Contrasting Approaches, Common Values
Preparing Future Faculty for new teaching landscapes
By the end of this session, we hope you’ll...

- Identify priorities for graduate student professional development (GSPD)
- Share strategies for creating and expanding communities around teaching
- Reflect critically on impact of GSPD on institutional priorities
- Forge partnerships with colleagues around such programs
Common values

- Provide programming to future faculty that spurs reflective teaching practices
- Address teaching opportunities and challenges presented by emerging communication technologies
- Cultivate community engagement in support of doctoral student teaching development.
- Develop sustained programming that outlives Teagle support
Different paths
Welcome to the 2017 Innovative Teaching Summer Institute site

The 2017 Summer Institute, produced by the Center for Teaching and Learning, took place in Barnard College's Diana Center and in various locations on Columbia University's campus on June 12-15. Its schedule is posted on this site, and links to presentations and related resources.

Participants posted on this site as they developed their ideas for an innovative assignment and tried out various teaching methods and digital tools. Information about the institute facilitators is also posted on this site.

Certification and fellowships

Summer Institute participants who complete all requirements for certification are eligible to apply for a Teaching Observation Fellowship position for the 2017-18 academic year. Read more about the Teaching Observation Fellows program.

#itsi17

Erica Le Retweeted
Joseph Fisher @JosephFisher010
My "The Medium is the Message" assignment will ask: what are the effects of digital mediation? #itsi17

Jun 15, 2017
Day 1:
Backward design

Day 2:
Model assignments

Day 3:
Workshops

Day 4:
Poster sessions
Life after Teagle
Teaching Seminar

CTL 501: Scholarly Approaches to Teaching and Learning

McGraw's popular teaching seminar, formerly known as the Teagle Seminar, has now become an official part of the curriculum, and interested graduate students can register for the course as CTL 501.

This 12-week course is open to graduate students from all disciplines who have taught (or will teach during the seminar semester) at Princeton. The course engages participants in critical discussions of current scholarship in the fields of learning and pedagogy, with opportunities to apply new pedagogical approaches in their own teaching practice. Participants will refine their understanding of teaching as they reflect meaningfully on the approaches and critical skills gained in their own disciplines as part of a liberal arts education.

In Fall 2017, seminar meetings are scheduled for Friday mornings, 10:00 a.m. – 12:30 p.m.

Course Objectives
Seminar Topics

1. Welcome and Introductions
2. The Problem of Learning and Inquiry-Based Pedagogy
3. From Novice to Expert and Back Again
4. Course Assessment and Grading
5. Strategies for Active Learning
6. What Makes Teaching and Learning Inclusive?
7. Class Visits
8. What is Good Teaching and How do we Evaluate It?
9. Online Course Environments and Blended Learning
10. Reflecting on and Writing Teaching Philosophies
11. Putting it All Together: Integrated Course Design
12. Metacognition: Learning How and What We’ve Learned
Different paths

- Relationships and collaborations
- Scales and levels of interaction
- Time arc and intensity
- Technology
- Deliverables and outcomes
Relationships and collaborations

Interdisciplinary peer connection

Faculty models

‘Field’ workshops

faculty and grads side-by-side; now grads and postdocs

Shifting small breakout groups

Interdisciplinary and disciplinary relationships

(because I have no pictures of this)
Scales and levels of interaction

Large group dynamics

Table discussions

Individual assignments

Size of group shifted over time
2012-13: 16 participants
2013-14: 50 participants
2014-15: 40 participants

Collaborative small group work

Final individual work
Time arc and intensity

Once a year-long seminar; now a semester-long arc

Four immersive days
Technology

Work collected on institute wiki

Social media supplements

Online platform for collaboration & peer feedback
Deliverables and outcomes

- Conceptualized assignments
- Assignment implementations
- Teaching statement sprint
- TDP digital portfolio

Engage with research on teaching

Apply ideas from scholarship to their plans and practices

Create or redesign a course

Syllabus
Teaching Philosophy
Reconverging: Teaching Transformations summit
Your turn!
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Thank you!

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