

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

Talking Teaching

Fall 2018



PLEASE SAVE THE DATES & JOIN US FOR GREAT CONVERSATIONS . . .

Talking Teaching is a series of informal discussions of teaching-related topics—suggested by our colleagues—over breakfast, lunch or afternoon “tea.” Talking Teaching provides an opportunity to build community and to stop & reflect on our teaching and on our students’ learning experiences. Topics are listed below, with times and preliminary descriptions.

We are looking for discussants for these events. For each conversation, eight to ten “discussants” will bring their thoughts or questions to spark the collective exchange of ideas. Interest in the topic, not extended preparation, is the only requirement to be a discussant.

Please contact Ana Campos-Manzo (alcamposm@conncoll.edu) or Derek Turner (dtur@conncoll.edu) if you are interested in attending or serving as a discussant. We hope to see you at these events!

Teaching & Course Design in the Context of #MeToo

FRIDAY 21 SEPTEMBER, 8:30 AM to 10:15 AM HOOD in BLAUSTEIN
BREAKFAST READY at 8:15 AM

Can art be separated from the artist, thought from the thinker? Is teaching someone’s work a way of promoting that person—or *all* of his or her ideas? The #MeToo movement raises important questions about teaching and course design, particularly when choosing course materials. Should we reconsider teaching the work of people who have engaged in sexual misconduct or other serious moral wrongs? Some artists, writers, filmmakers, academics, and thinkers have used their fame to victimize others—might teaching that person’s work contribute to that very fame? Join us for a wide-ranging discussion of how to think about cases where people who have done apparently valuable academic or artistic work have also behaved badly, and what this all means for teaching and course design.

Discussion Leaders: Simon Feldman & Julie Rivkin; discussants include Joyce Bennett, Lindsay Crawford, Danielle Egan, Eileen Kane, Ariella Rotramel, and others.

Advising Students in the Sophomore Year: Majors, Centers, and Pathways

TUESDAY 25 SEPTEMBER, 3 PM to 4:30 PM HOOD in BLAUSTEIN

How can we best mentor and advise our students when it comes to not only choosing a major, but also applying to a Center or declaring a Pathway? Advising is a key part of our Connections Curriculum. How should we think about advising students at a time when they may be transitioning from their FYS advising team to a new major advisor? What do we as advisors—both formal and informal—need to know about a student's options for this critical year? Join us for an in-depth discussion about advising sophomores. In addition, our Office of Institutional Research is developing a Sophomore Year Survey to learn more about student experiences. What would you like to know about how our students think about Pathways and Centers, Majors and Minors?

Discussants include Jane Dawson, Mary Devins, Libby Friedman, Andrea Lanoux, Steve Luber, Rebecca McCue, Carmela Patton, Jefferson Singer, Andrea Wollensak, and others.

The Art of Writing a Good Exam

THURSDAY 4 OCTOBER, 3 PM to 4:30 PM HOOD in BLAUSTEIN

Exams serve multiple purposes: they (hopefully) motivate students to study; they can be occasions for students to synthesize and innovate; they communicate to students what we think is important; they give students information about their own learning; they provide us with information about student learning; and they also serve as the basis for assigning grades. But how do you write a good exam that serves multiple ends effectively, without massively overwhelming the students and increasing your grading workload? How do decisions about format send different messages to students? What are some pitfalls to be avoided (like writing an exam that's too long)? And how can we write exams that are relatively resistant to hacking by students who might be tempted to violate the honor code?

Working toward Professionalism in Student Presentations

TUESDAY 23 OCTOBER, 3 PM to 4:30 PM HOOD in BLAUSTEIN

Giving an engaging public presentation with effective visual aids is an extremely valuable life skill that will benefit students in any career. Our Connections Curriculum explicitly emphasizes oral communication, particularly in our First-Year Seminars and the final Senior Reflections, as well as in our Academic Centers. What are the effective approaches for teaching and assessing oral communication? Is it possible to work on presentation skills in larger classes? We will discuss the support systems available for

both faculty and students to improve students' oral communication skills and consider how to introduce students to the different disciplinary norms concerning communication and argument.

Teaching through an Intersectional Lens

FRIDAY 16 NOVEMBER, 8:30 AM to 10:15 AM HOOD in BLAUSTEIN
BREAKFAST READY at 8:15 AM

An intersectional lens encourages the analysis of social life in a way that considers the complex, interconnected systems of inequality and privilege such as race/ethnicity, gender, class, sexuality, age, ability, and nation. The questions that will be foregrounded in this session include: How do you incorporate this theoretical lens into your teaching? Can you address intersectionality if the focus of your course is not gender, race/ethnicity, class, sexuality, age, or ability? We will help participants develop an intersectional approach in the classroom and beyond. In this hands-on workshop, participants will revise (or develop) a syllabus that truly engages students with this intersectional approach. We will also address how to craft an inclusive vision of content and think about teaching tools that will help students participate fully.

In preparation for the workshop, please identify the course you would like to revise (or develop) and bring the syllabus (or draft of the syllabus) or class materials you would like to discuss. This workshop will be especially useful for fields that are not usually inclined to think that an intersectional conceptual frame applies to their work.

Workshop Leaders: Danielle Egan and Ariella Rotramel.

Engaging Students in “Learning Journeys” Beyond the Classroom

THURSDAY 29 NOVEMBER, 3 PM to 4:30 PM HOOD in BLAUSTEIN

How can we help students learn more effectively within and from local communities, either in the US or abroad? Global-local engagement is an essential part of our Connections Curriculum, as well as a component in many of our courses across our curriculum. Come and learn from colleagues who have incorporated community-based learning into their regular classroom, engaged students in community research, harnessed technology in the classroom to connect virtually with people in other parts of the world, taken students on learning explorations through the Travel Research and Immersion Program (TRIPs), or spent a whole semester leading a Study Away Teach Away (SATA) program. Do you guide students on learning journeys beyond the traditional Connecticut College classroom? Are you interested in adapting or developing a course or experiential learning opportunities for the non-traditional classroom? This discussion will explore how to adapt learning objectives and syllabi to better meet students' learning needs while considering the community(ies) or society(ies) where the learning will occur.

Embodied Learning across the College

MONDAY 3 DECEMBER, 8:30 AM to 10:15 AM

BREAKFAST READY at 8:15 AM

What insights can we gain from disciplines that focus more reflectively on embodied learning, such as athletics or the performing arts? What can people in fields that *seem* purely cognitive, such as math or philosophy, learn from disciplines that emphasize the body, such as dance or musical performance? We will discuss practical ways to help your students “embody” knowledge and skills in order to improve their learning across the disciplines, and consider the role of embodied learning in areas that we may not immediately think of as “embodied”—such as the sciences or languages. We will also consider questions related to learning and space, for example, how campus spaces promote or hinder different kinds of embodied learning.

Lead discussants: David Dorfman, Heidi Henderson, and Afshan Jafar.

***Willing to serve as a discussant for one of these events?
Interested in attending any or all?***

Please contact Ana Campos-Manzo (alcamposm@conncoll.edu) or
Derek Turner (dtur@conncoll.edu)

**Please remember to save the dates for
Camp Teach & Learn 2019
Wednesday, Thursday & Friday
May 22, 23, & 24**

If you have any suggestions for discussions or workshops for this year’s
Camp Teach & Learn please contact Michael at rededer@conncoll.edu.
