

## YEAR ONE

The first year is an introduction to teaching with seminars focusing on topics designed to improve the learning environment. Seminar topics include: how to develop community in the classroom, understanding the diversity of the campus population in the 21st century, developing interactive and exciting lectures and classroom activities, accessing campus resources that support faculty-student interaction, and balancing teaching responsibilities with demands for scholarship and service. Seminars offer students an opportunity to debate issues with guest presenters and practice techniques in role play.

### Year One Faculty:



**Katherine Farquhar**  
Director, AU/NTL;  
Ph.D., Boston University



**Charles Tesconi**  
Professor of Education in CAS;  
Ed.D., University of Cincinnati

## YEAR TWO

Year two seminars teach students strategic ways to manage a classroom environment using mock teaching sessions. Students step into the instructor role to teach a short class to some of their peers while others observe. Then the process is discussed and critiqued. Time is also devoted to discussing the role future technological innovation will have on teaching.

### Year Two Faculty:



**Paul Wapner**  
Associate Professor in SIS;  
Ph.D., Princeton University



**Victoria Connaughton**  
Associate Professor;  
Ph.D., University of Delaware

## YEAR THREE

The final year includes an opportunity for the students to teach their own class. To prepare for this responsibility, faculty help students with creating a syllabus, selecting texts, designing assignments and anticipating the challenges that will inevitably occur. Most of the teaching assignments occur in the summer that follows the seminar.

Year three also gets students ready for the job market by staging mock interview sessions with a dean and department chair. Students' resumes are critiqued along with other documentation used in a job search.

### Year Three Faculty:



**Cathy Schaeff**  
Associate Professor of  
Biology in CAS; Ph.D.,  
Queen's University, Ontario



**Max Friedman**  
Associate Professor of  
History in CAS; PhD.,  
University of California,  
Berkeley

# GREENBERG SEMINARS FOR EFFECTIVE TEACHING



## OVERVIEW

Designed as a complement to the PhD and MFA academic experience, the Greenberg Seminars for Effective Teaching provide a hands-on, practical introduction to academic professional development and classroom techniques. Participants convene with faculty mentors four times each semester. This includes a special invitation to the Ann Ferren Teaching Conference, allowing participants to interact with current university faculty from broad and distinct pedagogical backgrounds.



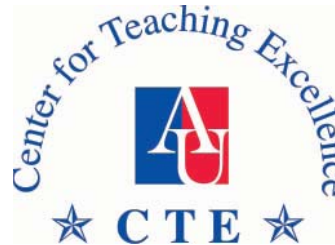
Dr. Milton Greenberg  
Professor Emeritus  
of Government

Here's what some of our students had to say:

*"I liked the fact that there were students from the various departments on campus and that the students weren't all from the College of Arts and Sciences. It's nice to get a different perspective."*

*"The faculty leaders were good. They created a good learning environment where we had fun but they made their point."*

*"I appreciated the help with CV preparation, job hunting advice, and the mock interviews."*



## CENTER FOR TEACHING EXCELLENCE

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All photos courtesy American University,  
by Jeff Watts

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