

PROPOSED SCHEDULE FOR THE THREE-DAY WORKSHOP

Before the workshop, a detailed participant profile will be collected and a few readings will be mailed so that the participants can come prepared

DAY 1

TIME	TOPIC/S	ACTIVITIES
9:00 – 9:20	Institutional Speaker - inauguration	
9:20 – 11:00 Session 1	<i>Introduction to the workshop. Participants introductions</i> <i>Evaluating Your Personal Teaching Style</i> <i>Developing a teaching philosophy Statement</i> <i>HW – reflect and create a draft Teaching Philosophy Statement to be discussed the next day</i>	Ice-breaker Input through Power point and QA How do we define quality in education, why is it difficult to measure it?
11:00 - 11:15	BREAK	
11:15 - 12:45 Session 2	i) <i>The 21st Century Learner</i> ii) <i>Theory of Multiple Intelligences & Learning Styles</i>	Input through Power point and QA Brief presentation Group activity
12:45 – 2:00	LUNCH	
2:00 – 3:30 Session 3	<i>Understanding the Learning Process</i> - In this opening segment, selected theoretical input will be provided regarding how learning takes place;	Input through Power point and QA
3:30 – 3:45	BREAK	
3:45 – 4:45 Session 4	<i>Active Learning & Student Engagement – Part I- concept and different startegies</i>	Input through Power point and QA
4:45 – 5:00	<i>Key take away from Day 1</i>	

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DAY 2

TIME	TOPIC/S	ACTIVITIES
9:00 – 9:20	Discussion about the Teaching Philosophy & plan for self-development	
9:20 – 11:00 Session 1	<p>i) <i>Fundamentals of Course Design</i> Placing the course in its context; course planning at the macro and micro levels</p> <p>ii) <i>Bloom’s Taxonomy & Learning Objectives</i> Identifying and formulating learning objectives.</p>	<p>Input through Power point and QA</p> <p>a) Participants from same discipline will work together to develop one upper and one lower level objective.</p>
11:00 - 11:15	BREAK	
11:15 - 12:45 Session 2	<p><i>Effective Lecture Delivery Techniques –</i> This segment will deal with the strategies for making your lecture delivery more powerful and impressive. Sustaining attention span. Providing motivation and the joy of learning. Coping with large and heterogeneous classes</p>	<p>Input through Power point and QA</p> <p>Participants will work in small groups to develop a macro plan for a lecture from their course.</p>
12:45 – 2:00	LUNCH	
2:00 – 3:30 Session 3	<i>Active Learning Part II</i>	<p>Participants will be made to do some of the activities in the workshop to get a first hand knowledge of designing and implementing these strategies in their classes</p>
3:30 – 3:45	BREAK	
3:45 – 4:45 Session 4	<p><i>Your First Class</i> – This segment will focus on the importance and the management strategies for the first day of class – adding the human dimension to learning; creating course description and student introduction cards, establishing ground rules, initiating the class into collaborative learning classes; Managing difficult behavior and absenteeism</p>	<p>Input through Power point and QA</p> <p>Discussion - solutions</p>
4:45 – 5:00	<i>Key take away from the day</i>	

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DAY 3

TIME	TOPIC/S	ACTIVITIES
9:00 – 9:20	Recap and plan for the day	
9:20 – 11:00 Session 1	<i>i) Group/Collaborative Learning –</i> <i>ii) Evaluating Class Participation/Collaborative activities</i>	Input through Power point and QA Discussion
11:00 - 11:15	BREAK	
11:15 - 12:45 Session 2	<i>Effective Assessment – Design and implementation</i>	Power-point presentation on the fundamentals Participants from the same disciplines will work together to write a typical question they normally use for their course followed by group discussion to evaluate – refine.
12:45 – 2:00	LUNCH	
2:00 – 3:30 Session 3	<i>Creating Rubrics and Providing Constructive Feedback</i>	Power-point presentation about Rubrics Participants from the same disciplines will work together to create a rubric for the final question they developed
3:30 – 3:45	BREAK	
Closing	<i>Summarizing the key points/solutions – Collecting participant feedback. If time permits, can share about leading faculty workshops</i>	Participants will be asked to make a follow-up plan based on the new knowledge acquired during the workshop.