A Spotlight on Exceptional Teaching: The CTE Teaching Studio

Have you visited the CTE Teaching Studio recently? The Teaching Studio is a virtual space in which Rice faculty can share their teaching innovations, lessons learned, and tried and true practices with course design and pedagogical strategies. The Teaching Studio honors and celebrates the ongoing process to improve teaching and learning by both new and seasoned faculty.

The most recent addition to the Teaching Studio features Assistant Professor Esther Fernández’s course: Theater and Performance in the Spanish, Portuguese, and Latin American Studies department. Professor Fernández designed her course on Spanish Peninsular literature with creativity and experiential learning as central teaching strategies. In addition to introducing the students to a wide array of Spanish plays from the Early Modern period to the present, students in her course had the opportunity to create an original script as the final outcome of the seminar. The course’s experiential component encourages students to approach literary analysis from the perspective of those who write, design, and conceptualize literature and theater. New courses are added to the Teaching Studio on a regular basis. If you are interested in being featured or would like to nominate a course, please contact Robin Paige.

Inclusive Pedagogy: Fostering Engagement and Active Learning

The CTE’s programming for the 2019-2020 academic year will address the question: How can we foster inclusivity, equity, and critical thinking in teaching and learning at Rice University? A focus on inclusive pedagogy will highlight methodologies and practices in the classroom that value diversity, promote social justice, and support student engagement and academic growth. Please check the CTE website regularly for upcoming events and keep an eye out for our fall 2019 events email in late August.
Teaching & Innovation Colloquy

This spring the CTE held its 3rd annual Teaching & Innovation Colloquy with a cohort of faculty members from across campus: Alex Butler, BUSI; Allison Hunter, VADA; Jorge Loyo, CEVE; Lydia Musher, BUSI; Elizabeth Roberto, SOCI; Maria Stasevicius, CLIC; and Hiromi Takayama, CLIC. Participants used L. Dee Fink’s book *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* to guide a redesign of a course that will be taught in the 2019-2020 academic year. Participants will assess their course redesign and report results to the CTE the following semester. Because of the success and impact of the Teaching & Innovation Colloquies over the last few years, the CTE will host several colloquies during the 2019-2020 academic year.

Cultivating Equitable Learning Environments

On March 21st, we hosted Professors Kelly Hogan and Viji Sathy of the University of North Carolina at Chapel Hill, who facilitated a workshop “Cultivating Equitable Learning Environments through Inclusive Teaching.” Workshop participants had an opportunity to reflect on how inclusive teaching can transform their classrooms and equalize learning opportunities for students from different backgrounds. Because inequities are often created by unstructured learning environments, Hogan and Sathy recommended intentionally designed and structured activities that can mitigate feelings of exclusion and promote the learning of all students.

Workshop resources are available HERE.

Services for Departments

As we move into our seventh year, the CTE is eager to expand our work with individual departments. If your department is interested in this targeted support, please contact Josh Eyler to set up an initial consultation.