

## Evidence-based Teaching Practices

Principles of good practice in undergraduate education including learner-centeredness, backwards design, metacognition, inclusive teaching, assessment and feedback, and active learning strategies.

Respect Diverse Talents and Ways of Learning

Teach Students How to Learn Effectively

Communicate High Expectations, Demonstrate Growth Mindset, and Give Prompt Feedback

Design Assessments that Build Mastery of Learning Outcomes

Encourage Connections Between Student and Instructor

Use Active Learning Techniques

## First Year Seminar

Best practices for teaching the first year student including making early and often connections with students, learning to learn strategies, growth mindset, metacognition, and embedding FYS content into your course.

Connecting with Your First Year Students

Best Practices for Teaching the First Year Student

Teaching Students How to Learn Effectively

Growth Mindset

Metacognitive Teaching Strategies

Overview of Inclusive Teaching

Developing Your FYS Assignment/ Course

## Global/ Intercultural

Develop and teach a G/I course through lenses of cultural identity and relevance, equity, global/intercultural, gender, race, and religion/worldview.

Developing a G/I Course

Cultural Identity in the Classroom

Culturally Relevant Pedagogy

Equity Pedagogy

**One elective:**

Gender Pedagogy

Global and Intercultural Pedagogy

Antiracist Pedagogy

Religious and Worldview Diversity

Disability & Accessibility Pedagogy

## Livestream Teaching Academy

Engage in hands-on livestream teaching training including technology skills, teaching strategies, and lesson plans.

Pedagogy of Livestreaming

Hardware/Software Setup

4 Basic Livestreaming Teaching Strategies

Livestream Practice Sessions

Constructing Livestream Lesson Plans

## Online Teaching Academy

Develop instructor presence, peer-to-peer interaction, meaningful learning activities, and secure assessments.

*This is the official preparation program for online instructors at UVU.*

Technical Skills for Online Teaching

Asynchronous and Synchronous Online Learning

Develop Social Presence and Collaboration in the Online Environment

Activities and Assessments for Flexible Learning

Supporting Success in Online Environments

## Service Learning

Design and teach service learning courses through the lenses of Roles, Relevance, Reciprocity, Reflection, Risk Management, and Reporting.

Roles, Relevance: Service Learning vs. Community Volunteerism

Reciprocity, Reflection: Community Partnerships

Risk Management, Reporting: Meaningful Reflection about Authentic Learning

## Teaching Large Classes

Design and effectively teach large classes including backwards design, learner-centeredness, interaction, collaboration, assessment and feedback.

Designing Outcomes-Centered Courses

Teacher-Centered vs Learner-Centered Classroom

Designing Interactive Lectures

Collaborative Learning Projects

Developing Effective Assessments

## Team-based Learning

Fundamental principles and practices of team-based learning including creating effective iRAT, tRAT, 4S activities, improving facilitation skills, peer evaluation, and team development.

Fundamental Principles and Practices of TBL

Creating an Effective TBL Module

Evaluating multiple choice questions (MCQs)

Improving Facilitation Skills for TBL

Peer Evaluation and Team Development

## Undergraduate Research

Improve mentoring skills and engage students in inquiry-based learning, in and out of the classroom.

*This is the Mentoring Academy facilitated by SCULPT.*

Aligning Expectations, and Articulating Your Mentoring Philosophy and Plan Learning Outcomes

Professional Development and Effective Communication

Addressing Equity and Inclusion and Assessing Understanding

Fostering Independence and Cultivating Ethical Behavior

Facilitation Strategies

## Writing Enriched

Advance pedagogical skills in support of disciplinary writing and WE graduation requirements. Develop high- and low-stakes writing assignments that provide revision feedback so students can practice the conventions of discipline-specific genres.

Developing Effective Writing Assignments

Developing In-Class Processes and Strategies

Responding to and Grading Student Writing

## KEY ASSIGNMENTS

Lesson Redesign  
A1, A2, K1, K2

Reflection on Seminal Work  
A5, K6, V3

ELO Worksheet Assignment  
A1, K1, K4, V1, V2

Course Development Project A1, A4, A3, K1, K2, K3, V1, V2

G/I Syllabus  
A1, A2, A4, V1, V2

G/I Key Assignment  
A1, A4, K1, K2, K3, K5, V1, V2

MS Teams Recording  
A2, A4, K2, K4

Livestream Lesson Plan  
A1, A3, A4, K1, K2, K3, K4, V1, V2

Lesson Redesign  
A1, K1, K2

Culminating Assignment: Recorded Presentation of Implementation of Workshop Concepts  
A1, A2, A3, A4, K1, K2, K3, K4, K5, K6, V1, V2, V3

3 Reflections  
A4, K1, K2, V1, V2, V4

Syllabus (Submit SL syllabus to the SL committee. The syllabus needs to evidence learning outcomes)  
A1, A2, A3, A4, K2, K3, V4

Collaborative Learning Podcast  
A4, K4, V1,

Culminating Assignment: Lesson Redesign and Reflection  
A1, A2, A3, K1, K2, K4, V1

Preparing for TBL Implementation  
A5, K1, K2, K3, V1, V3

Developing an Effective TBL Module  
A2, A3, K1, K2, K3, K4, V1, V2

Reflection  
A4, A3, A5, K1, K2, K3

Mentoring Philosophy  
A1, K1, K2, K3, V2, V3 V4

Mentoring Plan  
A2, A4, K1, V3, V4

High-stakes Assignment  
A3, K1, K2

Scaffolding Map  
A2, A3, A4, K2, K3, V1, V2

Annotated Rubric Assignment  
A3, K1, K2, K6, V1, V2