

**CEU Center for Teaching and Learning
Seminars on Excellence in Teaching, Winter/Spring 2012**

Facilitating Group Discussions: from the Seminar Room to the Lecture Hall

3-week seminar: February 17, February 24, March 2 (10 a.m. – 12 p.m.)

This seminar will explore leading research and exemplary practices regarding how scholars can facilitate inquiry-based, student-centered discussions at the core of university teaching. What constitutes a good discussion in your academic field? How can you, as a discussion facilitator promote critical thinking, complex questioning, and deep understanding among your students?

Doctoral students in the seminar will have an opportunity to develop discussion strategies appropriate to their academic disciplines, practice facilitating discussions, and receive critical feedback from members of the seminar.

Teaching in on-line environments: from face-to-face to blended learning

3-week seminar: March 9, March 23, March 30 (10 a.m. – 12 p.m.)

When it comes to perspectives on teaching and learning, emerging technologies have generated waves of new opportunities for rich and engaging learning experiences in higher education. This short course is designed to help doctoral students take advantage of the new participatory learning culture and explore ways to use technology to foster interaction, collaboration, and ownership over learning. Strategies to be discussed and modeled address teaching and learning processes and also focus on the transformed learner and instructor roles in online environments such as Moodle.

This seminar will be useful for those who are interested in experimenting with technology-supported ways of teaching and learning, want to supplement their current or future higher education classroom course with web-based materials and need a sound organizational system for doing so, and who wish, also, to gain an understanding of general guidelines in the practical application of online course content. Members of the seminar will have the opportunity to develop new teaching approaches for their own work, through creating a course development map and prioritizing content to place online. Participants also will create learning guides, online modules and other learning activities to begin developing flexible, updateable online course materials.

Teaching strategies for critical thinking and writing

3-week seminar: April 6, April 13, April 20 (10 a.m. – 12 p.m.)

This seminar for the excellence in teaching addresses perhaps the single most important area of student skill development in social sciences and humanities: development of critical thinking and writing skills. This implies a complex teaching and learning process, tied to the development of discipline-based ways of thinking, reading, critiquing and arguing which underlies future development of research and independent learning.

Through work in this seminar, doctoral students will gain a comparative view of critical thinking and writing intensive teaching, as a discipline-based pedagogy (and as a ‘signature pedagogy’ of the social sciences and humanities). You will have an opportunity to design and use both traditional and creative assignments to support student learning in writing and critical thinking development. Seminar participants also will gain a developed understanding of the practice of evaluating student work and giving feedback in relation to critical thinking and writing skills.

Starting your Teaching Portfolio

3-week seminar: April 26, May 3, May 10 (3 p.m. – 5 p.m.)

This short course is aimed at advanced doctoral students who wish to start developing their teaching portfolios in order to begin preparing for job applications, teaching reviews or demonstrations, and other professional situations in which a teaching portfolio will be extremely valuable and may even be required.

A teaching portfolio is a written repository of evidence and reflection documenting a university teacher's strengths, skills, achievements and overall development as a scholar-teacher. As soon as the development of professional teaching profile has begun, even in its planning or learning stages, a teaching portfolio can begin to be developed.

This course will give you ample introduction to the formats, expectations, styles of writing and presenting your own teaching portfolio. We will look at examples of portfolios developed by novice and expert university teachers in different contexts. Together we will develop the ideas for what you may include in your portfolio, based on your actual experience in teaching, expectations and areas of interest. You will begin writing the core reflective element of the portfolio, receive feedback on its content and create an on-line repository in which you will be able to start collecting documents.

All seminars will meet at the CEU Center for Teaching and Learning, Nádor u. 15, Room 307. Seminars are limited to 15 participants.