in question
Educating Generation Y What are the expectations and traits of students entering college today? How do they view themselves, their lives, and their careers in higher education? Participants examine the attitudes and characteristics of this group and explore the implications for your classroom practice.	30-60 mins	none
Project Based Learning We all have experienced how our students are engaged and eager to learn what is done in the "real world". Implementing project-based learning brings real-world projects into your classroom. Through a presentation, discussion and activities, participants will leave with ideas for implementing project-based learning in their classrooms.	1 hour	none
Varying the Critique Participants walk through simulations of some alternative formats for critique and discuss how and when each might be appropriate.	1 hour	Basic critiquing skills