



The Joy Shechtman Mankoff
Center for Teaching & Learning presents



Camp Teach & Learn 2013

Wednesday, Thursday, & Friday

May 22, 23, & 24

Wednesday 22 May 2013

Strategies for Teaching First-Year Students & First-Year Seminars

Wednesday 22nd May: 8:30 AM to 10:30 AM, breakfast served at 8 AM

Our annual workshop brings together both experienced and new FYS faculty and anyone who wants to learn more about strategies for teaching first-year students. We will address a variety of topics, including: designing your FYS to be as inclusive as possible to reach diverse students; helping students make the academic transition from high school to college; effectively using writing and discussion; and the advantages of advising your students. Experienced faculty will talk about what surprised them about teaching a FYS, what they thought they did that was most effective, and what they plan to do differently next time. All faculty members and staff, especially those who work with first-year students, are welcome. Upcoming, previous, and potential FYS faculty particularly are encouraged to participate.

Discussants include Simon Feldman, Noel Garrett, Ruth Grahn, Chad Jones, Tim McDowell, Emily Morash, Michael Reder, Gary Parker, Rosemarie Roberts, Andrea Rossi-Reder, Mark Seto, Rachel Spicer, Danielle Vellucci, & Larry Vogel.

Teaching the Post-Normative Body: Transgender & Disability

Wednesday 22nd May: 10:45 AM to 12:30 PM, lunch served at 12:30 PM

This workshop draws on the work of this year's campus guests Susan Stryker and Rosemarie Garland-Thomson to discuss how to incorporate material on transgender and disability studies in ways that investigate and disrupt binary gender systems and corrosive normativity. Participants should leave with materials to incorporate into syllabi and ideas about appropriate pedagogy. The CTL will offer small curriculum grants for faculty members who revise or change their courses to incorporate issues of transgender or disability. *Co-sponsored by Gender and Women Studies.*

Off the Page and Into the Ether: Student Research in the Digital Era

Wednesday 22nd May: 10:45 AM to 12:30 PM, lunch served at 12:30 PM

We all know students are changing in this digital era. In libraries, as our materials and access points have lifted away from the printed page at a faster and faster rate, we are constantly engaged in not only teaching students about research, but also in understanding how they are changing. It is irrefutable that they are becoming different from us in their understanding of the finding, the using, and the citing of source materials. Our experience and expectations reflect the traditional standards of the academy, but those standards do not always have a comfortable relationship with the digital world. Faculty are also often puzzled by these behavioral changes. Come talk with us and we can all share what we know—in the hopes that together we can find some new solutions to student academic research in the 21st century.

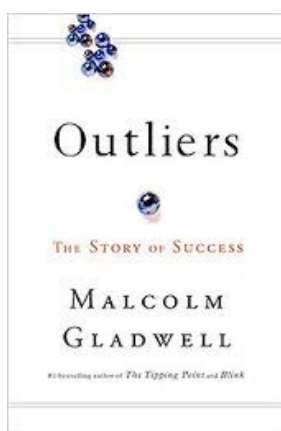
Co-sponsored the Research Support and Instruction Team and by Information Services.

How to Scaffold Writing Assignments—and Why

Wednesday 22nd May: 10:45 AM to 12:30 PM, lunch served at 12:30 PM

The basic principle of scaffolding is that students benefit when we help them to complete a complex writing task by breaking that task down into its elements. Research suggests that a scaffolding approach actually encourages students to produce more rigorous and intellectually ambitious work, while also reducing the likelihood that they will commit plagiarism. In this workshop we'll consider various strategies for scaffolding individual writing assignments and for "sequencing" the semester as a whole. When you scaffold assignments, you will get stronger essays that are more interesting to read!

Co-sponsored by The Writing Center, led by Steve Shoemaker and featuring Stan Ching, Taleb Khairallah, Sharon Portnoff, & Derek Turner.



Outliers: The Story of Success (2011)

by Malcolm Gladwell

Wednesday 22nd May: 1:30 PM to 3:30 PM, lunch served at 12:30

Malcolm Gladwell is the author of *The Tipping Point* and *Blink*. His latest book, *Outliers*, is the story of people who achieve great success and what makes them high-achievers. Gladwell finds common patterns in success stories across professional fields such as hockey, law, music, and science. Are there lessons in this best-selling book that could apply to our lives as researchers? Are there strategies we could use in the classroom to inspire our students to excel?

Discussion led by Sufia Uddin & Stuart Vyse.

