

FALL 2024 PASSPORT WORKSHOPS

Please Note: you must have a Passport Portal account to register for these workshops. [Create an account here.](#)

November

Getting Started with AI: Writing an AI Policy for Your Courses

11/13/2024 | 12:00 PM - 12:30 PM

Instructor: Michael Barber, Ph.D.

Online

In this 30-minute workshop, you will develop an AI policy tailored to your courses. You will outline how students should utilize AI tools, ensuring alignment with academic integrity and the course learning objectives. After viewing a database of various examples of policies, you will leave with your own AI policy for your courses. [Register here.](#)

Passport categories: Artificial Intelligence, Digital Literacy, Student Focused Teaching

Scaling Up Your Favorite Teaching Strategies

11/14/2024 | 12:00 PM - 12:30 PM

Instructor: Jennifer Parker, Ed.D.

Online

What are your “go to” teaching strategies? Are you a fan of the Gallery Walk? Jigsaw? Exit Ticket? How do they vary from small classroom to large lecture hall? Or from face-to-face to hybrid? In this session, we will talk through some of our favorite strategies and ideas for using them on a small or large scale across a variety of learning modalities. Explore the tools, resources, and templates for taking your teaching to the next level. Sharing ideas, resources, and best practices across the session will be encouraged and promoted. [Register here.](#)

Passport categories: Active Learning, Digital Literacy, Evidence-Based Teaching, Student Focused Teaching

Café Conversations: AI in Small Bytes

11/15/2024 | 12:00 PM - 12:45 PM

Instructor: Jasmine McNealy, Ph.D.

Hybrid

AI Refusal. There’s a growing movement in some communities to attempt to limit interactions with AI systems. This discussion will center AI refusal and its implications. [Register here.](#)

Passport categories: Artificial Intelligence

AI Course Designation Workshop

When: Friday 11/15/2024 2:00 – 3:30pm

Where: AI Learning Academy, 105 Ayers (720 SW 2nd Avenue)

Join us for a dynamic workshop led by Dr. Kati Migliaccio, co-chair of the UF AI Across the Curriculum Taskforce. We will present the vision for AI curricula and course designations at UF. Then participants will ideate ways their current courses fit with these models and learn next steps for submitting courses to the AI Curriculum Committee. [Register Now](#)

Creating Global Classrooms Through Virtual Exchange

11/19/2024 | 3:00 PM - 4:00 PM

Instructors: Carrie Martins and Meredith Nappy

Online

Join this workshop to hear from Meredith Nappy, Instructional Designer in the College of Public Health and Health Professions, about her experiences implementing virtual exchange (VE) with partners in Europe and South America. Begin exploring ideas for your own VE project and discover the trainings and resources available at UF to help you turn your class into a global classroom. [Register here.](#)

Passport categories: Active Learning, Cultural Competencies, Digital Literacy, Experiential Learning, Global Learning, Student Focused Teaching

Leveraging AI for Co-Authoring Course Materials

When: Wednesday 11/20/2024 10:00 – 11:30am

Where: AI Learning Academy, 105 Ayers (720 SW 2nd Avenue)

Students need high-quality course materials. Commercial publishers can be expensive while creating course materials yourself can be too time-consuming. In this workshop, we will explore the use of the NaviGator AI tool as a co-author to produce affordable and free content for your students to maximize learning success. This workshop will be led by Ryan Rushing from Center for Teaching Excellence and Cooper Greenfield from UFIT Center for Instructional Technology & Training. [Register Now](#)

Creating Connections with Students Online

11/20/2024 | 10:40 AM - 11:40 AM

Instructor: Tiff Jenson, Ph.D.

Online

Often online faculty struggle with getting acquainted with their students amongst limited face-to-face interactions, so how would you establish personal connections? This workshop discusses proven ways to creating meaningful interaction with the remote instructor. A few examples: include clever introductions of yourself, humanize your course, provide weekly overviews, personalize content, utilize cooperative learning, enable real-time communication, incentivize learning with rewards, and emphasize a bottom line. [Register here](#).

