



The Joy Shechtman Mankoff
Center for Teaching & Learning presents ...

Talking Teaching

Fall 2012

**PLEASE SAVE THE DATES & JOIN US FOR GREAT CONVERSATIONS!
DISCUSSANTS NEEDED!**

Take some time away from your routine, meet up with colleagues, enjoy a good meal, and participate in a Talking Teaching discussion this semester. Topics—suggested by our colleagues—are listed below, with days, times, and preliminary descriptions.

Please consider serving as a discussant: for each conversation, eight to ten individuals will bring a question or an idea to spark the continuing exchange of ideas. Imagination, not extended preparation, is the only requirement.

Contact MaryAnne Borrelli (mabor@conncoll.edu) if you are interested in attending or serving as a discussant. We hope to see you often throughout the semester!

GENERAL EDUCATION AND THE MAJORS: IDEAS FOR COLLEGE-WIDE CURRICULUM INNOVATION

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Wednesday, 19 September 2012: 11:50 AM to 2:00 PM Hood

Join members of FSCC and the six faculty who attended the AAC&U General Education Institute in Maryland to find out what other colleges and universities are doing in their general education programs. Topics to be discussed include: recent general education models; general education course design; fostering students' intellectual development through general education via writing, critical thinking, oral presentation, and research assignments; successful strategies for revising general education; and how strengthening general education can improve students' experiences in the majors.

BLENDED LEARNING AND THE LIBERAL ARTS: THE ROLE OF ONLINE LEARNING AT CONNECTICUT COLLEGE

Friday, 28 September 2012: 8:30 AM to 10:15 AM Hood

Blended learning combines traditional classroom teaching with an online component. The online component can include videos of lectures, exercises, exploration of new topics, tutorials, etc. Online resources are becoming much more sophisticated and useful and offer feedback to the professor. Phrases such as "flipping the classroom" and "hybrid learning" describe some of these approaches. In all cases the goal is to expand the modes of student learning. Professors who are using some of these techniques find that class time can have more of a specialized component where they can use their talents more directly. These benefits can include focusing on topics that are causing problems (using the online feedback), increasing one-on-one attention, having class discussions that can already assume basic knowledge, and offering more lab-like classes.

Connecticut College is part of a Mellon-sponsored consortium of liberal arts colleges that is exploring the role of "blended learning" in the liberal arts. This "Next Generation Learning" initiative, coordinated by Bryn Mawr College, includes institutions such as Bowdoin, Colorado, Franklin & Marshall, Grinnell, Haverford, Kenyon, Macalester, Middlebury, Mount Holyoke, Oberlin, Skidmore, Smith, Trinity, Vassar, and Wesleyan. At all of these schools, including here at Connecticut College, faculty members are experimenting with ways to use online technologies and resources to improve their students' learning and engagement.

How would these techniques be appropriate in a liberal arts setting? Or adaptable to a liberal arts setting? How does the role of a faculty member change under these circumstances? What is involved in order for a faculty member to use these techniques? Should we?

THOUGHTS ABOUT FIRST-YEAR SEMINARS: HOW ARE THEY GOING?

Come enjoy a meal with your colleagues and share your experiences in teaching a First-Year Seminar (FYS). Or, if you are considering teaching an FYS, come and hear about faculty experiences.

Choice of two different days:

Tuesday, 9 October 2012: 8:30 AM to 10:15 AM Hood

Wednesday, 10 October 2012: 8:30 AM to 10:15 AM Hood

TEACHER-SCHOLARS & CLASSROOM ADVOCACY: BIASED TEACHER OR PUBLIC INTELLECTUAL?

Wednesday, 17 October 2012: 8:30 AM to 10:15 AM Hood

Do you have an intellectual obligation to teach your interpretations and judgments, especially on controversial topics?

Or do you have an intellectual obligation to remain neutral, fostering a diversity of opinions and encouraging student debate? Or ... should you seek out a middle ground, finding a way to reconcile these opposing teaching philosophies? These questions relate to every aspect of our teaching and learning, as we nurture students' intellectual development and critical thinking skills. Because faculty members are role models for students, and because faculty members evaluate and grade student work, taking a stand may have the potential to limit debate and conversation. How can faculty members give expression to their intellectual freedom so that students are encouraged to do the same? This conversation will be facilitated by faculty members who take very different approaches to scholarly advocacy in their classrooms.

GENDER IDENTITY IN TEACHING & LEARNING

Friday, 2 November 2012: 11:50 AM to 1:30 PM Ernst

Why should you be an ally and advocate for trans and gender-nonconforming students?*

While the concept of 'gender identity' has circulated widely within LGBTQ youth and transgender communities for nearly twenty years, it is only recently being engaged in a respectful way in broader circles. A vibrant movement of trans* people has emerged across the country, demanding visibility and better treatment of trans* people in areas of education, housing, healthcare, and employment. This discussion will introduce faculty to basic terminology and information about the trans* communities that our students are actively engaged with. This includes but is not limited to the following identities: transexual, transgender, genderqueer, bois, butch, aggressive, stud, femme, and queer. This conversation will provide practical information on how to be an ally and advocate for trans* and gender-nonconforming students both inside and outside of the classroom.

ASSESSING THE ALL-CAMPUS EVALUATION

Wednesday, 14 November 2012: 8:30 AM to 10:15 AM Hood

What are your experiences with the All-Campus Evaluation (ACE)?

The ACE was intended to provide on-going feedback that would support improvement in teaching, while also providing standardized measures needed for tenure and promotion reviews. Documenting and controlling for systematic patterns of bias – on the basis of age, gender, sexual identity, race, and ethnicity, among other aspects of identity – was also a high priority. What are our experiences with the ACE? Does the ACE provide both formative and evaluative information? How does it compare with other evaluations, including earlier departmental evaluations and the current First-Year Seminar evaluations? How should ACE data be interpreted by the teacher and presented to evaluators? Faculty members who work with the ACE and other teaching evaluations will share their insights about these resources.