



Camp Teach & Learn

Teaching Matters Summer 2005: May 23-26

During the week following graduation, the CTL will coordinate a variety of opportunities for faculty to discuss their teaching. Come learn with your colleagues, enjoy delicious and nutritious meals, and be offered the chance to win fabulous prizes.

Oral Communication Institute

(2 1/2 days: Monday, May 23-Wednesday, May 25, 2005—see further information)

The Oral Communication Institute will allow faculty to reflect on what our culture teaches students about oral communication, explore how discourse can help students to better understand their own perspectives and those of others, discuss and evaluate the oral communication assignments that we use currently, plan new strategies that will be implemented in a specific course, and devise methods for assessing the impact of these new strategies. *For a full description and information about applying, please see separate sheet.*

Faculty use of e-Portfolios: Advising and Beyond

(Tuesday, 24 May, 8:30 AM to 1 PM—including lunch)

How might the e-Portfolio help faculty in their role as academic advisors? Is the e-Portfolio a potentially viable tool for use in a course? We want to hear your perspectives. This Mellon-supported pilot-project has two different components. The first phase offers faculty the opportunity to explore the e-Portfolio as both a tool for advising and as a means to improve student learning. Faculty will learn about the e-Portfolio and then explore its possible use in advising and in the classroom. *For a full description, details about the second phase, and information about applying, please see separate sheet.*

Advising as Teaching: Rethinking Faculty Advising

(Wednesday, May 25, 1-3 PM)

Pre-major advising can—and should—be more than merely signing a registration form. What are the best practices in faculty advising? How can your work as an advisor help integrate a student's academic, co-curricular, and post-graduation life? How can the Academic Deans and CELS help you in your role as faculty advisor? In addition to sharing questions and experiences, faculty will discuss emerging theories about how to advise students effectively.

Student Writing: Feedback and Evaluation

(Wednesday, May 25, 1-3 PM)

Do you feel as if you spend too much time commenting on student papers, or that your comments don't get taken seriously? What are the most effective strategies for providing students with productive feedback on their drafts and final papers? Learn about proven strategies and discuss ideas and options with your colleagues.

First-Year Seminars: Getting It All Together

(Thursday, 26 May, 8:30 AM-noon)

During the first half of this morning workshop 1) we will discuss briefly the developmental issues for late adolescents related to learning; 2) two faculty members who have taught first-year seminars will talk about their experiences and syllabi; 3) we will examine a recent statistical profile of our entering students based on the freshman survey (CIRP), NSSE data, admissions information, and a new Connecticut College end-of-year freshman survey.

During the second half of the morning participants will have a choice of attending two of three brief workshops related to 1) ideas for designing and structuring writing assignments in FYS; 2) an overview of ideas and best practices for discussion in FYSs; and 3) ideas for incorporating research assignments and skills into a FYS. Throughout all aspects of this workshop participants will contribute their own ideas, concerns, and experiences.

First-Year Seminars: Syllabus Workshop

(Thursday, 26 May, 1 PM-3:30 PM)

During this workshop faculty teaching FYSs will work in small groups, reading and commenting upon each other's syllabi.

First-Year Seminars: Working Groups

(Thursday, 26 May, 1 PM-3:30 PM)

During this time faculty who are involved in seminars that have intersecting material, readings, speakers, or events, will be offered the opportunity to discuss and plan their syllabi and seminars.

Gender, Race, and First-Year Seminars

(Thursday, 26 May, 1 PM-3:30 PM)

This workshop is especially for faculty who have included issues of gender and/or race in their syllabi for first-year seminars next Fall. During this time we will (1) share syllabi, including frameworks for dealing with race and/or gender; (2) strategize how to extend gendered or raced analyses in syllabi; (3) discuss questions of pedagogy and power involved in teaching race and gender; (4) brainstorm ideas about team-teaching and bringing classes together that are dealing with race, gender and/or their confluence. *Faculty who are interested in these issues but not teaching a first-year seminar are also welcome to attend.*

Teaching Critical Thinking Skills

(Thursday, 26 May, 1 PM-3:30 PM)

We all want students to think critically about the theater, about the design of laboratory experiments, about Latin American history, and about many other things that we teach at Connecticut College. The goal of this workshop is to bring faculty from many disciplines together to discuss some tips about how to get students to think critically in a variety of different contexts. After sharing some tricks for teaching critical thinking used in logic and philosophy courses, we will discuss a variety of issues related to teaching such skills across the disciplines.