Passport categories: Great Online Teaching, Mental Health, Student Focused Teaching

AI Ethics, Academic Integrity, and Accessibility in Your Course

11/21/2024 | 1:00 PM - 2:30 PM

Instructors: John Jordi, Ph.D. and Margeaux Johnson

Online

Explore the ethical implications of AI for Education (AIED) with us around AIED issues like bias and fairness, authorship and ownership, data privacy and security, digital divides and access, and environmental impacts. Practical emphasis will be placed on ways you can support academic integrity and accessibility with AI! Practical takeaways will include creating a syllabus policy that aligns with your AI expectations and learning about AI tools and techniques that can increase the accessibility of your course. [Register here](#).

Passport categories: Artificial Intelligence, Creative Assessment, Tackling Tough Talks

CIRTL Workshops

The CIRTL network offers many free online events and courses to promote teaching and learning in STEM higher education. All UF graduate students, postdocs, faculty, and staff are welcome to register for any CIRTL offerings. To view all upcoming events, please visit the CIRTL events page below. CIRTL classes fill up fast. Please register today to secure your spot.

Writing an Effective Teaching Philosophy Statement

Instructors: Rique Campa, Michigan State University and Brian Rybarczyk, University of North Carolina at Chapel Hill

This workshop meets in Zoom on Tuesday, September 17 and 24 at 3-4:30pm Eastern

Registration opens Tuesday, September 3 at 11am Central Time

Learn what a teaching philosophy statement is and how they are used in the academic job hunt and explore your own teaching philosophy in a writing group of peers in this interactive, two-part online workshop. We will discuss elements of teaching statements, evidence of effective teaching tailored for different academic jobs, and strategies to get started or polish existing teaching statements. Participants from all disciplines will become better equipped and prepared to communicate their teaching practice through this workshop's small group writing and feedback process.

Learn more and [register here](#):

The College Classroom

Instructors: Beth Fleener, University of Texas at Arlington; Peggy Semingson, University of Texas at Arlington; Tiffany Shoop, Virginia Tech

This course meets in Zoom on Tuesdays, September 24 through December 10, at 2-3:30pm Eastern

Registration opens Monday, September 9 at 11am Central Time

Get an introduction to key learning principles and the basics of effective, evidence-based teaching practices in this 12-week course about teaching in the college classroom. This course will focus on developing inclusive, learner-centered approaches to teaching. Participants will explore the interconnectedness of learning objectives, assessment, and learning activities through both discussions of course materials and developing and practicing their own lesson plan.

Learn more and [register here](#).

Writing an Effective Teaching Philosophy Statement

Instructors: Kristin Winet, University of Arizona and Erin Galyen, University of Arizona

This workshop meets in Zoom on Thursday, October 3 and 10 at 12-1:30pm Eastern

Registration opens Monday, September 16 at 11am Central Time

Learn what a teaching philosophy statement is and how they are used in the academic job hunt, and explore your own teaching philosophy in a writing group of peers in this interactive, two-part online workshop. We will discuss elements of teaching statements, evidence of effective teaching tailored for different academic jobs, and strategies to get started or polish existing teaching statements. Participants from all disciplines will become better equipped and prepared to communicate their teaching practice through this workshop's small group writing and feedback process. Refine their work through peer review feedback.

Learn more and [register here](#).

Overcoming Imposter Phenomena and Building Resiliency as Graduate Students

Instructor: Beth Fleener, University of Texas at Arlington

This one-session online workshop meets in Zoom on Thursday, October 10 at 11am-12:30pm Eastern

Registration OPENS Monday, September 23 at 11am Central Time

Find new ways to build your own resiliency in academia by learning about how to utilize the Change Mindset Model to overcome imposter syndrome and adapt to change through the lens of a growth mindset. Participants will employ self-awareness practices to complete their own professional and personal self-reflection guide through the Change Mindset Model, and will create personalized goals that support them in the areas of facing challenges, encountering difficulties, applying effort, receiving feedback, seeing success in others, making mistakes, and accepting, giving, and/or seeking help.

[Learn more and register here](#).

