CIRTL Network Online Courses

DEVELOPING A TEACHING PORTFOLIO
Nancy Abney, University of Alabama at Birmingham

This web-based curriculum introduces essential elements of the portfolio, provides tools for gathering necessary evidence, and through peer and individual feedback from the instructor, assists participants in summarizing their teaching experiences, effectively presenting evidence of teaching evaluations, and drafting a personal philosophy of teaching. This course is largely asynchronous with homework and two required two-hour meeting times.

2 CREDITS | Wednesdays 3:00 - 5:00 ET

DIVERSITY IN THE COLLEGE CLASSROOM
Denise A. Leonard, Washington University in St. Louis
Elizabeth D. Ricks, Howard University

This course is designed for graduate students and postdocs who have an interest in advancing diversity issues as educators. Participants in this course will take a critical yet practical look at how we define diversity and for what purposes, and discuss the ways different definitions of diversity might influence what we teach and how we teach disciplinary topics. Participants will also create a diversity-focused plan of action for their future teaching practice.

1 CREDIT | Mondays 2:00-3:30 ET

TEACHING WITH TECHNOLOGY
Robert Linsenmeier, Northwestern University
Steven M. Roth, University of Maryland, College Park
Sabrina Kramer, University of Maryland, College Park

Instructors have many choices of technologies (e.g., clickers, online homework platforms, learning management systems, simulations and modeling) to enhance traditional methods of communication and assessment, but there can also be challenges in adopting new technologies. This course will focus on rationales for choosing to use particular technologies, and how they support broader learning objectives, based on pedagogy literature. Assignments will include readings, discussions, and investigation and presentation of a learning technology.

1 CREDIT | Tuesdays 3:00 - 4:30 ET

SERVICE-LEARNING IN STEM CLASSROOMS
Paul Matthews, University of Georgia

This course serves as an introduction to the basics of service-learning pedagogy, with special focus on STEM disciplines. Coursework will cover academic service-learning best practices and student learning outcomes. Participants will learn how to effectively integrate service-learning components in a STEM syllabus and how to establish and evaluate community partnerships.

1 CREDIT | Tuesdays 2:00 - 4:00 ET

CREATING ASSESSMENTS AND EVALUATION PLANS
Mary Besterfield-Sacre, University of Pittsburgh
Julie Breckenridge, University of Pittsburgh

Creating an assessment tool that measures your intended student learning outcomes is critical. This short course is intended to help participants learn and develop skills associated with creating and implementing assessments particular to STEM courses. Each week, students will pre-read information related to assessment. Each synchronous session will review aspects of the technique (i.e., development issues, implementation and administration, when best to apply, etc.), as well as provide examples.

SHORT COURSE | Thursdays 12:00-1:00 ET

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