



These workshops (and the book club!) are open to all UGA graduate students and post-doctoral scholars. [Follow this link](#) for more information about Fall 2021 faculty workshops (open to UGA faculty, staff, and postdoctoral scholars).

BOOK CLUB

WHAT INCLUSIVE INSTRUCTORS DO: PRINCIPLES & PRACTICES FOR EXCELLENCE IN COLLEGE TEACHING

1:45-3:00 p.m. | Fridays, Oct. 1 & 22, Nov. 19 | [Click here for more info](#)

WORKSHOPS

THIS AMERICAN (CLASSROOM) LIFE: NAVIGATING CULTURAL AND EDUCATIONAL NORMS AS A TA ([CLICK HERE TO REGISTER](#))

2:15-3:45 p.m. | Tuesday, August 31st (MLC 372)

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

Shopping Week? SAT? ACT? Saturday in Athens? Grade challenges? Do you ever find yourself feeling that there must be an underlying knowledge and a shared experience that everybody knows but you?! There are many cultural references to decode when you interact with undergraduates; however, this is intensified when your prior classroom experiences differ significantly from those of your students. In this workshop we will examine *who* typical UGA undergraduates are, the expectations and educational experiences they bring with them, and the cultural norms you can expect to encounter as a TA at UGA.

EMBRACING DIVERSITY TO INCREASE INCLUSIVITY IN THE CLASSROOM ([CLICK HERE TO REGISTER](#))

9:30-11:00 a.m. | Friday, September 16th (MLC 372)

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

Students, like the rest of us, come from varied backgrounds and circumstances. How, then – as graduate students and future faculty – can we engage all of our students both equitably and inclusively? In this workshop, we will discuss the importance of intentionally pursuing an inclusive learning environment for a diverse set of students, focusing in on how active learning and transparency in grading can create equitable learning environments. Finally, we will reflect on how you might apply these practices both now as a TA, and in future instructional roles.



PREPARING FOR THE JOB MARKET: THE TEACHING STATEMENT ([CLICK HERE TO REGISTER](#))

10:15-11:15 a.m. | Friday, October 1st (MLC 372)

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](#))

10:15-11:15 a.m. | Friday, October 8th (MLC 372)

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.

HOW LEARNING WORKS: ENGAGING STUDENTS WITH ACTIVE LEARNING ([CLICK HERE TO REGISTER](#))

1:40-2:50 p.m. | Monday, October 18th (MLC 372)

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

'Active learning' is an evidence-based approach to teaching that is fundamental to success as an educator. In this workshop we will focus on helping you better understand how people learn, and how this works in conjunction with active learning. Specifically, we will discuss the formal cognitive processes of how the brain stores, retains, and retrieves information, and why active learning is beneficial for such processes. Finally, we will collaborate to create strategies on how you can incorporate active learning when you teach – either as a TA or as a (current or future) instructor.



MEETING STUDENTS WHERE THEY (ACTUALLY) ARE: STUDENT DEVELOPMENT AND LEARNING ([CLICK HERE TO REGISTER](#))

12:40-2:00 p.m. | Tuesday, November 9th (MLC 372)

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

Ways of thinking about and interacting with the college experience can change a great deal from freshman year through to the end of graduate school. This can lead to all kinds of surprising interactions in the classroom. In this workshop, we will look at Baxter Magolda's college student development theory and its implications for instructors and TAs. Specifically, we will examine four "Ways of Knowing" to help explain student approaches to their professors, TAs, peers, and coursework (and how those approaches can differ across contexts). Together, we will pinpoint effective strategies to help you meet students where they are (no matter where you are in your teaching career!), while also pushing them forward in their cognitive development.

CTL PARTNER WORKSHOP

PRACTICES THAT PROMOTE ACADEMIC INTEGRITY IN THE CLASSROOM ([CLICK HERE TO REGISTER](#))

2:20-3:35 p.m. | Tuesday, September 28th (MLC 372)

facilitated by Phillip Griffeth, Director & Courtney Cullen, Program Coordinator (Academic Honesty)

This workshop is brought to you by the Office of Academic Honesty, in partnership with the Center for Teaching and Learning. It is primarily suited for UGA instructors.
