Center for Teaching and Learning

The Center for Teaching and Learning is a University-wide resource whose vision is that everyone at Stanford will know how learning works and will translate that knowledge into research-based, daily practice and public dialog. The Center supports faculty, lecturers, teaching assistants, and students with courses and other resources designed to enhance teaching excellence and/or learning skills while also providing a source of motivation, inspiration, and guided self-reflective growth.

CTL Resources for Teaching

CTL provides the Stanford community with services and resources on effective teaching. The center's goals are to:
- engender and disseminate knowledge and understanding of the newest research on student learning
- network and support instructors seeking to share ideas and community teaching
- stimulate faculty involvement in the scholarship of teaching and learning
- identify and involve successful faculty, lecturers, and TAs who are willing to share their talents with others
- provide those who are seeking to improve their teaching with the means to do so
- acquaint the Stanford community with important innovations and new technologies for teaching
- prepare new faculty and TAs for their responsibilities
- contribute to the professional development of teaching assistants
- expand awareness of the role of teaching at research universities
- increase the rewards for superior teaching.

Resources available to faculty, lecturers, and TAs include: classroom observation and video recording, microteaching (simulated practice teaching), and consultation; small group and other forms of mid-quarter evaluation; workshops, lectures, and teaching orientations; online teaching resources, and a library of teaching materials. CTL works with individuals, groups, and departments on their specific needs, including support of teaching events, retreats, and the design of effective TA training programs.

All these resources and more are available at http://teachingcommons.stanford.edu.

For questions or requests, email TeachingCenter@stanford.edu.

CTL Resources for Learning

CTL provides academic coaching for graduate students and undergraduates who want to enhance their study approaches and learning strategies. Through courses, individual counseling, and workshops, CTL helps students build skills that are the foundation for continual improvement and lifelong learning. Students benefit from developing and applying individually crafted strategies that build on their existing strengths. Time management, test preparation, note taking, reading comprehension and retention, and procrastination are common topics for discussion.

For more information, visit Academic Skills Coaching (https://undergrad.stanford.edu/tutoring-support/academic-skills-coaching).

Free tutoring is available to undergraduates in many subjects; see http://tutoring.stanford.edu for details on where and when tutors can be found, what to expect, and how to apply to work as a tutor.

Associate Vice Provost for Undergraduate Education and Director: Robyn Wright Dunbar
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Assistant Director: Tim Randazzo

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Faculty Advisers: Robert Calfee, Tom Ehrlich, Sheri Sheppard, Lee Shulman

Courses

CTL 53. Working Smarter. 2 Units.
Once you get into the school of your dreams, how will you be sure you can succeed there? College coursework often entails work of higher complexity, volume, and intensity than in high school settings, and students need a different set of skills in order to succeed. This class will use research-based practices to help students gain insight into effective learning strategies and will help students gain comfort with college level writing, oral presentations, reading and study skills, note-taking techniques, and time management.

CTL 120. Peer Tutor Training. 1 Unit.
Goal is to help students become effective peer tutors for course material already mastered by articulating aims; developing practical tutoring skills including strategies for drop-in sessions; observing experienced tutors; discussing reading assignments; role playing; and reflecting on experiences as a peer tutor intern. Prerequisite: consent of instructor.

CTL 165. Race, Athletics and College Achievement. 3 Units.
How does racial group membership affect academic experiences, and how do race and athletic participation intersect with collegiate life? In this class, we will explore the relationships among race, athletic status, and academic experiences, with a focus on social science data and the specific experiences of Stanford students. Readings will draw from psychology, sociology, education, and popular press. This class is a seminar format with no prerequisites.
Same as: AFRICAAM 165, CSRE 165

CTL 199. Independent Study. 1-3 Unit.
Special study under lecturer direction, usually leading to a written report or an oral presentation. Prerequisite: consent of instructor.

CTL 221. Practicum for fellows in the Stanford-SJSU Preparing Future Professors Program. 1 Unit.
Nine weekly one-hour sessions consisting of discussions of: (1) the previous week's SJSU shadowing experiences and (2) readings related to session themes.

CTL 231. Preparing for Faculty Careers. 1 Unit.
For graduate students from all disciplines who are considering a faculty career of any type and at any of a broad range of institutions. Postdoctoral fellows may audit by consent of instructor. Begins with a methodology to help determine if a faculty career is a good fit for the values, interests and abilities of each participant. Progresses to an exploration of different types of faculty roles and different institutional contexts (e.g., tenure-track vs. non-tenure-track; research-intensive vs. teaching-intensive; large vs. small; etc.). Discusses how to identify and land a faculty position. Ends with concrete tips on how to thrive in such a role. May be repeated for credit.
CTL 297. Teaching and Learning in Higher Education. 3-4 Units.
This course is co-taught by Mariatte Denman, Associate Director of the Center on Teaching and Learning. It provides POLS students with an opportunity to focus on teaching and learning along with doctoral students from many disciplines throughout the university. Students watch and interview master teachers at Stanford, prepare a syllabus module for a workshop or class they might teach, and learn a range of effective pedagogical methods. Preparing an analytic paper is an alternative for those who do not want to prepare a syllabus module. The course is open not only to POLS students who expect to work in higher education, but also to students interested in K-12 education, and they may develop a teaching module for use in those schools.
Same as: EDUC 297

CTL 299. Independent Study. 1-3 Unit.
Special study under lecturer direction, usually leading to a written report or an oral presentation. Prerequisite: consent of instructor.

CTL 312. Science and Engineering Course Design. 2-3 Units.
For students interested in an academic career and who anticipate designing science or engineering courses at the undergraduate or graduate level. Goal is to apply research on science and engineering learning to the design of effective course materials. Topics include syllabus design, course content and format decisions, assessment planning and grading, and strategies for teaching improvement.
Same as: ENGR 312