

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

Effective Professional Development

- Improves learning with research based practices.
- Models sound instructional design.
- Invites scholarly activity and formalized inquiry.
- Renews 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 Life-Long Learning

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Visit our website or contact us to learn more about the additional services we provide.

Contact us at 419 LInC

541.737.2816

<http://oregonstate.edu/ctl>

This information is available in an alternative format by contacting CTL.



Academic Affairs support for

Advancing Teaching Excellence

Administrators
Emeritus Faculty
Full-time Instructors
Graduate Teaching Assistants
Graduate Research Assistants
INTO OSU Faculty
Part-time Instructors
Post-Doctoral Scholars
Professional Faculty
Research Faculty
Staff
Students
Tenured/Tenure-Track Faculty

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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, hybrid PLCs, and more. These methods provide outreach to other OSU campuses and flexible participation options for all.

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 modes used in my undergraduate classes. These consultations have immediate effect on the courses I teach. One of my best, most efficient time investments ever."
-Lech Muszynski, College of Forestry

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

Invaluable: "Kay Sagmiller's presentation was invaluable in addressing one of the basic criticisms received during our graduate review (general lack of programmatic curriculum and defined SLOs). Thirty faculty were engaged during the activities she led and were thoughtful and discussant afterwards."
-David Hannaway, Department of Crop and Soil Science

Use a wide range of approaches (i.e. peer observations, surveys, video recordings) to collect and analyze Peer and/or Student Feedback on your teaching and your students' learning. CTL staff and/or Teaching Triad PLC graduates will support you in Responsive Teaching.

Enhanced: "The ideas and strategies learned in Teaching Triads impacted how I think about and conduct peer teacher observations. Every instructor at the university would welcome peer observations if they understood and practiced this process. I've developed authentic ways to help me and my peers improve our teaching while eliminating the pressures of "evaluation."
-Sara Wright, School of Education

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

Evidence Based: "I just wanted to let you know I appreciate this information. It's nice to see some great, evidence-based recommendations for the first day of teaching! Thanks for all you do!"
-Bridget Hatfield, College of Public Health and Human Sciences

Contact CTL to learn about the additional services we offer.

Participate in a 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 developing effective teaching strategies that promote student success.

Convincing: "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 cognitive coaching experience applies to all disciplines. I started out a skeptic and finished with a concrete way to improve my teaching practice."
-Dan Rockwell, Mathematics

In the Transformative Curriculum PLC explore topics related to transformative education and design courses that align with programmatic and institutional goals.

Transformative: "This PLC has been truly transformative! Bringing a balance of theory and practice was a useful way for me to learn more about effective teaching. I'll be applying some of the knowledge I gained in my courses and also thinking of ways to strategically share what I learned with my colleagues."
-Phillip Pepe, Integrative Biology

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 development program has me excited and fascinated and scared and uncertain all at the same time. . . . I don't know if I have ever thought so much about HOW I teach in such a concentrated period of time."
-Amy Harwell, Integrative Biology

Develop a Teaching Portfolio of collected materials, artifacts, and reflections as a supplement to your professional dossier that illuminates your unique approach to teaching and learning.

Reflect & Grow: "This is a more formal representation of what occurs informally with great frequency: thoughtful discussion of my teaching and on how it affects or is affected by others; and honest and thoughtful discussion of activities, assignments, lectures, and grading in large-class sizes that have been successful or could perhaps be more successful. This is how teachers improve, and as a teacher who holds herself to very high standards, I seek out these opportunities to reflect and to grow."
-Isabelle Brock, College of Liberal Arts

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