Preparation for the STEM Classroom: An Introduction to Evidence-Based STEM Teaching

Designed for PhD students and Postdocs planning for academic careers in the STEM disciplines, this course provides an introduction to the alignment model, evidence-based teaching practices, and the basics of teaching-as-research (TAR) project design. Interested faculty are also welcome to join.

Graduate and professional students, postdocs, and faculty can participate in this course by either registering for graduate credit using one of the courses listed below, or by auditing the course (not taken for graduate credit) using the link below.

Cross-Listed as:
- ENGR 3001-1160 (CRN #20564)
- BIOSC 3001-1160 (CRN #21452)
- CHEM 3001-1095 (CRN #22384)

Audit (Not for Credit) Registration
Complete this form to participate without credit or if you also plan to register for graduate credit:
https://forms.gle/RHVbjqvqMt5tWsR59

Class Times:
Class meets Tuesdays, 4:00 – 4:50 PM and begins Aug 30th.

* Satisfies the course requirement to earn Pitt-CIRTL Associate Certification in STEM Teaching (1st level).
FALL COURSES

MOOC: An Introduction to Evidence-Based Undergraduate STEM Teaching
Registration Opens August 31, 2022
Asynchronous Course: September 26 – November 20, 2022
An Introduction to Evidence-Based Undergraduate STEM Teaching is a massive open, online course (MOOC) designed to provide graduate students, postdoctoral scholars, and other aspiring faculty in STEM disciplines with an overview of effective college teaching strategies and the research that supports them. This course is also suitable for other interested university staff, faculty, and administrators. The goal of the eight-week course is to equip the next generation of faculty to be effective teachers, thus improving the learning experience for the thousands of students they will teach. Past participants are overwhelmingly satisfied with the course (nearly 90% of Summer 2019 students were satisfied or extremely satisfied).

Postdoc Teaching Practicum
Registration Opens August 15, 2022
Synchronous Sessions: 1:00 – 3:00 PM ET, Thursdays, September 15, October 6, October 27, November 17, and December 8, 2022
Work with an experienced instructor in your discipline to enhance your understanding and experience of teaching a university course in this semester-long mentorship program designed for postdoctoral fellows. In this practicum, postdocs will observe mentors in their teaching, teach guest lectures and receive feedback on your teaching, discuss approaches to teaching with your mentors, and engage in group discussions of teaching with other postdocs from your cohort. The cohort will meet every three weeks for 2-hour workshops around key topics in teaching development; this may include lesson planning, teaching portfolios, equity, diversity, & inclusion, and teaching-as-research.

FALL WORKSHOP SERIES

Writing an Effective Teaching Philosophy Statement
Registration Opens August 15, 2022
Synchronous Sessions: 11:30 AM – 1:00 PM ET, Tuesdays, September 13 and September 27, 2022
Draft a peer-reviewed statement that reflects your teaching beliefs and experiences in this interactive, two-part online workshop. Participants will work to draft and edit a teaching statement, which is often required for US academic job applications. We will discuss elements of teaching statements, evidence of effective teaching tailored for different academic jobs, and strategies to get started or polish existing teaching statements. Participants from all disciplines will become better equipped and prepared to communicate their teaching practice through this workshop's collaborative, peer-review process.
**Finding Your Teaching Mentor**
Registration Opens August 15, 2022
Synchronous Sessions: 12:30 – 2:00 PM ET, Tuesdays, October 25 and November 1, 2022
In this two-part workshop, participants will start making a teaching development plan. Their plans will take into account their current context as well as align with their personal and professional goals. In session one, participants will learn how to orient themselves in their teaching development pathway and make an inventory of their local teaching resources. They will also develop understanding about why future faculty need a teaching mentor network that includes people different from their research mentors. The second session will help participants make a plan for building their mentoring network around their teaching development goals. We will talk about defining success as a teacher and how to ask for mentorship. We will hear from graduate student and faculty panelists about their teaching mentorship highlights and challenges. We will end our workshop series with time to form peer mentor networks.

**Exploring Careers in Teaching at a Community College**
Registration Opens August 15, 2022
Three Synchronous Sessions: 1:00 – 2:30 PM, Thursdays
October 27, 2022 *Introduction to Teaching at a Community College*
November 10, 2022 *Getting Hired at a Community College: Tips and Strategies from Faculty on Hiring Panels*
December 1, 2022 *Equity, Diversity, and Inclusive Teaching in the Community College Setting*
Learn about teaching at community colleges straight from current staff & faculty! In this three-part series, we’ll hear faculty & staff reflect on the joys and challenges of teaching at a community college, the broad diversity of students in their courses and how that diversity enhances learning, and the ins and outs of finding a full-time teaching position at a community college. The panelists will take questions from future faculty throughout the presentation.

**Getting Started with Universal Design for Learning**
Registration Opens August 15, 2022
Synchronous Sessions: 1:00 – 2:20 PM ET, Wednesdays, November 2 and November 9, 2022
We know the one-size-fits-all approach to learning design is not optimal. But how do we incorporate flexibility into teaching and learning while still maintaining rigorous learning? In this workshop, participants will learn the three principles that underpin Universal Design for Learning (UDL), a pedagogical framework backed by neuroscience that fosters motivated, resourceful, and strategic learners. They will have the opportunity to apply these principles to a teaching artifact of their choice, be it a syllabus, assignment, and/or teaching practice. Participants will come away with an expanded understanding of learner variability, how it can be leveraged as an asset in the classroom, and how to make learning more accessible for their students. No previous experience with UDL is necessary.