Preparing a Teaching Demo for a Job Interview

Instructors: Chas Brua, Pennsylvania State University and Beate Brunow, Pennsylvania State University

This one-session online workshop meets in Zoom on Thursday, October 17 at 12:30-2pm Eastern

Registration opens Monday, September 30 at 11am Central Time

As part of the interview process for a faculty position, you may be asked to lead a teaching demonstration. In this interactive workshop, we'll discuss ways to go into your teaching demo with preparedness, confidence, and adaptability. Participants will explore considerations related to their audience, factors affecting content, logistics (including technology), and teaching/learning interactions. Participants will also strategize ways to cope with unexpected challenges that could emerge during a teaching demo.

Learn more and [register here](#).

A Student-Centered Approach for Reducing Plagiarism

Instructors: Teresa Hooper, University of Tennessee and Robert Jacobsen, University of Tennessee

This two-session online workshop meets on Mondays, October 21 and October 28 at 11:30am-1pm Eastern

REGISTRATION OPENS MONDAY, SEPTEMBER 23 AT 11AM CENTRAL TIME

Consider how student-centered, accessible, and contextual course design can reduce students' propensity to cheat and improve learning for all. With the advent of generative AI, contract cheating, and app-based cheating, fears about preventing plagiarism are running high. This two-part workshop offers attendees a comprehensive look at a different paradigm for preventing plagiarism, one that uses a student-centered, accessible, and contextual course design to reduce students' propensity to cheat. Participants will learn about adapting the concept of plagiarism to a Gen Y context, how to effectively convey those ideas to their students and, how they can take steps to design assignments that reduce the circumstances that lead to plagiarism.

Learn more and [register here](#).

Fostering a Growth Mindset and Developing a Sense of Belonging in Your Students

Instructors: Emily Potratz, University of Illinois at Chicago and Lauren Woods, University of Illinois at Chicago

This one-session online workshop meets on Thursday, October 24 at 11am-1pm Eastern

REGISTRATION OPENS MONDAY, SEPTEMBER 30 AT 11AM CENTRAL TIME

Learn from social and educational psychology in this one-part workshop on how instructors can foster growth mindsets in their students, and how that in turn can foster greater student motivation, achievement, and belonging. What factors hold back or push students forward in learning and performing the best they can? How do students react to successes and challenges?

Learn more and [register here](#).

Creating Effective and Inclusive Learning Experiences for Neurodiverse Students

Instructors: Melissa Tamas, Stanford University and Michelle Ming-Hsuan Pang, Stanford University

This one-session online workshop meets in Zoom on Thursday, October 24 at 2-3:30pm Eastern

REGISTRATION OPENS Monday, October 7 at 11am Central Time

Graduate student and postdoctoral instructors provide important face to face support and instruction to a diverse population of students in large lectures as well as smaller seminars. Therefore, it is key that they understand how to cultivate a learning environment that is inclusive and effective for all types of learners, especially neurodivergent learners. Students with ADHD, autism, learning disabilities, and mental health challenges are entering into higher education in greater numbers and they can face unique obstacles when they arrive. Participants in this workshop will come away with an expanded understanding of neurodivergent students, and start to develop strategies that create an effective and inclusive learning environment for neurodivergent learners.

Learn more and [register here](#).

Postdoc Teaching Practicum

Instructor: Natalie Westwood, University of British Columbia

This 5-part mentorship program has synchronous sessions on Thursday, December 5, January 9, February 6, March 6, and April 3 at 1-3pm Eastern (note that the course spans the 2024-2025 winter). Participants will be expected to do extensive independent work and work with their teaching mentors outside of these monthly sessions.

REGISTER NOW

Work with an experienced instructor in your discipline to enhance your understanding and experience of teaching a university course in this 5-month mentorship program. During the mentorship program, you will observe a mentor in their teaching, teach guest lectures and receive feedback on your teaching, discuss approaches to teaching with your mentors, and engage in group discussions of teaching with other participants. Throughout the program, you will also attend a series of synchronous sessions on teaching development topics, like lesson planning; teaching portfolios; equity, diversity & inclusion; and teaching-as-research.

[Learn more and register here](#).