

**CENTER FOR TEACHING AND LEARNING (CTL)**  
***REFLECTIVE TEACHING SEMINAR***  
Academic Year 2018-19

***Seminar Leaders:***

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*Fall Schedule:* Tuesdays, 4:00 – 5:15 PM  
Room: MC2.404 (CTL)

*Spring Schedule:* Tuesdays, 4:00 – 5:15 PM  
Room: MC2.404 (CTL)

September 11  
September 18  
September 25  
October 2  
October 9  
October 16  
October 23  
October 30  
November 6

January 22  
January 29  
February 2017 (class visits)  
February 19  
February 26  
March 5  
April (TBA— CTL Awards Reception)

***Seminar Format and Philosophy:***

The Reflective Teaching Seminar is a part of a faculty development program that is intended to help you be successful in your role as a university instructor. The seminar focuses on familiarizing participants with current, research-based literature on how to teach effectively in higher education and provides opportunities to apply and reflect upon new pedagogy.

Typical seminar sessions include information on practical teaching topics, time for interacting with colleagues, and dialogue about important pedagogical ideas and approaches. We will also incorporate a feature called “the problem of the week,” which calls upon participants to generate solutions for a seminar colleague’s challenging teaching problem. We hope that the Reflective Teaching Seminar will help to improve and enrich your career by expanding your horizons as an instructor, helping you become aware of the scholarship on teaching and learning and giving you the procedural knowledge to implement best practices in your classroom.

In the Reflective Teaching Seminar, learning is an active process during which participants collaborate to accomplish tasks and goals. In this collegial learning environment, individuals have strong responsibilities to one another. Our obligations as the seminar leaders include (a) being knowledgeable and current in the subject matter, (b) planning and providing rich experiences, (c) helping you assess your abilities and identify areas of growth, and (d) assisting you to meet both the course objectives and the personal learning goals you have identified.

Your obligations include (a) attending all sessions, (b) participating actively and positively, (c) expressing your learning needs to us, (d) completing any short reading provided, and (e) providing us with feedback on the seminar.

### ***Materials and Resources:***

All materials will be provided by the seminar leaders on a weekly basis.

#### Tomorrow's Professor

We recommend that you subscribe to the Tomorrow's Professor Listserv (see <https://tomprof.stanford.edu/>). The frequent and short excerpts from works on current "hot topics" in higher education are thought-provoking. This "desktop faculty development" resource will also help you to develop a sense of the "big picture" of the scholarship of teaching and learning at the college level. The online archive offers a wealth of information at your fingertips. To subscribe to the listserv, go to: <https://mailman.stanford.edu/mailman/listinfo/tomorrows-professor>

#### Discipline-specific Teaching Resources

It can be very helpful to become acquainted with any organizations within your discipline that focus on teaching. Examples include the *Society for the Teaching of Psychology* (APA Division 2), *Computer Science Teachers Association*, *American Society for Engineering Education*, and so forth. Membership often comes with access to teaching resources and a journal or newsletter on teaching within the discipline.

#### Center for Teaching and Learning (CTL)

CTL provides a range of services designed to help improve instruction on campus. A menu of their programs is given at [utdallas.edu/ctl](http://utdallas.edu/ctl)

You are also strongly encouraged to "like" our Facebook page (<https://www.facebook.com/CTLUTD/>). This site includes frequent postings about teaching-related issues.

You are also invited to attend our frequent workshops and guest speakers throughout the year. Invitations will be issued to these individual events.

### ***Reflective Teaching Seminar Goals and Objectives***

When you have successfully completed this seminar, you will be better able to:

1. Diversify instructional methods, activities, assignments and assessments to create an optimal learning environment for students.
2. Apply learning theory and intellectual development models in your courses.
3. Develop objectives for your courses, class sessions, activities and assignments that are appropriate, learner-centered and measurable.
4. Involve students actively at all stages of the learning process.
5. Maximize the educational benefits of each class session through careful planning and preparation, utilization of effective speaking skills and instructional techniques, and opportunities for active learning.
6. Foster teambuilding, teamwork, and communication skills via cooperative learning and other techniques.
7. Create and use technology and media innovations.

