Advancing Teaching Excellence

CTL provides learning opportunities based on current research and best practices for:

- Improves learning with research-based practices.
- Models sound instructional design.
- Invites scholarly activity and formalized inquiry.
- Renew us.
- Enhances our collective commitment to educational excellence.

~National Staff Development Standards, 2001

CTL aligns all learning opportunities to the OSU Strategic Plan

Goal 1. Provide a transformative educational experience for all learners.

Goal 2. Demonstrate leadership in research, scholarship, and creativity.

Goal 3. Strengthen impact and reach throughout Oregon and beyond.

~Strategic Plan 3.0 Steering Committee, 2014

In alignment with university-wide efforts, a comprehensive Baccalaureate Core review resulted in the adoption of a set of goals encompassing undergraduate learning, general education, and the co-curriculum. Faculty focus groups revealed substantial interest in advancing teaching development and student learning in these seven areas. CTL supports these Learning Goals for Graduates (LGGs):

1. Competency and Knowledge in Multiple Fields
2. Critical Thinking
3. Pluralism and Cultural Legacies
4. Collaboration
5. Social Responsibility and Sustainability
6. Communication
7. Self-Awareness and Lifelong Learning

Contact us at 419 LInC 541.737.2816
http://oregonstate.edu/ctl

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CTL provides a forum for advancing teaching excellence through discussions and interactive, hands-on activities in five key areas of Professional Teaching Development & Tech Support.

**Personal Development:**
CTL advocates for a work-life balance and supports the development of teacher identity, beliefs, and values through reflective practices.

**Professional Development:**
CTL supports educators throughout the advancement of their professional teaching careers.

**Instructional and Pedagogical Development:**
CTL fosters the implementation of research-based pedagogical practices that increase student learning.

**Course, Curriculum, and Program Development:**
CTL facilitates the creation of course, curriculum, and program designs which strategically move students toward articulated outcomes.

**Organizational Development:**
CTL nurtures the interrelationships and effectiveness of program, department, administrative, and institution-wide goals.

Most of CTL’s services are delivered through a variety of methods including webinars, virtual consultations, hyflex P L C S, and more. These methods provide outreach to other O U campuses and flexible participation options for all.

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**Participate in a confidential Individual or Group Consultation with a center member on some aspect of teaching.**

**Effective:**
A brief series of consultations with Brooke and Nargas covered a thorough review and expert feedback on the formats, teaching objectives, strategies, tactics, and tools used in my undergraduate class. Their feedback has immediately affected the courses I teach. One of my best, most efficient time investments ever.

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**Participate in the collegial Professional Learning Community of cross-disciplinary teachers for inquiry-based faculty development around a focal point.**

**Through formalized observations of teaching, feedback, and dialogue the Teaching Triads PLC supports colleagues in identifying and implementing effective teaching strategies that promote student success.**

**Genetic:**
When I started Teaching Triads I thought “This isn’t for me” but I continued anyway. As the Triad moved forward I started to see how the coaching experience applied to all disciplines. I started out a skeptic and finished with a concrete way to improve my teaching practice.

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**Learn about hybrid pedagogy and course redesign to effectively integrate online learning into on-campus courses in the Hybrid Course Initiative.**

**How I Teach:**
This hybrid course with blended learning that promotes student inquiry through frequent connection with learning goals is a way to make effective teaching results for students and me.

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**Attend Program & College-Level Workshops including large-scale symposiums which foster conversations and celebrations around the scholarship of teaching.**

**Available:**
My symposium presentation was well received at this one of the largest block of programmatic curriculum and did not SACA. They fiscally were engaged during the activities the school and were thought of and discussed after works.

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**Reflect & Grow:**
I just wanted to let you know I appreciate this information. It is nice to see a great, evidence-based recommendation for the institution of teaching! Thanks to all you died - Bridget Hattell, College of Public Health and Human Sciences

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**Find materials from sponsored events and just-in-time Resources (including examples, readings, and links) advanced effective teaching and learning on CTL’s website.**

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**In the Transformative Curriculum PLC explore topics related to transforming traditional design courses that align with programmatic and institutional goals.**

**Transformative:**
This PLC has been truly transformative bringing about the reality of theory and practice was an easy way for me to learn more about effective teaching. I’ve applied the same of the knowledge I gained in my course and teaching to the practices I would use tomorrow.

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