Discipline-specific Workshop Planning Guide

Use this document to plan your workshop, following the guidelines listed below.

- **Make it interactive.** This is a "workshop," so the focus should be on the participants doing work and leaving with a concrete next steps.
- **Develop specific, observable goals.** What do you want folks to be able to do/say/know by the end? How will you know they know?
- **Consider this format for your workshop:**
  - Walkthrough (10-20 minutes): Model the desired outcome/skill/technique
  - Exercise (15-30 minutes): Ask participants to attempt the thing you want them to be able to do while you answer questions one-on-one.
  - Debrief (10-30 minutes): Open up the workshop to discussion to answer questions, talk about what was challenging or interesting, and to share participants' ideas with the goal of offering a preliminary critique.
- **Focus on the workshop participants.** While you are there to lead the session, your goal is not to be the focus of the session or the holder of the knowledge. You are a guide and facilitator of activities and discussions that will help participants generate their own knowledge.
- **End with a call to action.** When the workshop is over, what do you want participants to do next? Encourage them to take the next step, and share resources that might help them.
- **Plan and practice.** Link each of your workshop goals to a specific exercise, discussion, or resource that you want to share with participants. Plan how much time it will take to go through each section of your workshop and build in time for questions, transitions, and an evaluation/survey at the end. Make a list of what materials you'll need for the room you'll be in. Will technology be available? Will you need big paper or whiteboard pens? Will you make a handout or share a reading? Do you need to make a sign-in sheet so you can follow up with participants? (I recommend it.) Plan for these details.

Resources for You

- How to Run a Good Workshop: http://scottberkun.com/2013/run-a-good-workshop/
- Understanding by Design: How to Plan Your Teaching Using Backward Design: https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/

Now let's get started! Use this page to start outlining your workshop plan with these broad goals in mind:

- Introduce your audience to a discipline-specific teaching and learning topic that will help them improve their current practice.
- Provide your audience with the opportunity to try out concrete, practice skills during and after your workshop.

TOPIC: assessment styles

1. **Goals**: What do you want participants to be able to do by the end of this workshop? (Choose 2-4.)

I would like GTAs to walk away with
1) an understanding of what assessments are
    a) To measure students: content understanding
    b) To measure instruction: effective teaching styles
2) A toolbox of ideas to use
3) a worked example of at least one assessment (including responding to the assessment)
4) A plan for how to incorporate a new assessment into their classroom and how they will apply the results of the assessment

This may look different for GTA who are instructors of record vs those who are teaching a set lesson (e.g., lab-based courses)

2. **Connecting Workshop to Goals**: What activities, discussions, and/or resources will you provide to help participants meet the goals?

Activities:
1) Brainstorm ways that GTAs assesses student understand and effective instruction
2) Work in small groups to determine best practices or pros/cons of the brainstorm examples
3) Build a plan to incorporate new assessments into your classroom AND how to respond to the results of the assessment

3. **Assessing**: How will you check for understanding before, during, and after the workshop?

Before: Quick poll of the workshop attendees about who uses assessment in their classrooms
During: working in small groups for pros/cons/best practices will facilitate discussion and incorporation of ideas. As a facilitator, I will encourage participation and inclusion of diverse GTA responsibilities (instructor of record vs lab TA)
After: They will have a plan for incorporating an appropriate assessment into their classroom

4. **Time Management**: Supposing you will lead a 2-hour workshop, how will the time be used?
0:00 - 0:15 introductions
0:15 - 0:30 poll the attendees on how use assessment in their classrooms (start building toolbox), discuss pros/cons of those assessments, organize if student or teaching assessment
0:30 -0:45 give two examples of assessments and incorporating results into the classroom one for assessing student learning and one for assessing teaching effectivness
0:45 - 1:05 split into small groups and design "best practices" or top choices for assessing students and instructors
1:05 - 1:25 debrief, share, find patterns, discuss
1:25 - 1:45 split into different groups or work individually to build your plan to incorporate assessment into the classroom and plan on how you will modify your class after the assessment
1:45 - 2:00 debrief, share, hug, cry

**follow up with attendees via poll/email to see if they actually put their plan into action, how did it go, do they have any new ideas to share?
**post workshop assessment: was it useful, would they recommend the workshop to colleagues?

5. **Research**: What research do you need to do to prepare for this workshop? List research questions below.

Tangible examples of assessments in different types of classrooms, both for assessing student learning and teaching effectiveness
What are the classroom responsibilities for most GTAs? Maybe this can be on the RSVP questionnaire

6. **Outreach**: Who do you need to connect with to plan the time, place, and outreach for your workshop?

Work with OAI for space, time, get on the CICT calendar
Promote in departments across CLAS (other schools?)
RSVP google form
Follow up the day of and/or a few days prior w/ those people who are registered

7. **Materials**: What materials/technology will you need during your workshop?

Tables, byo computer, white boards & pens

Workshop ideas
- Assessment styles
- Versioning (document tracking)
- Science communication (twitter)
- chemistry teaching philosophy
- Cultural literacy in chemistry
- Difficult situation as a grad student
    - Imposter syndrome
    - Competition
    - Challenging relationships
- How to make history more accessible/better activities
- Biology career development
- Research