### **2023-24 GSI Academy Workshop Schedule**

*(Times and dates may change depending on academy participant and facilitator schedules)*

### [Course Design Basics and Transparency in Learning and Teaching](https://www.givepulse.com/event/382178-gsi-academy-course-design-basics-and-transparency-in-learning-and-teaching) \*

**Dates(s)/Time:** 9:30 to 10:50 a.m. Tuesday, Sept. 12, 2023

**Location:** CTLA Collaboratory

**Session Description:** Learners benefit from instructors who clearly communicate the rationale behind instructional practices. Being transparent in course design and in crafting and grading assignments motivates students to learn and be more successful. This session introduces instructors to backward design, the TILT (Transparency in Learning and Teaching) framework, and approaches to rubric construction. Participants will begin working on a transparent assignment and corresponding rubric (or TILT a current assignment) for use this semester.

**Learning Outcomes:** During and following this session, participants will

* Articulate the backward design approach to course construction.
* Outline the Transparency Framework for academic work.
* Apply the framework to one of their fall or spring semester assignments.
* Identify three types of grading rubrics.
* Apply the most appropriate rubric to a given assignment.

### [Using Student Feedback to Improve Instruction](https://www.givepulse.com/event/382179-gsi-academy-using-student-feedback-to-improve-instruction) \*

**Date(s)/Time:** 9:30 to 10:50 a.m. Tuesday, Sept. 19, 2023

**Location:** CTLA Collaboratory

**Session Description:** Gathering student feedback on a course early in the semester offers insight into what is working and not working in a course and allows the opportunity to make reasonable changes. In addition, this type of easy-to-deploy survey allows instructors to reinforce learning outcomes, why they teach the way they do and why they make certain choices about content, making decisions transparent to students. Early-semester feedback asks students to reflect on responsibility for their own learning and how they can support it. End-of-term student evaluation allows an instructor to make refinements to the next iteration of the course or refine instructional approaches in the future.

**Learning Outcomes**: Following this workshop, participants will be able to

* Connect the research on formative student feedback with their own implementation.
* Administer or adapt a Center for Teaching, Learning, and Assessment survey to gather early-semester formative feedback.
* Explain the process for preparing students to take the survey and debriefing students on survey results.
* Determine what -- if any -- changes to instruction should result from survey administration and student feedback.

### [Facilitating Classroom Discussions](https://www.givepulse.com/event/382181-gsi-academy-facilitating-classroom-discussions) \*

**Date(s)/Time:** 9:30 to 10:50 a.m. Tuesday, Sept. 26, 2023

**Location:** CTLA Collaboratory

**Session Description:** This session introduces strategies for managing difficult discussions among learners across a variety of content areas. Initiating and sustaining productive classroom conversations is challenging, but specific strategies can help instructors prepare for and introduce discussions, guide discussions as they progress, re-engage students at various points, and wrap-up discussions effectively. (Participants should come with a topic they would like to plan a discussion around.)

**Learning Outcomes**: Following this session, participants will be able to

* Plan and help learners prepare for classroom participation.
* Consider multiple ways learners might participate.
* Design a discussion plan.
* Foster an inclusive discussion environment.
* Manage and bring closure to discussions.

### [Assessing Student Learning: Did They Get It?](https://www.givepulse.com/event/382183-gsi-academy-assessing-student-learning-did-they-get-it) \*

**Date(s)/Time:** 9:30 to 10:50 a.m. Tuesday, Oct. 3, 2023

**Location:** CTLA Collaboratory

**Session Description:** This workshop is specifically designed for Graduate Student Instructors (GSIs) and Teaching Assistants (TAs). We will introduce strategies for assessing learning outcomes that are both formative and summative. We will discuss instructor feedback that is particularly helpful to students and share ways to manage participants’ own time while providing timely feedback. The session includes opportunities to redesign a current assignment with the goal of accurately and effectively assessing student understanding.

**Learning Outcomes**: Following this workshop, participants will be able to

* Explain the difference between formative and summative assessment.
* Describe formative assessment strategies.
* Align learning outcomes to assessments.
* Articulate why instructors grade and what it means when students achieve or meet a learning outcome.
* Describe multiple strategies for providing feedback in ways that are efficient and manageable.

### [Engagement](https://givepul.se/rvr6xi) Strategies and Today’s Learners

**Date(s)/Time:** 9:30 to 10:50 a.m. Tuesday, Oct. 17, 2023

**Location:** CTLA Collaboratory

**Session Description:** Students entering higher education today more than likely have experienced two years of online instruction in some way because of the COVID pandemic. This session outlines data collected by various units and departments about who Ohio University students are and the experiences they bring with them. It also offers specific instructional approaches that encourage the re-engagement of students who have disengaged from their learning contexts or who are lacking particular experiences and skillsets that allow them to feel successful and fully engage in class. Finally, participants will hear from current students about how these instructional approaches are received.

