



# TEACHING AND LEARNING CALENDAR

## SPRING 2019

Wednesday or Thursday April 3 <sup>rd</sup> or 4 <sup>th</sup> 8:30-10am	<b>Off-Campus Programs at 60: <i>Trends, Challenges &amp; Opportunities, A Faculty Forum</i></b> Please join Executive Director John Tansey and Associate Dean Dennis Washburn for a presentation followed by an opportunity for questions, discussion, and to connect with fellow faculty program directors. Light breakfast snacks and refreshments will be provided.
Wednesday April 3 <sup>rd</sup> 12:45-2pm	<b>All about the Open Education Initiative</b> This session will present an overview of the Open Education Initiative which supports the use and creation of open educational resources (OER) in Dartmouth courses. We'll talk about the goals of the initiative and how it works as well as some resources to help identify existing OER and create new ones.
Thursday April 4 <sup>th</sup> 12:15-1:30pm	<b>Student Groups with Google</b> You've planned for students to work in groups this term and would like to ensure that they're going to function well and meet your learning objectives. Come to this session to workshop your assignment and explore how Google might increase the quality of student collaboration. Facilitated by Erin DeSilva and Tammie Patten (Learning Design and Technology)
Thursday April 11 <sup>th</sup> 12:15-1:30	<b>Teaching Science Seminar: <i>Grad School Survey</i></b> Join us for a discussion of the 2019 results biennial Graduate Student Survey. We will identify areas in which Dartmouth can focus efforts to strengthen programs, and brainstorm ways in which the Guarini School can help research group leaders and our Graduate Programs nurture a supportive and empowering environment for Dartmouth researchers at all levels.
Wednesday April 17 <sup>th</sup> 12:45-2pm	<b>Rethinking Public Speaking Anxiety</b> Most people experience public speaking anxiety-even effective public speakers. The difference is in how effective public speakers rethink and reframe their anxiety. In this interactive session, Josh Compton (IWR) will share how inoculation theory can serve as a messaging strategy for talking with others (and oneself) about public speaking anxiety, drawing on some of his recent research. Participants in the session will also have the opportunity to write their own inoculation theory-based messages about public speaking anxiety which they can then use both in and out of the classroom, in discussions with others (e.g., their students, their colleagues) and in their own public speaking approaches.
Tuesday April 23 <sup>rd</sup> 12:15-1:30pm	<b>Reaching Everyone: <i>Universal Design in Your Classroom</i></b> Workshop designed to give any Dartmouth employee who teaches students an introduction to Universal Design and a framework for thinking about adjusting classroom practices to be more inclusive. Facilitated by Adam Nemeroff and Tammie Patten (Learning Design and Technologies).
Wednesday April 24 <sup>th</sup> 12:45-2:30pm	<b>Being Brave: <i>Empowering Program Directors to Engage in Courageous Conversations about Identity, Power and Privilege</i></b> In this interactive workshop, participants will learn how individual and group identities impact international education. In order to better support, mentor and engage students throughout their study abroad experience (pre-travel, on-site, and during re-entry), participants will learn how to create brave spaces and have courageous conversations.
Thursday April 25 <sup>th</sup> 12:15-1:30pm	<b>Writing the Medical School Composite Letter of Evaluation</b> This workshop is for both new and seasoned composite letter writers. HPP staff will clarify the purpose and structure of Dartmouth Composite Letters for the newer writers among you—and share important updates on HPP's timeline and support services throughout the process, for all writers. Supporting letter writers welcome.
Tuesday April 30 <sup>th</sup> 12:15-1:30pm	<b>Strengthening Our Response to Sexual Violence, Part 1</b> Strengthening Our Response to Sexual Violence is a program that covers the College's resources and reporting structure for responding to incidents of sexual misconduct, what it means to be a Private Resource (i.e., "responsible employee"), and facilitates discussions on how to respond compassionately to disclosures of sexual assault, sexual and gender-based harassment, dating violence, domestic violence and stalking. Staff members from the Title IX Office, the Counseling Center, and WISE present this program as a way to build on baseline knowledge surrounding the issue of sexual misconduct on campus and to cultivate trauma-informed response practices.

