



CTL SPARKSHOPS in LINC

Lunch, Learn, Reflect, Renew, Refocus

Bring a friend and join us in a cozy faculty lounge in LINC 468 for Friday lunch-time conversations on teaching and learning.

What are CTL **Sparkshops** in LINC?

CTL **Sparkshops** are 30-minute workshops on evidence-based teaching practices facilitated by Funmi Amobi, Instructional Consultant and College Liaison in the Center for Teaching and Learning. They are designed to be delivered to small groups of faculty during informal gatherings in LINC.

What are the goals?

- To provide a brief introduction to a teaching-related topic and “spark” interest in learning more.
- To facilitate reflective conversations around teaching and learning.

CTL Sparkshops in LINC Agenda

Minute 1-5:	Facilitator welcomes participants Introductions Facilitator introduces Sparkshop Facilitator presents reflective prompt on the topic Faculty discuss and share out
Minute 6 – 21	Facilitator presents Sparkshop topic
Minute 22 – 27	Activity: What to do with the teaching approach Facilitator presents prompts Faculty think, write, pair, share responses
Minute 28 – 30	Reflection and assessment



SPRING 2020 CTL SPARKSHOPS in LINC SCHEDULE

April 10, 2020

Active Learning: Writing SMARTE and SMARTER Student Learning Objectives

Effective teaching entails meeting all students where they are and giving each student an equitable opportunity to attain specified course learning outcomes. This **Sparkshop** will focus on how to write SMARTE and SMARTER student learning objectives using the Bloom's Taxonomy and the Dimensions of Knowledge along with a heightened awareness of equitable instructional practices to reinforce student learning success and engagement.

May 15, 2020

Assessing Student Learning: Group Work

Have your students ever expressed concerns about free riding by group members upon completion of a group project or task? How would you handle this student push back against collaborative learning involving a common grade? This **Sparkshop** will focus on how to apply the principles and strategies that emphasize positive group interdependence and individual accountability to group work, and how to remove the problems of social loafing and free loading in the assessment of group work.

June 12, 2020

Assessing Teaching: Using Peer Observation and Collaborative Reflection to Improve Teaching

Have you ever thought about getting constructive feedback on your teaching from a knowledgeable colleague in a non-judgmental two-way interaction that fosters dialogue and reflection? This **Sparkshop** will focus on the procedures and strategies for initiating peer observation, determining what to observe, and conducting actionable post observation feedback, analysis, and reflection.

Time: 12: 15 - 12: 45 pm