**Learning Outcomes**: Following this workshop, participants will be able to

* Explain the ways the COVID pandemic affected student engagement.
* Describe OU’s student body demographics.
* Define course or classroom engagement and how it impacts learner success.
* Identify three to five instructional practices that encourage student engagement.
* Plan for implementation of at least two engagement strategies.

### [Evidence-based Instructional Strategies](https://www.givepulse.com/event/382186-gsi-academy-evidence-based-instructional-strategies) \*

**Date(s)/Time:** 9:30 to 10:50 a.m. Tuesday, Jan. 23, 2024

**Location:** CTLA Collaboratory

**Session Description:** The Scholarship of Teaching and Learning (SoTL) provides us with research on how students learn and what instructional practices promote student learning and success. This session will introduce instructors to the most impactful practices that are relatively easy to implement, most of which are described as active learning strategies. Teaching with an understanding of the research supporting particular pedagogical practices allows for the development of Graduate Student Instructors into reflective scholarly teachers and provides them with some evidence to assist them in justifying their instructional strategies.

**Learning Outcomes**: Following this workshop, participants will be able to

* Differentiate between scholarly and non-scholarly teaching.
* Define evidence-based instructional strategy.
* Identify how SoTL and learning sciences influence what happens in a classroom.
* Describe at least five high-impact instructional practices that can be implemented this semester.
* Plan for implementation of an active learning strategy and methods for understanding its effectiveness.

### [Inclusive Pedagogy and DEI Statement](https://www.givepulse.com/event/382188-gsi-academy-inclusive-pedagogy-and-dei-statement)

**Date(s)/Time:** 9:30 to 10:50 a.m. Tuesday, Feb. 13

**Location:** CTLA Collaboratory

**Session Description:** This workshop is specifically designed for Graduate Student Instructors (GSIs), Teaching Assistants (TAs), and graduate students preparing for the academic job market. Building on ideas introduced in Authentic Teaching and Today’s Learners, we will share and discuss strategies for creating inclusive classroom environments. We will introduce a process for developing an effective Diversity, Equity, Inclusion statement that explains how participants’ experiences and values reflect their commitment to inclusion regardless of research area, discipline, or social identities. The session will include opportunities for outlining or drafting portions of a DEI statement, as well as sharing model statements.

**Learning Outcomes**: Following this workshop, participants will be able to

* Identify strategies for creating inclusive classroom environments.
* Describe how to use inclusive pedagogy in your own classes.
* Identify characteristics of a strong DEI statement.
* Write about their own specific actions or behaviors that support DEI.
* Develop a dynamic document that will be refined over time and experiences.

### [Developing a Teaching Portfolio and Philosophy](https://www.givepulse.com/event/382190-gsi-academy-developing-a-teaching-portfolio-and-philosophy)

**Date(s)/Time:** 9:30 to 10:50 a.m. Tuesday, April 2

**Location:** CTLA Collaboratory

**Session Description:** This workshop is specifically designed for Graduate Student Instructors (GSIs), Teaching Assistants (TAs), and graduate students preparing for the academic job market. We will introduce a process for developing a teaching philosophy that begins with identifying core values and considering teaching practices that reflect those values and contribute to student success. Teaching portfolio formats and examples of evidence of teaching effectiveness will be shared. The session will include opportunities for brainstorming and drafting portions of a teaching philosophy, as well as sharing model statements.

**Learning Outcomes**: Following this workshop, participants will be able to

* Explain what a teaching philosophy is.
* Identify characteristics of an effective statement of a teaching philosophy.
* Identify one’s own pedagogical values and align values with articulated instructional strategies.
* Identify sources of evidence for teaching effectiveness.
* Develop a dynamic document that will be refined over time and experiences.

### [OHIO Conceptualization of Teaching Excellence](https://www.givepulse.com/event/382192-gsi-academy-ohio-conceptualization-of-teaching-excellence)

**Date(s)/Time:** 9:30 to 10:50 a.m. Tuesday, April 16

**Location:** CTLA Collaboratory

**Session Description:** In the 2022-23 academic year, Ohio University faculty formalized a conceptualization of teaching excellence that supports ongoing development of faculty across a career. This conceptualization assists faculty in identifying areas for development and allows for common understanding of course and instructional characteristics that support student learning, development and academic success. It also provides a structure for evaluation of instruction and improvement over time.

**Learning Outcomes**: Following this workshop, participants will be able to

* Articulate the descriptors of teaching competence/excellence.
* Outline the eight criteria of competent teaching in the college classroom.
* Self-assess the level of implementation of these criteria in their own teaching.
* Plan for future professional development and learning.