Wednesday May 1 <sup>st</sup> 12:45-2pm	<b>Strengthening Our Response to Sexual Violence, Part 2</b> What do you say when a student discloses something to you about a traumatic experience? How do you communicate with students who are not meeting expectations? This workshop is designed to help faculty develop a trauma-informed perspective in their work with students. We will talk about what you can do when someone comes to you for help, or when you notice someone may be struggling. We'll also talk about strategies for building a working environment that takes into consideration the diverse and varied experiences with which our students come to Dartmouth. This workshop is intended to follow training that clarifies the role of the Title IX office and various campus resources with which students can engage for support.
Thursday May 2 <sup>nd</sup> 12:15-1:30pm	<b>Developing Student Digital Exhibits in Omeka-S</b> Omeka-S is a powerful platform for organizing digital collections and facilitating digital exhibits. In courses, it can be used to teach students about developing digital collections, defining metadata, and making arguments in digital environments. Laura Braunstein (Library) and Paul Musselwhite (History) will discuss two courses that have used Omeka to create digital exhibits.
Tuesday May 7 <sup>th</sup> 11:30-1:45pm	<b>Health, Safety &amp; Liability on FSPs &amp; LSAs: <i>What Faculty Directors Need to Know</i></b> Join new and experienced faculty program directors in an interactive session about some of the more challenging aspects associated with leading programs abroad — health, safety and liability. The discussion will be led by professional staff from the Counseling & Human Development Office, Offices of General Counsel, the Dean of Undergraduate Students, Risk and Internal Controls Services and Off-Campus Programs. Participants will have an opportunity to learn about best practices and policies, and they will also discuss Dartmouth case scenarios.
Wednesday May 8 <sup>th</sup> 12:45-2pm	<b>Writing the Medical School Composite Letter of Evaluation</b> This workshop is for both new and seasoned composite letter writers. HPP staff will clarify the purpose and structure of Dartmouth Composite Letters for the newer writers among you—and share important updates on HPP's timeline and support services throughout the process, for all writers. Supporting letter writers welcome.
Thursday May 9 <sup>th</sup> 12:15-1:30pm	<b>Teaching Science Seminar: <i>Brainstorming for the future</i></b> What does the future of the Teaching Science Seminar look like to you? In this seminar, we'll brainstorm about future sessions of TSS: topics, formats, and how the seminars will be planned. Discussion will be facilitated by STEM faculty with close ties to TSS.
Thursday May 16 <sup>th</sup> 12:15-1:30pm	<b>Reaching Everyone: <i>Creating Inclusive Course Materials</i></b> In this workshop, come learn about principles of usability and accessibility, as they relate to Canvas and your course materials. We'll talk through the guiding principles as you create materials and design your Canvas site to ensure accessibility from the start. Feel free to bring example materials, course sites, or syllabi to work with during the workshop.
Tuesday May 21 <sup>st</sup> 12:15-1:30pm	<b>Creating Assignments and Using Grading for Learning with Canvas</b> In this interactive workshop we will discuss how to make grading a meaningful communication tool about student learning. How do different grading models reflect teaching values? We will also address using Canvas (including the new gradebook tool!) to provide accurate and helpful records for students.
Thursday May 23 <sup>rd</sup> 12:15-1:45pm	<b>Growth in Students' Writing Over Time: Perception and Performance</b> What do we really know of how students' writing changes over time and how they "see" writing? This session led by Christiane Donahue will share results from a longitudinal study of students writing. We will look at written excerpts and interviews of three students in three different majors. What changed over time? How does change in their writing align, or not, with what they say about writing? How does the discipline affect these? What might this mean for our understanding of students' long-term growth? The session will conclude with discussion of implications for developing our students' rhetorical flexibility in our first-year classes.

**REGISTER FOR EVENTS AT [DCAL.DARTMOUTH.EDU](https://dc.al.dartmouth.edu)**

Unless otherwise indicated, all events take place at 102 Baker Library.  
Lunch is provided at all midday events.

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**DARTMOUTH CENTER FOR THE ADVANCEMENT OF LEARNING GUARANTEES**

**A SAFE SPACE FOR PROFESSIONAL DISCUSSION.**

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