

Learn to Teach Audio Recordings 2016

<p>August 23th Class recording (Speaker did not wear a MIC - No Sound) Pam Pinahs-Schultz</p>	<p>Overall Course Introduction & what is the course objective? Become familiar with the nine steps of course design, including identifying the “point” of the course</p>	<p>https://mediacast.mcw.edu/ess/echo/presentation/2e47b2bb-dfc0-4a0c-94a7-f31e8ffdfc22</p>
<p>August 30th Class recording Pam Pinahs-Schultz</p>	<p>Design for deep learning Be able to articulate the difference between courses that promote deep vs. surface learning</p>	<p>https://mediacast.mcw.edu/ess/echo/presentation/61b149c2-d1f8-4b65-82ae-4a172206b9bf</p>
<p>September 6th Pam Pinahs-Schultz</p>	<p>Syllabus design & writing learning objectives Be able to write measurable student learning outcomes (SMART) Create a thematic organization for a course through the design of a graphic syllabus</p>	<p>https://mediacast.mcw.edu/ess/echo/presentation/60405bc2-a0b0-4d5b-bb85-34395d4f2e16</p>
<p>September 20th Susan Gallanis</p>	<p>Blended model of course design Define blended learning Explain the how students and instructor interact with each other and the content in a blended learning environment Explore technologies and instructional strategies used in a blended learning environment Compare a typical lecture-based course to a blended course</p>	<p>https://mediacast.mcw.edu/ess/echo/presentation/976e966d-c55d-4b86-a219-ea5abfbf3cef</p>
<p>October 4th Tina Schneider</p>	<p>Learning Strategies Using active learning techniques, discussions, group work, to facilitate critical thinking Compare and contrast a variety of active learning techniques Design a sample lesson plan using 1-2 active learning techniques to facilitate critical thinking</p>	<p>https://mediacast.mcw.edu/ess/echo/presentation/83d365ae-b878-40d5-a5a5-55f956a00db3</p>
<p>October 18th Beth Krippendorf</p>	<p>Technical Effective lecture presentations List at least two advantages of using the lecture method for teaching List at least two qualities of an effective lecturer Give an example of one way in which to engage learners during a lecture</p>	<p>https://mediacast.mcw.edu/ess/echo/presentation/a96179a1-20e9-4c46-a022-1b7c4abf487e</p>

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	Describe the qualities of an effective PowerPoint presentation	
November 15 th Tina Schneider	Using signature assignments and critical thinking to facilitate relevant connections to course content Define "signature assignment" Identify a relevant theme for a course of their choosing Design a signature assignment with assessment measures of critical learning	https://mediacast.mcw.edu/ess/echo/presentation/26b67464-9677-44bd-a91e-cec6a6f58a3f
December 6 th Pam Pinahs-Schultz	Professional development plan, teaching millennials Create a professional development plan Be able to identify characteristics of millennial students and their expectations	https://mediacast.mcw.edu/ess/echo/presentation/07231e8e-174e-4f61-9dd7-22e46bc288c1
December 13 th Renee Mazurek	Technology tools to facilitate learning: On-line platforms (D2L) and how to teach on-line effectively Be able to examine a variety of technology tools that can be implemented in in a face-to-face, blended and/or online class Experiment with two types of technology in the course to get a sense of the potential impact technology can have on the learning process Be able to identify at least one technology tool that could be used when teaching in their area of interest in the following semester	https://mediacast.mcw.edu/ess/echo/presentation/77126b3d-1602-4b37-af80-2e0968a91939 Below is the video on how to embed a portion of a youtube video into D2L. http://www.screencast.com/t/gEeOQLTjIPTB
January 30 th Connie Schroeder	Classroom Assessment Technique Using rubrics and grading schemes to enhance student learning and success Define the components of a rubric Describe the student, instructor, and institutional benefits of rubrics Design a transparent rubric aligned with course and assignment outcomes Effectively implement use of a rubric for an	

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	<p>assignment or online discussion Construct a course grading scheme that supports active learning and student responsibility for learning, including: attendance, low stakes assessment, scaffolded assignments, in class learning, and preparation for class</p>	
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