

Tuesday Teaching Talks

Are you new to teaching?

Want to renew your joy for teaching?

Are you looking for a refresher on effective research-based teaching strategies?



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What? Join CTL and teaching colleagues across campus to develop a community of practice around the advancement of teaching excellence. Participate in a series of workshops to discuss research-based teaching approaches identified as effective in the scholarship of teaching. Share just-in-time teaching needs, challenges, and successes experienced in the classroom. Receive support in developing your teaching identity and pedagogy.

Why? The purpose of this teaching series is to build background knowledge and to develop skills that advance teaching practices.

How? Participants meet face-to-face or virtually via CTL Live! to participate in workshops that feature faculty presentations, shared resources, social outlets, and extended communities.

When? Teaching Talks will be held for 90 minutes on Tuesdays throughout the academic year. Contact CTL for exact times, dates, and location.



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Transformative Curriculum

Seeking strategies for designing integrated curriculum?

Interested in developing or redesigning a course that transforms both you and your learners?

Wanting to better define “transformative” curriculum design and strategies?



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What? This Professional Learning Community supports faculty in defining and designing courses that transcend traditional academic boundaries. We read about, discuss, and analyze topics related to transformative education and design course outlines that align with programmatic and institutional goals.

Why? Using this model, the student is viewed as an agent of change, wherein he or she embraces cognitive dissonance with a sense of wonder and awe, undergoes personal development through various high-impact engagement strategies, and emerges an empowered lifelong learner (Sophie Pierszalowski, past participant).

How? Using a hybrid approach participants synthesize transformative and innovative curricula design processes. This PLC concludes with a course outline celebration showcase.

When? Contact CTL to find out when this PLC will be offered next or to initiate a session!



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Hybrid Teaching Support

Interested in using best practices for hybrid, blended or “flipped” teaching?

Looking for examples of successful hybrid teaching at OSU?

Want to integrate in-class and Canvas learning activities to increase student engagement?



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What? The OSU Hybrid Initiative offers resources, planning templates, workshops, webinars, individual consults, study groups and faculty learning communities on hybrid pedagogy and course redesign.

Why? Universities nationally have seen positive outcomes in student success and learning in hybrid courses. The Hybrid Initiative supports faculty development that can create deeper student engagement while offering more choice in course delivery methods and scheduling flexibility for students and faculty.

How? CTL provides resources and guidance to faculty one-on-one or in groups to hybridize or “flip” their courses. Support ranges from a single consult or workshop to a full course redesign that successfully blends classroom and online learning. See tinyurl.com/osuhybrid.

When? Contact Cub.Kahn@oregonstate.edu now to schedule a consult or learn about upcoming hybrid professional development opportunities.



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Teaching Triads

Interested in advancing your knowledge around the scholarship of teaching?

Wanting professional renewal that impacts your teaching and improves your students' learning?

Looking to receive and share constructive feedback with colleagues around effective teaching practices?



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What? This Professional Learning Community (PLC) is designed to engage trios of faculty around structured teaching observations and intellectual coaching. Through reciprocal observations, feedback and dialogue, participants collaboratively address questions, needs, and opportunities in the enhancement of teaching. The work is intended to be supportive, formative, and voluntary (not evaluative).

Why? Peer Observations is the most frequently acknowledged method for improving teaching. Teaching Triads promotes effective teaching observations in which preparation and a unique set of skills is required (Berk, 2006, 2014; Marzano & Simms, 2013; Costa & Garmston, 2002; Knapper, 2001; Theall & Franklin 2001; Braskamp, 2000).

How? Teaching Triads uses a hybrid course design to:

1. develop trust and rapport with cross-curricular colleagues;
2. engage in formalized intellectual coaching;
3. practice research-based methods of collecting and analyzing teaching data; and
4. investigate connections between observation data, changes in teaching practice, and professional renewal.

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Individual and Group Consultations

Are you new to teaching or teaching a new course and want help getting started?

Are you looking to have dialogue with experienced colleagues around effective teaching practices?

