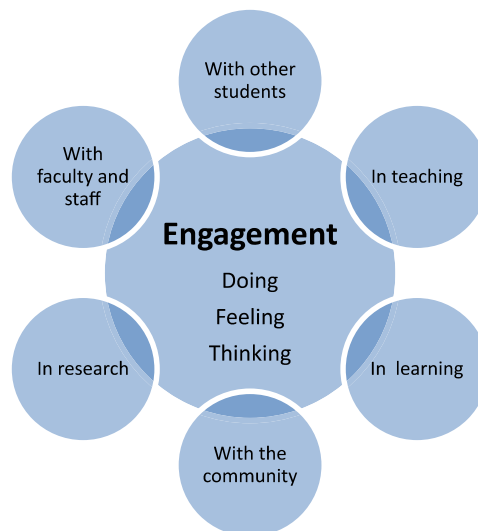




Faculty Development Workshops on “Engaged Pedagogy” | Spring 2024 Call for Participants

The [Center for Excellence in Teaching, Learning, and Leadership](#) in collaboration with the Provost’s Office invites faculty to apply to participate in a series of small-group brainstorming workshops on “engaged pedagogy” in Spring 2024. The focus on “engaged pedagogy” comes from an existing body of research that demonstrates that investments in student engagement lead to improved student outcomes particularly for students who are less prepared for college than their peers. Instead of thinking of “engagement” as a student characteristic, we will approach it as a function of pedagogy, a consequence of what we do – or don’t do – in the classroom. We are especially seeking faculty who teach courses that regularly enroll first-year students.

In four (4) hands-on workshops, facilitated by Provost Faculty Fellow Christopher Williams (English), an interdisciplinary group of 5 to 10 faculty will collaboratively engage research and best practices pertaining to in-classroom student engagement. Each workshop will focus on in-class aspects of student engagement defined in the multidimensional model of student engagement (adapted from Burns et al 2004; Groccia & Hunter 2012):



* Dates for Workshops 2, 3, and 4 will be collectively determined by the workshop group.

Workshop 1 (Friday, March 29th): **Engaging Students in Active Learning**

Workshop 2 (TBD*): **Engaging Students using Growth-Focused Assessments**

Workshop 3 (TBD*): **Engaging Students with Other Students**

Workshop 4 (TBD*): **Engaging Students through Research and Student Teaching**

By the end of the semester, each participating faculty member is expected to:

1. Draft and share two (2) lesson plans (for one of their courses) that incorporate best practices and strategies to engage students.
2. Contribute to the development of a rubric for assessing the extent to which a lesson plan facilitates student engagement.
3. Contribute to the development of a rubric for assessing the extent to which a course syllabus facilitates student engagement.

Participants must also commit to:

1. Implementing at least two lesson plans revised to maximize student engagement when teaching a course enrolling first-year students in the following academic year.
2. Sharing a brief reflection about their experience teaching those revised lesson plans.

Interested faculty are invited to complete this brief application no later than **Tuesday, March 26th, 2024**: <https://forms.office.com/r/94RgUTZBrv>.

Respondents will be notified by Wednesday, March 27th, 2024. Selected faculty will receive a copy of *Super courses: The future of teaching and learning* by Bain, K. (2021) and may be sponsored to complete a professional development course offered by the Association of College and University Educators (ACUE), if interested. More details are provided in the application form linked above.

If you have any questions, please contact CETTL (ctlonline@qc.cuny.edu).

References

Groccia, James E., and Mary S. Hunter. 2012. *The First-Year Seminar: Designing, Implementing, and Assessing Courses to Support Student Learning and Success: Volume II— Instructor Training and Development*. Columbia, SC: The National Resource Center.