FALL 2018
Our fall 2018 Micro-workshops engage with Sarah Rose Cavanagh's book, The Spark of Learning: Energizing the College Classroom with the Science of Emotion. Cavanaugh highlights ways in which "neuroscience research indicates that the brain systems involved in emotion and those involved in cognition are not, as traditional accounts would have had us believe, separate systems pulling us in opposite directions. Rather [...], overlapping circuits are responsible for both" (3).

September 19-20: Be the Spark
Presenter: Erin Rentschler
This session emphasizes the importance of first and lasting impressions with a focus on how instructors' emotions impact student learning.

September 26-27: Burning to Master
Presenter: Laurel Willingham-McLain
This session highlights ways to mobilize student effort through learning experiences designed to pique students' curiosity and maintain their interest.

October 3-4: Fueling the Fire
Presenter: Steve Hansen
This session will engage ways to prolong student persistence by designing assignments and activities that cultivate students' sense of value and ownership to promote motivation and decrease procrastination.

SPRING 2018
CTE's Spring 2018 micro-workshops will focus on aspects of Duquesne's Strategic Imperative 1: Duquesne will identify bold pathways to offer students the knowledge and skills they will need for productive and fulfilling lives and careers in the 21st century.

February 7-8: Career Connectedness
Presenters: Laurel Willingham-McLain (CTE) & J.D. Douglas (Enrollment Management)
Connecting learning to life beyond college is a practice that motivates student learning. In this session, participants will consider ways to connect course material and skills to life and work. Connection to Strategic Imperative 1: "Duquesne University will comprehensively reevaluate all facets of our curriculum and integrate practical applications and experiences into academic offerings so as to prepare students for the demands of the 21st century workforce"

February 14-15: First Generation Students
Presenter: Erin Rentschler (CTE)
Navigating higher education is difficult for first generation college students. Participants will encounter Duquesne's first generation population and explore strategies to help them succeed in college. Connection to Strategic Imperative 1: "Duquesne University will recruit and retain students best able to benefit from Duquesne's programs, including students with limited resources"

February 21-22: Holistic Teaching & Learning
Presenter: Steven Hansen (CTE)
Teaching and learning intersect with intellectual, social, emotional, physical and spiritual dimensions. Participants will explore several frameworks for holistic education and their potential benefits for students.

*Connection to Strategic Imperative 1: “Duquesne University will focus on the development and well-being of the whole student-physical, mental, emotional and spiritual-with a renewed emphasis on core values and ethics”*

**FALL 2017**

CTE's Fall 2017 micro-workshops will focus on James Lang's *book Small Teaching: Everyday Lessons from the Science of Learning*. Lang's book gives strategies for helping students grow in knowledge, understanding, and motivation. You'll leave the workshop with practical small teaching strategies (e.g., 5-10 minute learning activities, small modifications in course design or student-instructor communication). Two copies of Lang's book will be given as door prizes at each session. James Lang will be at Duquesne University March 16, 2018 - lucky winners can get your book autographed!

**Connecting for understanding**, facilitated by Laurel Willingham-McLain on September 19-20
**Helping students retrieve knowledge**, facilitated by Steve Hansen on September 26-27
**Fostering a Growth Mindset**, facilitated by Erin Rentschler on October 3-4

**Spring 2017**

**Just a TAD - Transparent Assignment Design**
Facilitator: Laurel Willingham-McLain (CTE)
Small changes make a dramatic difference in student learning. Join this micro-workshop to learn powerful small changes you can use for communicating assignments to students. Use the transparency framework to clarify for students the purpose, task, and criteria of assignments. And in return, you can expect strong student performance.

**Emotions, Body Language and Learning Motivation**
Facilitator: Steven Hansen (CTE)
"When educators fail to appreciate the importance of students' emotions, they fail to appreciate a critical force in students' learning. One could argue, in fact, that they fail to appreciate the very reason students learn at all."

*Mary Helen Immordino-Yang, Emotions, Learning, and the Brain (2016), 40.*

Come explore the relationship of the body, emotions and learning motivation. Participants in this micro-workshop will simulate how emotions and body language interact; learn six small teaching techniques that make powerful emotional connections to students' learning, and identify the signs of emotionally motivated learning.

**Applying Behavioral Insights to Learning Outcomes**
Facilitator: Arvin Simon (CTE and Psychology) and Elizabeth Bennett (Psychology)
Many of the choices we make are driven by habits. Often, they can result in less than optimal outcomes, particularly around learning new knowledge and skills. This micro-workshop explores the most up-to-date behavioral research to empower educators in making subtle yet influential shifts in the classroom that promote more adaptive learning behaviors.
PAST SCALE MICRO-SESSIONS
Duquesne University’s Center for Teaching Excellence

Student Graffiti Wall: Our Voices on Learning
Facilitator: Erin Rentschler (CTE)
Giving students a voice on learning empowers them and increases their sense of investment in their learning experiences. What do our students have to say about their learning? Join us to reflect on student comments collected via a graffiti wall and to discover ways of collecting and using student feedback in your own classes.

Learning to Respond to Microaggression
Facilitator: Arvin Simon (CTE and Psychology)
Microaggressions are small verbal, behavioral or environmental exchanges that communicate hostile, derogatory, or negative messages. These messages can discourage both students and instructors from participating in class to their fullest potential. This micro-workshop provides a simple, yet powerful communication technique designed to empower instructors to resist microaggressions and create a healthier, more inclusive learning environment.