These workshops (and the book club!) are open to all UGA graduate students and post-doctoral scholars. See our faculty & staff program information (also open to postdocs) for options available to others.

BOOK CLUB

RELATIONSHIP-RICH EDUCATION: HOW HUMAN CONNECTIONS DRIVE SUCCESS IN COLLEGE
1:45-3:00 p.m. | Fridays, Jan. 28, Feb. 11 & 25, Mar. 18 | Click here for more info

SPECIAL EVENT

SPRING TEACHING SYMPOSIUM
Tuesday, April 5th (Delta Innovation Hub) | 2:00-4:00 p.m.

Spring Teaching Symposium is a signature CTL event for UGA graduate students and those who support them. Our goal is to showcase graduate student teaching accomplishments and innovations, celebrate and recognize Outstanding TA award winners, and acknowledge the valuable contributions of graduate students to the instructional landscape at UGA. Save the date and stay tuned for more information!

WORKSHOPS

STEPPING AWAY FROM THE SPOTLIGHT: BECOMING A STUDENT-CENTERED INSTRUCTOR (CLICK HERE TO REGISTER)

Thursday, January 20th (MLC 372) | 9:35-10:50 a.m. & 11:10 a.m. -12:25 p.m. (offered twice)

facilitated by Dr. Ashley Harlow, Coordinator of Faculty & Graduate Student Development (CTL)

Which is better: an instructor who grants knowledge to students by way of information transfer, or one who facilitates learning based on an understanding of the needs of the students? Join us for this workshop, where we’ll focus on keeping our teaching student-centered and engaging. Using evidence-based resources, we will discuss the value of this approach for students, and will reflect on specific practices you can adopt for your current and future teaching.
**TILTING THE SCALE: CREATING CLEAR & TRANSPARENT ASSIGNMENTS FOR STUDENT SUCCESS** *(CLICK HERE TO REGISTER)*

**Monday, February 7th (MLC 372) | 10:15-11:15 a.m. & 1:45-2:45 p.m. (offered twice)*

facilitated by Dr. Ashley Harlow, Coordinator of Faculty & Graduate Student Development (CTL)

Sometimes student success depends not on how much they know or what they can do, but on how readily they can figure out what it is they’re supposed to be doing. Creating clear and transparent assignment prompts for students is essential to success – and essential to your ability to provide grades that align with student accomplishments. In this workshop, we’ll explore the Transparency in Learning & Teaching (TILT) framework for assignment design, equipping you to communicate clearly with your students, creating a more inclusive and equitable learning environment in the process.

**BALANCING ACTS: TEACHING AS PART OF A LARGER WHOLE** *(CLICK HERE TO REGISTER)*

**Monday, February 28th (MLC 372) | 11:20 a.m. – 12:30 p.m. & 1:40-2:50 p.m. (offered twice)*

facilitated by Dr. Kelly Ford, Assistant Director for TA Development & Recognition (CTL)

The wellness industry floods us with messages about how to achieve optimal work-life balance, how to manage our energy, and so on. However, it is often difficult to make space for balance in the midst of life in academia. Effective management of your various teaching responsibilities, while still making time for the rest of your life, is key to long-term success. In this workshop, we will work together to identify strategies for successfully balancing the demands of teaching alongside other things in your life, while still being able to give it the attention it deserves. We’ll take seriously the question of what is and is not in your control, so that you can exercise your agency for the sake of your own health and well-being.

**PAUSING TO REFLECT: GRADING SMARTER NOT HARDER** *(CLICK HERE TO REGISTER)*

**Tuesday, March 15th (MLC 372) | 11:10 a.m. – 12:25 p.m. & 2:20-3:35 p.m. (offered twice)*

facilitated by Dr. Kelly Ford, Assistant Director for TA Development & Recognition (CTL)

“I love grading!” said nobody ever. Indeed, grading may well be one of the more arduous tasks that we undertake as teachers and TAs, and the mental load that it carries grows significantly when faced with increasingly grade-motivated students. While you may never love grading, this workshop is designed to help make grading less laborious. Accordingly, we will discuss characteristics of efficient and effective feedback, reflecting on the grading strategies that you have used thus far, and identifying ways to make your grading more systematic and your
grading sessions more productive. Finally, we will create an individual development plan, which specifically targets how to improve your grading practices for both the upcoming end-of-the-semester crunch and future classes.