Are you an experienced teacher who wants to incorporate more experiential learning or try new innovations, approaches, or technologies in the classroom?

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What? Consultations are when teachers meet with a center member...in strict confidence on some aspect of teaching (Lee, 2012, p.26). CTL faculty welcome opportunities to assist individuals or groups of teachers, departments, and schools.

Why? Research shows that consultations are one of the most impactful approaches for influencing teaching practices (Chism et al., 2012).

How? Excellent teaching is multifaceted and highly individualized making each consultation just as diverse. However a similar process for drawing out priorities and providing support is typically used. Through attentive listening and powerful questioning strategies consultations tend to:

1. identify teaching strengths and learning opportunities,
2. explore research-based resources,
3. apply strategic best-practices, and
4. reflect on changes in teaching practice and on the consultation process.



When? Colleagues come to us voluntarily.
Contact CTL to request a confidential teaching consultation.

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Professional Learning Communities on Learning Communities

Looking for an opportunity to be involved in a collaborative community of practice?

Interested in initiating or facilitating professional and/or student-led learning communities?

Wanting to participate in collective inquiry and experiential learning to increase student achievement?



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What? Join a collegial group of educators who are united in building community; engaged in scholarly (evidence-based) teaching; and interested in learning how to facilitate their own professional and/or student-led learning communities across the University.

Why? “Professional learning communities offer an infrastructure to create the supportive cultures and conditions necessary for achieving significant gains in teaching and learning. Professional learning communities provide opportunities for professional staff to look deeply into the teaching and learning process and to learn how to become more effective in their work with students” (Morrissey, 2000).

How? Members of this hybrid PLC are action oriented – they are students of teaching, consumers of research, investigators of learning, champions of learning communities, and publishers of best practices.

When? Contact CTL to find out when it will be offered next or to initiate a session!



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Student Feedback & Responsive Teaching

Looking for efficient ways to collect and analyze constructive student feedback?

Interested in discussing productive approaches for engaging in responsive teaching?

Curious to know what your students are thinking about your teaching and their learning?



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What? Soliciting, analyzing, and responding to student feedback has great potential for optimizing current and future student learning and for advancing specific course elements. Midcourse feedback can inform mid-quarter adjustments yielding a better experience for both teachers and learners.

Why? Research tells us that student evaluations do not necessarily lead to improved teaching. Whereas reflective and responsive teaching can provide insight about the direction in which eSET ratings are headed; inform the adjustment of teaching practices; demonstrate responsiveness to student needs; enhance student reflection and accountability; offer student autonomy as active participants in their education; increase motivation; build student-teacher relationships; and create positive classroom environments. Students also tend to recognize the value of course feedback and thus complete final course evaluations.

How? Here at CTL we offer a wide range of approaches to collect, analyze, and respond to student feedback. Be sure to visit our website to find out more information on our Midterm In-Class Survey, Midterm Online Survey, End-of-Course Evaluations, and Video Recording options.

When? Contact CTL early enough in the quarter to be able to collect and respond to feedback.



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Teaching Portfolios

Looking for an authentic way to communicate your teaching beyond students' ratings?

Desiring dialogue with colleagues in the professional context of teaching?

Wanting to define and document your teaching philosophy, effectiveness, and ability to be self-reflective?



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What? A Teaching Portfolio is a collection of materials, artifacts, and reflections that illuminate a teacher's unique approach to teaching and learning.

Why? Students' ratings of instruction do not paint a full picture of the complexities of teaching. Portfolios capture an authentic and holistic image of a teacher's experiences, competencies, progress, goals, and accomplishments over time (Kennedy, 1999). Formalized reflection advances teaching quality (Bliss & Mazur, 1997; Hammerness, Darling-Hammond, & Shulman, 2002; Roeser, 2002).

How? In this professional development, we will:

1. understand how portfolios can be used to contextualize student evaluations,
2. reflect on your teaching goals and style, and
3. celebrate and advance effective teaching practices.

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