Events FALL 2012

“Who dares to teach must never cease to learn.” • John Cotton Dana

Four Workshops by Thomas Angelo

Thomas Angelo
Victoria University of Wellington

Thursday–Friday, November 1–2
Milton Hall Room 50

Successful Learning by Design: Making Courses Clear, Coherent, Connected, and Consequential
Thursday, November 1, 8:30–11:30 a.m.

While effective teaching is clearly important, good course design may ultimately matter more in supporting learning. In a well-designed unit, even an inexperienced but willing teacher can help average students achieve above-average learning. In a poorly designed unit, on the other hand, even experienced, excellent teachers and above-average students struggle simply to survive. This workshop provides several simple, practical strategies for designing/redesigning undergraduate courses to promote learning outcomes effectively and efficiently. Key concepts demonstrated include: strategic alignment, backward design, cognitive loading—as well as the “parrot” and “bus” tests for course design quality. Please bring the course guide, outline, or description of a course you hope to design or redesign.

Writing CLEARER Student Learning Outcomes
Thursday, November 1, 1:30–4:30 p.m.

Clearly written learning outcomes are useful building blocks of course and program design and assessment. In this workshop, you’ll try out a step-by-step process to make your learning outcomes CLEARER: Constructively aligned, Learning focused, Evidence based, Assessable, Relevant, Equitable, and Rigorous. By this workshop’s end, you should be able to: (1) evaluate the quality of current learning outcomes; (2) improve their quality as needed; (3) develop new, CLEARER learning outcomes; and (4) locate useful research and how-to information on learning outcomes for follow up.

Designing and Using Rubrics: Making Grading Fairer and Faster
Friday, November 2, 8:30–11:30 a.m.

The overall aim of this research-based, interactive workshop is to help you design/redesign rubrics to make your grading more efficient and your feedback more effective in promoting high-quality learning. By the workshop’s end, you should be able to: (1) evaluate the effectiveness and efficiency of rubrics currently in use; (2) improve their quality as needed; (3) develop new rubrics; (4) use rubrics to save yourself grading time and provide students with more focused, useful feedback; and (5) locate useful research and how-to information on rubrics for follow up.

Feedback for Learning: How Less Can Sometimes Be More
Friday, November 2, 1:30–4:30 p.m.

All teachers realize that getting feedback from and giving feedback to students is critical to their learning and success. But most of us also realize how time-consuming, difficult, and frustrating the feedback process can be – particularly when students fail to make use of (or even read) our comments. This workshop presents sometimes counter-intuitive research findings on effective feedback, along with simple, practical, time-saving strategies for improving the odds that our feedback is read/heard, understood, valued and used.

Thomas Angelo, Ph.D., Dr. Angelo is Professor of Higher Education and Director of the University Teaching Development Centre (UTDC) at Victoria University of Wellington, New Zealand. Over the past 20 years, he has also served as faculty member, faculty developer, administrator and/or researcher at a diverse range of U.S. institutions, including Boston College, the University of California at Berkeley, The American Association for Higher Education (AAHE), and Harvard University.


He has also published Classroom Research: Early Lessons from Success (1991), Classroom Assessment and Classroom Research: An Update on Uses, Approaches, and Research Findings (1998), and more than30 articles and chapters. His current research focuses on research-led teaching and inquiry-based learning. He likes to be remembered as a teacher first and foremost.

Registration is required at teaching.nmsu.edu. If you have problems registering online, call 646–2204 for help.