Connecticut College's New Academic Resource Center

Wednesday 22nd May: 1:30 PM to 3:30 PM, lunch served at 12:30 PM

The new Academic Resource Center (ARC) is committed to assisting all members of the College community with improving their academic skills and ability to learn. In order to achieve this goal, the ARC has spent spring semester working collaboratively with faculty, staff, and administrators to enhance existing programs and develop new ones. This conversation will further our collaboration and consider questions such as ... How can we best address common issues that impede student academic success? How can the ARC work more proactively within the campus community to address these issues before they become problems or crises? How can faculty use these resources to promote positive outcomes for all students to improve their academic skills and ability to learn, maximizing their academic experience, performance, and personal fulfillment? *Co-Sponsored by the Academic Resource Center.*

Get Hands-On with Moodle 2

Wednesday 22nd May: 1:30 PM to 3:30 PM, lunch served at 12:30 PM

The college is transitioning to the next version of Moodle this Fall. Moodle 2 provides the same functionality as our current version of Moodle, but with some streamlining and new support for mobile devices. It has an improved user interface including drag and drop file upload. Come learn about Moodle 2 and start getting prepared for your Fall classes.

Co-sponsored by Information Services.

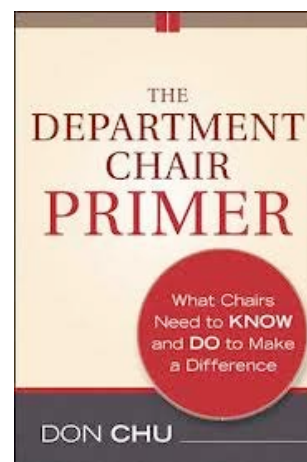
Thursday 23 May 2013

Effective Chairing: Readings for Current & Future Department Chairs

Thursday 23rd May: 8:30 AM to 10:30 AM, breakfast served at 8 AM

Department Chair is a role that many of us take on at some point in our professional careers at Connecticut College. With little to no prior training or experience at being a chair, it is often a challenging, and sometimes daunting, job. Through a collection of selected readings on chairing academic departments we will explore ways to become more effective chairs, while at the same time maintaining our scholarly and personal lives. We will read carefully chosen excerpts from several recent books, including *Time Management for Department Chairs* (2011), *Working with Problem Faculty: A Six-Step Guide for Department Chairs* (2012), *Departments that Work: Building and Sustaining Cultures of Excellence in Academic Programs* (2002), as well as others, to inform our discussion about how chairs can work to foster a more productive, effective department and campus.

Discussion led by Anne Bernhard, Jeffrey Cole, Andrea Lanoux, & Derek Turner.



Using Your Student Evaluations to Improve Your Courses

Thursday 23rd May: 8:30 AM to 10:30 AM, breakfast served at 8 AM

We all receive student evaluations, but how helpful are they really in improving your course design and teaching? Many of us read our student evaluations and then put them aside, perhaps noting a few helpful suggestions or possible improvements for the next time we teach. But using this information in a more intentional and systematic manner can be challenging. This hands-on workshop will discuss strategies for more intentionally utilizing the feedback you receive from students about the courses you teach. Both the All-Campus Evaluation (ACE) and the CTL Supplemental Course Survey contain information about student experiences that can be interpreted in light of current research on effective teaching practices. Such practices can also provide an analytic framework for interpreting student responses to questions on both the ACE and the CTL surveys, and for designing—and assessing—new teaching practices.

Facilitated by Christine Chung, Ruth Grahn, John Nugent, & Bill Rose.

Supporting Students of Marginalized Communities, Backgrounds, & Identities

Thursday 23rd May: 10:45 AM to 12:30 PM, lunch served at 12:30 PM

How can faculty best support the well-being and success of all of our students? How do our students' intersectional identities impact their learning, participation in class, and belief in their academic abilities? This workshop will provide background research about the challenges that students from traditionally marginalized populations face while in college, provide a perspective on the specific issues our students at Connecticut College face, and offer strategies for supporting our students both inside and outside of the classroom that can ultimately improve their learning.

Workshop led by DeShaunta Johnson, PhD, Coordinator of Multicultural Counseling.

What's Happening with Blended Learning at Connecticut College

Thursday 23rd May: 10:45 AM to 12:30 PM, lunch served at 12:30 PM

Blended learning combines traditional classroom teaching with an online component. In September 2012, the CTL hosted a Talking Teaching seminar, "Blended Learning and the Liberal Arts: The Role of Online Learning at Connecticut College." The seminar was well-attended and we discussed many ideas about enhancing student learning using a blended approach to teaching. This session will build upon our conversation, and faculty who currently use blended learning will demonstrate how they use this approach and discuss what is working or not working for them in their courses. IS staff will talk about the available software, hardware and support.

Co-sponsored by the Instructional Technology Team & Information Services, and featuring Bridget Baird, Diane Creede, Suzuko Knott, Laura Little, Purba Mukerji, & Chris Penniman.