To reserve a place in any of the workshops please send an email **by Wednesday 11 May** to Michael Reder, red@conncoll.edu, with the subject heading "CampT&L."

More information available at <http://ctl.conncoll.edu/programs/fti/May05/index.html>.

Camp Teach & Learn: May 2005 Special Opportunities

Faculty use of e-Portfolios: Advising and Beyond

Tuesday, 24 May, 8:30 AM to 1 PM—including lunch.

How might the e-Portfolio help faculty in their role as academic advisors? Is the e-Portfolio a potentially viable tool for use in a course? We want to hear what you have to say—we need your perspectives.

This Mellon-supported pilot-project has two different components:

Phase 1: The first phase is a morning and lunch workshop on Tuesday, 24 May, and offers faculty the opportunity to explore the e-Portfolio as both a tool for advising and as a means to improve student learning. Faculty will learn about the e-Portfolio and then explore its possible use in advising and in the classroom. Stipend for faculty participating in Phase 1: \$300.00.

Faculty who participate in this first workshop will be offered the opportunity to participate in the second phase of this initiative, piloting the use of e-Portfolios in their advising and teaching.

Phase 2: Faculty who elect to participate in the second phase will utilize the e-Portfolio as a tool for advising and/or test its potential as a pedagogical tool by incorporating its use into their advising or the teaching of their courses. These faculty will participate in an additional meeting during the summer in order to discuss their plans, and then two follow-up meetings (one during the fall semester when they are advising/teaching and one during the following semester) for the purpose of evaluating the project. They must also agree to assess the effectiveness of the e-Portfolio and share their experiences as part of a future CTL event. Stipend for faculty participating in Phase 2: up to \$1000.00.

Those interested in applying please send a brief email message with the subject heading “e-Portfolio” expressing your interest to Michael Reder, red@conncoll.edu. **Deadline for applications is Wednesday, 11 May.**

For more information about the e-Portfolio and how Connecticut College students currently use it, visit: <http://ctl.conncoll.edu/programs/fti/May05/e-Portfolio.html>.

Oral Communication Institute

**Monday, May 23, Tuesday, May 24, & Wednesday, May 25, 2005
(Monday & Tuesday: 8:30 AM-3 PM; Wednesday 8:30 AM-noon)
and several lunch meetings during 2005-2006.**

We invite you to participate in a workshop developed as a result of a grant awarded to St. Lawrence University by the William and Flora Hewlett Foundation. The primary goal of the Oral Communication Institute (OCI) is to further our collective work on the development of critical thinking skills in students by helping them develop the speaking and listening skills necessary for productive and reflective discourse.

The Oral Communication Institute will allow faculty to reflect on what our culture teaches students about oral communication, explore how discourse can help students to better understand their own perspectives and those of others, discuss and evaluate the oral communication assignments that we use currently, plan new strategies that will be implemented in a specific course, and devise methods for assessing the impact of these new strategies.

Participating faculty will choose at least one course to revise during the institute's working sessions with the intention of implementing the changes the next time the course is taught, ideally in the fall of 2005. The institute's faculty will meet as a group for two-and-a-half days in May and several times during the fall semester. Participants will read about oral communication and work with the others in the group to plan new strategies and assignments. The follow-up meetings during the school year will allow us to assess our work and continue planning teaching strategies.

Each participating faculty member will be provided with all reading materials and a stipend of \$1,000, payable in two installments. *The participants become a working group that meets several times during the following year to share pedagogical goals and strategies in hope of improving our work individually and collectively.*

The OCI will be run by Kim Mooney, Associate Professor of Psychology and Director of St. Lawrence's Center for Teaching & Learning; Val Lehr, Professor of Government and Gender Studies; and Traci Fordham-Hernandez, Assistant Professor of Speech and Theatre. It will take place here on campus all day on Monday & Tuesday May 23rd-24th, and in the morning on Wednesday May 25th. There will be several short meetings required during the 2005-2006 year.

Participation is limited. To apply, please send an email with the subject heading "OCI" to Michael Reder, rededer@conncoll.edu and *include a one-page statement (preferably as a Word document) about why you would like to participate, how you currently use oral communication in your classroom, and the specific course you would like to revise (including when it will next be offered).* **Deadline for applications is Wednesday, 11 May.**

For a list of OCI readings visit: <http://ctl.conncoll.edu/programs/fti/May05/oci.html>.