Lab course redesign, office hours that work, mentoring your TAs, and more - Mar. 30, 2015.

Redesigning a lab course

Deliberate approach yields results

This researcher wanted to improve two things for her students: their lab skills and their attitudes about experimental physics. So she examined her course goals and made deliberate changes based on those goals. She also created an online tool, E-CLASS, to measure the students' attitudes. Both efforts paid off. Find out how she did it.
Through Community Engagement

Apr. 3, 12-1pm: Eat. Talk. Teach. Run!

Apr. 7, 12pm: Creating Inclusive Learning Spaces

Apr. 8, 4pm: Identity in the Classroom: Talking and Teaching about Race Identity, and Diversity

Apr. 15, 12pm: Engaging Students in Large Classrooms

Apr. 28, 2:15pm: Effective Lectures and Presentations

See all grad events.

Grants

Due April 30: Hoagland Award for Innovations in Undergraduate Education

Due June 1: Faculty Seed Grants: Innovation in Teaching and Researching Online Courses

See more teaching and learning grants.

Structure them for Success

Office hours can improve your relationships with students and invigorate your teaching as well as their learning. Read why and how to run really useful office hours.

Mentoring your TAs
Meeting the challenges

How do you help your TAs interpret evaluations? How do you begin and develop great relationships with them? Get answers to these questions and more from the head of Stanford's Mentors in Teaching program.

Energize your course
Try a new learning activity

Want to get your students more involved? Here's a great list of effective learning activities: what they are, how they work, when to use them, and examples to check out. Learn about ones that may be new to you and find some to try in your own classroom.
Visit the Teaching Talk blog for the latest news on teaching and learning at Stanford.

Copyright © 2015 Center for Teaching and Learning, All rights reserved.