**CREATING A SYLLABUS FOR A MORE INCLUSIVE CLASS** *(CLICK HERE TO REGISTER)*

Friday, March 25<sup>th</sup> (MLC 372) | 10:10-11:20 a.m. & 2:50-4:00 p.m. (offered twice)

facilitated by Dr. Ashley Harlow, Coordinator of Faculty & Graduate Student Development (CTL)

The syllabus: is it a contract? a schedule? a list of rules for a class? Maybe. But it can be so much more! Most particularly, it can be leveraged as a tool to set the tone for your students and create a warmer, more collaborative learning environment. In this workshop we’ll focus on how you can construct a syllabus that incorporates evidence-based methods to make your syllabus more inclusive and useful for students (while still including all the things it needs to include).

**PREPARING FOR THE JOB MARKET: THE TEACHING STATEMENT** *(CLICK HERE TO REGISTER)*

Tuesday, April 12<sup>th</sup> (ZOOM) | 2:20-3:35 p.m. (offered once)

facilitated by Dr. Kelly Ford, Assistant Director for TA Development & Recognition (CTL)

The Teaching Statement: What is it? How long should it be? Why is it so hard to write?! We will tackle these questions (and more) at this workshop on creating your teaching statement for the academic job market. Specifically, you will learn how to effectively highlight your teaching experiences, leaving with a clear map in hand to complete and polish a document that will give a search committee a birds-eye view into your approach to teaching.

**PREPARING FOR THE JOB MARKET: THE DIVERSITY STATEMENT** *(CLICK HERE TO REGISTER)*

Friday, April 15<sup>th</sup> (ZOOM) | 2:50-4:00 p.m. (offered once)

facilitated by Dr. Ashley Harlow, Coordinator of Faculty & Graduate Student Development (CTL)

A diversity statement (articulating your experiences and goals related to diversity, inclusion and equity) has become a required part of the application process for many faculty positions. In this workshop you will learn how to leverage your teaching experiences for use in your diversity statement. First, we will dive into the fundamentals of what a diversity statement is and is not. Next, we will refine your views of diversity and inclusion and what this looks like in your teaching. Finally, we will integrate these views with your experiences both in and outside the classroom to craft your own statement for the job market.
SoTL Colloquia are discussions of UGA-based scholarship in higher education instruction.

**THE EFFECTIVENESS OF “PENCASTS” FOR TEACHING (CLICK HERE TO REGISTER)**

4:00-5:00 p.m. | Monday, February 14th | Center for Teaching & Learning

Pencasts are videos of problem-solving, narrated by the problem-solver. Join guest Dr. Nandana Weliweriya to discuss his work on the use of student-created pencasts to illustrate problem-solving to their instructor and their peers. In this paper, Dr. Weliweriya describes the use of pencasts in a college physics course, and compares student performance in the class with the pencast submission rate. Students who submitted more pencasts tended to do better in the course. In this SoTL Colloquium, we'll discuss the potential uses of pencasts for teaching at multiple levels in university courses, and how they can be leveraged for increased student success.

**SPECIAL SPEAKERS**

**CTL NATIONAL SPEAKER SERIES: DR. PETER FELTEN**

Tuesday, February 1st (Zoom) | Keynote, 9:30-10:45 a.m. | [Click here for more info]

brought to you by the CTL and the Division of Student Affairs

**WRITE@UGA: BUILDING CRITICAL ONLINE LITERACIES**

Tuesday, February 15th (ZOOM) | [Click here for more info]
Keynote (11 a.m. – 12:30 p.m.) & Workshop (2:15-3:15 p.m.)

brought to you by the Department of English, with speaker Dr. Michael Caulfield