8. Develop effective assessment and grading tools, evaluate and grade fairly, and deal appropriately with academic integrity issues.
9. Assess your own teaching performance and identify needs, opportunities and resources for improvement.
10. Utilize peer observation, student feedback, campus resources, research literature on teaching and learning, and self-evaluation to improve and expand your teaching skills (i.e., become a reflective practitioner).
11. Utilize the knowledge and skills necessary to give helpful feedback to colleagues on their teaching performance or “teacher artifacts” (materials or resources used in teaching, e.g., syllabi, exams, assignments, websites, etc.).
12. Align curriculum, instruction, and assessment in existing courses and in planning new courses or units of instruction.
13. Recognize student problems and needs and be able to refer students to the appropriate resources for help.
14. Develop a personal philosophy and style to serve as a basis for your academic career.

<b>DATE</b>	<b>TOPIC</b>
<b>FALL</b>	
September 11	Introduction and Reception
September 18	Undergraduate Student Development –Internal and External Influences
September 25	Constructing Syllabi and Learning Objectives: What Do We Want Students to Achieve?
October 2	Matching Assignments and Tests to Objectives
October 9	Getting Students to Do the Reading
October 16	Issues in Grading and Giving Feedback
October 23	Active Learning Approaches
October 30	Avoiding the Sound of Silence: Facilitating Meaningful Discussions
November 6	Fighting Misconceptions and Dealing with Controversial Material
<b>SPRING</b>	
January 22	Dealing with Challenging Student Behaviors
January 29	Helping Students to Write and Think in the Style of One’s Discipline
February (to be arranged)	Visiting a Course Outside of Your Area of Expertise
February 19	Discussion Forum: Reflections on Visiting Another Course
February 26	Beyond the Course Website: Leveraging Technology for Student Learning
March 5	Becoming a Reflective Teacher
April TBA	CTL Awards Reception

## **Additional Events Already Scheduled**

### ***External Speakers***

- 19 September 2018, “*Teaching Effective Thinking*” with Dr. Michael Starbird, Professor of Mathematics and University of Texas Distinguished Teaching Professor at the University of Texas-Austin as well as a member of the University of Texas System Academy of Distinguished Teachers.
- 31 October 2018, “*A Positive Approach to the Serious Problem of Academic Dishonesty*” with Dr. David Rettinger, Associate Professor of Psychological Sciences and Executive Director of the Center for Honor, Leadership, and Service, University of Mary Washington.
- 7-8 February 2019, “*Creating the Path to Success in the Classroom*” with Dr. Kathleen Gabriel, Associate Professor of Education, California State University-Chico.
- April, 2018, TBA

### ***Tentative Fall 2018 Workshops***

All workshops and events are held from 12-1pm in the CTL Conference Room (MC 2.404) or Auditorium (MC 2.410).

<b><u>Date</u></b>	<b><u>Title</u></b>	<b><u>Co-Sponsor</u></b>
9/12	Transitional needs and integration of international students	International Center
9/27	Invited Speaker: Jane Thierfeld Brown, Assistant Clinical Professor, Yale Child Study Center – Supporting Students on the Autism Spectrum	Dean of Students Office
10/1	Graduate Professionalization Week	Graduate Studies
10/9	Teaching to close the achievement gap	Undergraduate Education (OUE)
10/16	Designing courses to promote intrinsic motivation	
10/24	Course policies and their implications	
11/7	Teaching and Reaching All Students	OUE
11/13	Intercultural Competence in the Classroom	International Center
11/28	Faculty Workshop: Writing a Statement of Teaching Philosophy	

## Reflective Teaching Seminar 2018-2019 Participants

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