CoAT Workshop Descriptions and Learning Objectives  
*(listed alphabetically)*

These descriptions refer to workshops sponsored by the CoAT Program in the Graduate School. New workshops are added each semester. Workshops are offered every semester online, in person, and in hybrid presentation formats. New workshops are added each semester.

- **Active Learning**
  Active learning can engage students, enhance learning, and create an exciting classroom environment. In this workshop, participants will explore a variety of active learning strategies that can be used in any classroom or lab setting. We will identify define, identify, and practice several active learning strategies, and we will address some of the challenges of using active learning in the classroom.

  After this workshop, participants will be able to:
  - define active learning
  - compare and contrast active vs. passive learning
  - practice and evaluate a variety of active learning techniques
  - identify ways to establish a classroom environment that supports active learning
  - develop one active learning strategy
  - assess active learning strategies to aid in continued improvement and refinement

- **Advising as Teaching**
  This workshop will focus on the instructional processes of advising. Specifically, the workshop will touch on the curriculum, pedagogy, and learning outcomes that advisors and faculty members can use to develop strong advising relationships.

  After completing this workshop, participants will be able to:
  - discuss the concept of “developmental advising” and how that allows students to become more self-sufficient
  - explain fundamental theories that guide advising processes
  - compare and contrast the three types of advising meetings
  - discuss different roles to consider when designing advising experiences as learning experiences
  - write goals and objectives that you will be able to use when advising students to make explicit the expectations of the advising relationship

- **Classroom Assessment Techniques**
  Classroom assessment techniques (CATs) are strategies to quickly assess student learning and provide feedback. In this workshop, participants will discuss, practice, and share a variety of approaches for assessing students’ learning.

  After completing this workshop, participants will be able to:
  - define classroom assessment techniques
  - discuss the benefits and challenges of using CATs
  - explain and identify several CATs that can be applied in their classrooms
  - practice the CAT as both a teacher and as a student
Classroom Management (online)
Managing the classroom environment is one of the most challenging aspects of teaching. This workshop is designed to address classroom management issues and concerns. Topics will include: creating a welcoming environment, establishing guidelines and expectations, maintaining professionalism, and handling disruptive students.

After completing this workshop, participants will be able to:
- explain the importance of managing a learning environment
- compare today’s learning environment with your own past experiences
- discuss how to establish guidelines, expectations, and rules
- discuss non-confrontational ways of dealing with classroom issues
- share and practice managing classroom situations

Core Workshop (hybrid)
The CoAT Core workshop is designed to introduce participants to the fundamentals of effective teaching and learning in the university classroom through exploration, application, and reflection. This workshop is designed to provide basic information about a variety of teaching topics and to offer “best practices” for enhancing teaching and learning in the university classroom. All CoAT participants must complete the Core workshop before completing the CoAT program. The Core workshop includes one 1.5 hour in person session followed by online discussions.

After completing this workshop, participants will be able to:
- describe the basic components of an effective learning environment
  - professionalism, authority, and respect
  - knowing your students and establishing rapport
- create one strategy for establishing a welcoming learning environment
- develop a basic lesson plan
  - write a learning outcome
  - design an active learning strategy
  - create a plan for conducting an effective class discussion
  - develop a classroom assessment technique.
- begin the process of self-reflection on your teaching, learning, and professional development

Engaging Students: Using Games in the Classroom
One way to engage students is to introduce an educational game into your classroom. Games can be designed to address a variety of course goals and objectives, and games can provide a fun, interactive learning environment to add creativity to the classroom. This interactive workshop will introduce you to the gaming experience in the classroom environment. Participants will play games and then reflect upon the purpose, design, and generalization to other contexts.

After completing this workshop, participants will be able to:
- identify how games can be designed to address course goals and objectives
- explain the basic elements of constructing an educational game
- compare and contrast the benefits and challenges of games as a teaching strategy
- adapt an existing game to your classroom
- reflect upon the purpose, design, and generalization to other contexts

Engaging Students with Effective Questioning Strategies
Have you ever asked a student a question and the response was a blank stare? Learning why and how to ask questions is an essential skill needed by all teachers. In this workshop, participants will explore strategies for asking effective questions, including word choice, timing, and presentation style. Emphasis will be on working with undergraduate students.
After completing this workshop, participants will be able to:

- compare and contrast effective vs. ineffective questioning strategies
- apply Bloom’s Taxonomy to generate effective questions
- describe appropriate questions for a variety of contexts
- discuss how to address inaccurate responses

**Introduction to the Teaching Portfolio**

This is an active, hands-on workshop, designed to introduce graduate students to the process of creating a teaching portfolio. This workshop is part of the CoAT program, but it does not count as one of the six required workshops. It is optional.

After completing this workshop, participants will be able to:

- describe what a teaching portfolio is (and is not)
- list reasons why a teaching portfolio is important
- explain the three main components of a teaching portfolio
- generate ideas for materials to include in their own portfolios
- explain the importance of the teaching philosophy
- analyze teaching philosophy statements

**Learning Styles and Preferences**

Do you ever have trouble getting your students to understand the material? Chances are, that’s because there are actually over eight different learning styles of students, and traditional teaching methods only assist in engaging about half of them. In this workshop, we will discuss the different ways students learn and how you can make adaptations to your teaching to enhance the learning process.

After completing this workshop, participants will be able to:

- identify the eight different learning styles of students
- discuss the importance of considering students different learning styles when developing lesson plans
- discuss and share practical ways to incorporate different methods in teaching to meet the learning needs of all students

**Motivational Teaching Strategies (online)**

This workshop is designed to introduce participants to the concept of motivation in teaching and learning contexts. We will discuss teaching strategies and instructional behaviors that encourage student motivation and participation, challenge and support students’ learning, and inspire students to perform to the best of their ability.

After completing this workshop, participants will be able to:

- define motivation in educational contexts
- explain the importance of motivation in the college classroom
- discuss the concept of “challenge and support”
- discuss a framework for understanding student motivation
- design and share teaching strategies to encourage student motivation

**Orientation to the CoAT Program** (held every September)

The CoAT Orientation session is designed to introduce participants to the CoAT program including program requirements and expectations, staff, resources, and the online learning environment. The
Graduate School offers multiple orientation sessions the week after applications are due. New participants are required to attend one session before participating in any workshops.

After completing this workshop, participants will be able to:

- utilize the CoAT Vista web site as a tool to support your progress through the CoAT program
- recognize the program requirements, expectations, and processes for earning your teaching certificate
- identify professional development opportunities available at NC State University

**Writing Learning Outcomes (online)**

This workshop is designed to introduce participants to the process of writing effective learning outcomes. As the basis for structured teaching and instruction, learning outcomes help to define teacher expectations for students within the curriculum, and writing learning outcomes is one of the most important steps to take before entering the classroom. In this workshop, we will discuss the importance of learning outcomes in the classroom and learn how to design successful learning outcomes.

After completing this workshop, participants will be able to:

- define and apply the three domains of learning outcomes
- compare the content-centered method to the learning-centered method as planning tools.
- describe the ABCD method for writing learning outcomes.
- construct a learning outcomes grid that can be used as a tool for planning.