

ACADEMY FOR TEACHING TRANSFORMATION

Fall 2021



The Academy for Teaching Transformation is a professional development offering for MC faculty and MC instructional staff. Through a series of three inter-connected sessions, Academy participants have the opportunity to exchange their own experiences in the MC classroom, while examining and discussing best practices in college teaching and learning. Being involved in the Academy will deepen participants' teaching repertoire, and will set the stage for increased student engagement and success.



Each semester, full-time faculty in their first, second, and third year at MC sign up for one workshop series in the Academy for Teaching Transformation. (Adjunct faculty welcome) During the Fall 2021 semester, ELITE offers five different workshop series for faculty. Once registered for a series, participants are expected to attend all three sessions of that series on the designated afternoons listed throughout the semester.

For more information, please contact Dr. Carolien Annink, Academy Coordinator carolien.annink@montgomerycollege.edu

To Register

Log in to your **MyMC** and click on the **Training and Professional Development** tab. Click on the **MC Learns** icon. Under Learn, click on **Topics**. Click on **Teaching and Learning**. Scroll down to find the workshop of your choice. Click **Select Offering** on the right. Select the date/time of your choice (there may only be one offering) and click **OK**. Click **Submit** and then **Done** and you will see your confirmation screen. You have the option to **Add to Calendar** to add this workshop to your outlook calendar. Click **View Lesson** to see the log in details.

Classroom Assessment Techniques

Fridays, October 1; October 22; December 3

2:00 – 4:00 pm. Online via Zoom

Instructor: Joan Naake

This series explores informal techniques for assessing student learning that faculty can immediately implement in their courses. In order to enhance student success, these techniques enable faculty to gain feedback on what, how much and how well students are learning before a test. The purpose of these techniques is to bridge the gap between what students are learning and what faculty are teaching. Finally, the techniques are not time consuming, are not threatening and are very simple to implement. This seminar is based on the text: "Classroom Assessment Techniques: A Handbook for College Teachers" by Pat Cross and Tom Angelo, which participants will receive.

Upon completion, participants will be able to

- Implement classroom assessment techniques that bridge the gap between the teacher's instruction and the students' learning
- Assess what, how much and how well each student has learned
- Assess learning skills and motivational skills of the students
- Reflect on the instructional skills of the instructor

Collaborative and Active Learning Techniques

Fridays, September 24; October 22; December 3

2:00 – 4:00 pm. Online via Zoom

Instructors: Sara Kalifa and Carolien Annink

More and more studies show that lecturing as the only instructional technique is not the most effective teaching method in higher education. The higher education instructor's own thorough doctoral studies result in expert knowledge of their discipline, yet teaching the discipline is only learned by doing once we become professors. And most of us at that time revert back to the one teacher training we did receive, the one example we were given: professors lecturing us in Graduate School. This program is designed for faculty in all disciplines who are interested in learning about other ways to teach than merely lecturing, instructors who want to learn to design and incorporate collaborative and active learning techniques in their current classes.

Upon completion, participants will be able to

- List several reasons why teaching with CoAlts results in higher levels of learning and longer knowledge retention
- Describe 8-10 techniques discussed in the three-workshop series
- Design, develop and implement 3-5 classroom activities using the discussed collaborative and active learning techniques

Learning to Write and Writing to Learn

Weeks of September 20-27; October 18-25;

November 29-December 6

Online via Blackboard (asynchronous)

Instructor: Chip Gladson

For students, being able to write well is more important than ever, regardless of the field. However, learning to write well cannot be achieved in one or two introductory English courses alone. While faculty in all disciplines recognize the need to help students become effective writers, many instructors encounter obstacles in assigning and evaluating student writing. In this workshop series, participants share practices with writing assignments in their (non-English) courses. As a community of learners, the facilitator and participants will provide an

environment in which discussion and practical advice help improve the writing experience for both instructors and students.

Upon completion, participants will be able to

- Differentiate between writing as assessment and writing as a tool for learning new content in the discipline
- Identify course content and outcomes that could be approached through writing
- Develop writing assignments that promote writing as a process and provide students with models of effective writing
- Design writing rubrics that are appropriate to course outcomes

Teaching and Learning in the 21st Century

Fridays, September 24; October 22; December 3

2:00 – 4:00 pm. Online via Zoom

Instructor: Paul Miller

This series will support faculties' course development, instruction, and assessment that targets four essential digital age learning objectives: critical thinking, creativity, communication, and collaboration. Participants will learn about and apply the Technological Pedagogical Content Knowledge (TPACK) framework and SAMR Model to design technology-rich learning activities/learning units for use in their professional settings.

Upon completion, participants will be able to

- Describe four elements that support learning in today's digital age—critical thinking, creativity, communication, and collaboration— and analyze the interdependence of each element in support of knowledge acquisition
- Analyze the relationship between instructors' understanding of technological, pedagogical, content knowledge, and lesson enhancement and transformation
- Explain how TPACK and SAMR support the development of critical thinking, creativity, communication, and collaboration amongst learners
- Design a lesson and activities that integrate the practical use of technology into a broader educational setting

Teaching for a Just World: Integrating Social Justice Across the Disciplines

Fridays, October 22; November 12; December 3

2:00 – 4:00 pm. Online via Zoom

Instructors: Serena Gould, Susan Blumen, Hoa Nguyen

This workshop series will provide participants with the opportunity to explore the significance and application of social justice as a teaching philosophy. Participants will gain a deeper understanding of how the integration of social justice into the classroom can inspire meaningful and positive social change. A primary focus of this workshop series will be to identify specific ways social justice can be incorporated across disciplines.

Upon completion, participants will be able to

- Describe what social justice is and why it is valuable
- Incorporate social justice into the classroom
- Address concerns about incorporating social justice issues in the classroom
- Explain how to make social justice relevant to students and encourage them to make social change

Please register at [MC Learns through Workday](https://montgomerycollege.edu/workday)
Workday Training (montgomerycollege.edu)