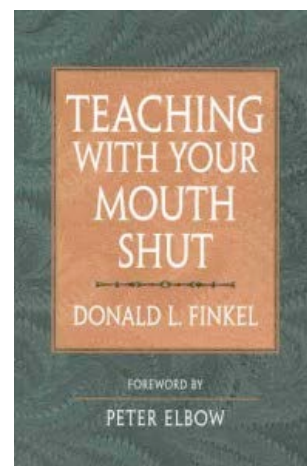
Teaching with Your Mouth Shut (2000)

by Donald L. Finkel

Thursday 23rd May: 1:30 PM to 3:30 PM, lunch served at 12:30

How do you define a good teacher? Often we think of qualities that include leading lively, informed discussions and giving eloquent lectures. Finkel's book may challenge some of our long-held notions of what a good teacher is. Finkel proposes using some rather unconventional methods to help students develop critical skills in the classroom. The book offers advice on how to create experiences for students that will deepen their understanding of course concepts. In this reading group, we will discuss how "teaching with your mouth shut" can "provide experience and provoke reflection" among our students.

Discussion led by David Chavanne, Karolin Machtans, Emily Morash, Frida Morelli, Karen Gonzalez Rice, & Chris Steiner.



Athletics & Academics

Thursday 23rd May: 1:30 PM to 3:30 PM, lunch served at 12:30 PM

Continuing and expanding upon previous conversations in Talking Teaching and Camp Teach & Learn 2012, this discussion looks even more closely at the relationship between academics and athletics at Connecticut College. How can each support the other? What are some possible tensions and how can these be resolved? How can we enhance our students' learning and our own teaching? If the liberal arts are premised on the complementarity of body, mind, and spirit, how can we facilitate this reconciliation through our teaching in the classroom and on the playing field? This conversation will focus on concrete recommendations for strengthening connections between academics and athletics at Connecticut College.

Facilitated by Fran Shields & Stan Ching, and featuring Carol Akai, Mark Benvenuti, Tristan Borer, MaryAnne Borrelli, Maria Cruz-Saco, Ann Sloan Devlin, Marylynn Fallon, Candace Howes, Warren Johnson, Eva Kovach, Debbie Lavigne, Liz Longley, Ken Murphy, Norm Riker, Tom Satran, Tanya Schneider, Kristin Steele, Cathy Stock, Jim Ward, & Brian Wilson.

Writing, Fast & Slow

Thursday 23rd May: 1:30 PM to 3:30 PM, lunch served at 12:30 PM

This workshop will build on the premise of Daniel Kahneman's groundbreaking book, *Thinking, Fast and Slow*. As many of you know, Kahneman argues that our thinking operates in two distinct modes: the first mode of thinking is quick and intuitive; the second is deliberate and systematic. Both modes have strengths and weaknesses, and they sometimes come into direct conflict with one another. We will examine writing strategies that can help us manage the "systems" that govern each of these modes; further, we'll look at teaching strategies that can help our students do the same. (We'll talk, for example, about the question of when to concentrate on generating ideas and when to concentrate on revising for clarity.)

Co-sponsored by The Writing Center, led by Steve Shoemaker and featuring Geoffrey Atherton, Simon Feldman, Andrea Lanoux, & Stuart Vyse.

Friday 24 May 2013

Publishing the Scholarly Book: A Workshop

Friday 24th May: 9:30 AM to 2 PM, including lunch; breakfast served at 8:45 AM

This workshop will focus on the academic as publishing scholar. Conducted in seminar format, this workshop explores strategies for strengthening skills in professional writing and project design as well as the mechanics of scholarly publishing in the print and digital environment. While the primary focus of the session is the new Ph.D. and his or her dissertation manuscript, the issues explored extend beyond that horizon: many of the skills required for revising a dissertation are, in fact, the same skills necessary for a productive scholarly writing life.

The session will cover such topics as the dissertation/book problem, the range of options facing the author, the role of self-presentation, the writing trajectory of the academic career, best practice as it applies to submission and publication, non-print options, and the role of new media in the individual scholar's writing and research program.

The session is conceived to be of interest to any faculty member working in a discipline where "the book" remains the primary unit of scholarly dissemination.

William Germano is Dean of the Faculty of Humanities and Social Sciences and Professor of English Literature at the Cooper Union for the Advancement of Science and Art in New York. He is the author of Getting It Published: a Guide for Scholars and Anyone Else Serious about Serious Books (University of Chicago Press, 2001, second edition 2008) and From Dissertation to Book (University of Chicago Press, 2005). He has served as editor-in-chief of Columbia University Press and as vice-president and publishing director at Routledge, a position he held for nineteen years. He has lectured and led seminars on publishing and scholarly writing at colleges and universities across North America, in Europe, and in New Zealand.

All faculty, administrators, and staff who support student learning are welcome. If you would like to participate in one or more of these workshops or discussions, please RSVP by Monday, May 13th to Michael at rededer@conncoll.edu and list the events you would like to attend.