**WORKSHOP EVENT**

**Supporting Neurodivergent Students**
Registration Opens August 15, 2022
Synchronous Session: 2:00 – 4:00 PM ET, Wednesday, September 28, 2022
Want to better support your students with neurodiversity? In this workshop, we will review common forms of neurodiversity such as dyslexia, dyspraxia, autism, and ADHD and identify obstacles faced by neurodivergent students in academia. You will be introduced to strategies and resources for supporting these students, and explore ways to implement these strategies through group collaboration.
**dB-SERC Lunch Discussion**

12:00 – 1:00 PM, Monday, August 16, 2022

During this dB-SERC lunch discussion, Nicole Saltzman, Nicholas Corsello, and Dr. Margaret Vines from the Chemistry Department will share information about their Mentor/Mentee Award “Help Students Learn to Learn Chemistry”. Teaching students to become active learners by working with the material in an active fashion should lead to success in general chemistry and any college level course where these upper-level thinking skills are required. Furthermore, developing these skills at an early point in college will likely boost the students’ confidence in potentially challenging subjects and give them the opportunity to advance in their desired field and career.

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**Gradescope for Online and Hybrid Teaching**

2:00 – 3:00 PM, Monday, August 15, 2022

Gradescope is a feedback and assessment tool that dramatically reduces the pain and time associated with grading exams, homework, and other assignments. Gradescope is widely used to deliver assessments remotely. It enables instructors and graders to give better and more timely feedback, resulting in improved learning outcomes. Dynamic rubrics help streamline the tedious parts of grading while increasing grading consistency. AI-assisted Grading allows instructors to automatically group similar answers and grade all the answers in each group at once. Gradescope also helps with grading programming assignments at scale and can automatically grade printed bubble sheets.

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**Top Five Canvas Integrations for Course Innovation**

11:00 AM – 12:00 PM, Tuesday, August 16, 2022

Did you know that there are dozens of applications that seamlessly connect with Canvas to extend and enhance your course content? In this webinar, we'll explore Canvas integration; how it can be used in your course, and get a brief introduction to five useful and innovative integrations that you can add to your course today (H5P, Peerceptiv, Flip, Perusall, and Gradescope).

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**Gradescope for In-Person Teaching**

2:00 – 3:00 PM, Tuesday, August 16, 2022

Gradescope is a feedback and assessment tool that dramatically reduces the pain and time associated with grading exams, homework, and other assignments. Gradescope is widely used to deliver assessments remotely. It enables instructors and graders to give better and more timely feedback, resulting in improved learning outcomes. Dynamic rubrics help streamline the tedious parts of grading while increasing grading consistency. AI-assisted Grading allows instructors to automatically group similar answers and grade all the answers in each group at once. Gradescope also helps with grading programming assignments at scale and can automatically grade printed bubble sheets.
How to Use Classroom Audiovisual Technology
2:00 AM - 3:00 PM, Tuesday, August 16, 2022
2:00 AM - 3:00 PM, Thursday, August 18, 2022
2:00 AM - 3:00 PM, Tuesday, August 23, 2022
2:00 AM - 3:00 PM, Thursday, August 25, 2022
2:00 AM - 3:00 PM, Tuesday, August 30, 2022
Virtual OR In person (B26 Alumni Hall)
IF YOU PLAN TO ATTEND IN-PERSON: There is a maximum in-person capacity of SIX (6) attendees.
The University of Pittsburgh's classrooms are equipped with audiovisual technology to facilitate inclusive and active learning environments. This workshop will teach you how to operate and connect your device to a classroom's audiovisual technology system.

Active Learning with Top Hat Classroom
12:00 - 1:00 PM, Wednesday, August 17, 2022
Top Hat's student engagement software is available for all faculty and students at Pitt to use free of charge. This workshop serves as an introduction to Top Hat’s suite of tools, focusing on the most commonly used functionality: student polling and live discussions. No prior experience with Top Hat is necessary for this workshop.

Using Bubble Sheets in Gradescope
2:00 - 2:30 PM, Wednesday, August 17, 2022
Gradescope is a feedback and assessment tool that dramatically reduces the pain and time associated with grading exams, homework, and other assignments. Gradescope is widely used to deliver assessments remotely. It enables instructors and graders to give better and more timely feedback, resulting in improved learning outcomes. Dynamic rubrics help streamline the tedious parts of grading while increasing grading consistency. AI-assisted Grading allows instructors to automatically group similar answers and grade all the answers in each group at once. Gradescope also helps with grading programming assignments at scale and can automatically grade printed bubble sheets.

Canvas Refresher: Building Your Course
11:00 AM - 12:00 PM, Tuesday, August 23, 2022
Used Canvas before but want to brush up? This one-hour workshop will refresh your memory of the steps of setting up your course, adding course content, and creating assignments for your students.

Check https://www.diversity.pitt.edu/ or https://calendar.pitt.edu/department/office_of_diversity_and_inclusion for updates.

No Listed Upcoming Events
Thriving as a postdoc in today’s competitive climate is tenuous. International postdocs in the United States may face additional challenges due to a lack of clarity of expectations (hidden curriculum) and disadvantages due to marginalization posed by intersectional factors (immigration, socio-economic factors, etc.). In this workshop, NPA will introduce a framework for thriving as international postdocs. This framework will provide approaches for seeking information, resources, mentorship, and communities of support to identify and achieve professional and personal goals.

Certification in STEM Teaching: Pitt-CIRTL
3:30 - 4:30 PM, Wednesday, August 24, 2022
Are you interested in pursuing a career in academia and/or enhancing your teaching, mentoring, and advising skills? The University of Pittsburgh is one of over 40 higher education institutions that partner with the Center for the Integration of Research, Teaching, and Learning (CIRTL) to provide professional development to STEM graduate students, postdocs, and new faculty. In this information session, learn about the free local on-campus (Pitt-CIRTL) and online (CIRTL) programming and certification program designed to help you explore the skills needed for a professional career in STEM.

Additional Resources:

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