



Dartmouth
Center for the
Advancement of
Learning

TEACHING AND LEARNING CALENDAR

FALL TERM, 2017

<p>Tuesdays Beg September 19 4:30-6pm</p>	<p>Faculty Workshop Series: Faculty Voice Group The Faculty Voice Group helps faculty, new and old, improve their speaking voice and presence in the classroom, for lecturing and for leading discussions effectively. Relaxation, vocal expressiveness and strength, confidence, and finding the enjoyment in speaking are just some of the areas explored. Professor James Rice (Theater) leads this group; contact him for additional information. <i>Sessions meet weekly through November.</i></p>
<p>Thursday September 21 12:15-1:30pm</p>	<p>Faculty Discussion: Building an Inclusive Classroom This lunchtime discussion with Dr. Elijah Anderson, William K. Lanman, Jr. Professor of Sociology at Yale University, will offer techniques for building an inclusive classroom, with a particular focus on fostering interactions across difference through small group activities and discussions. Dr. Anderson's book, <i>The Cosmopolitan Canopy</i>, examines (urban) spaces that promote civility by allowing for non-threatening interactions across racial boundaries. He will offer insights from his fieldwork and his own experiences in the classroom, and facilitate a group discussion on creating a "cosmopolitan classroom" that promotes civil interactions around difficult issues. We hope that the event itself will be an opportunity for interaction across difference, and encourage participation from members of all departments and programs on campus.</p>
<p>Thursday September 28 12:15-1:45pm</p>	<p>Institute for Writing and Rhetoric Session: Writing 2/3 or Writing 5? Everything You Always Wanted to Know about Students' Self-Placement Every fall we welcome new students into our sections of Writing 2-3 and Writing 5. But how do they get there, and how might that influence our pedagogical choices and our assumptions as teachers? This interactive session, led by Mark Koch and Christiane Donahue, will invite participants to review our placement process, hear about the research on "directed self-placement," and try out some of the placement steps. We will discuss the design and foundation of the process, share some examples of student placement essays, and talk about how these essays might help us to shape our teaching and to support students effectively as they transition into their first college writing class.</p>
<p>Tuesday October 3 11:45-1:45pm</p>	<p>Faculty Information Session: Health, Safety & Liability on FSPs & LSAs: What Faculty Directors Need to Know Join new and experienced faculty program directors in an interactive session about some of the more challenging aspects associated with leading programs abroad. Staff from the offices of Counseling & Human Development, General Counsel, Dean of Undergraduate Students, Student Accessibility Services, Title IX, Health Services, Safety & Security, and the Guarini Institute will join faculty program directors in the discussion. Participants will have an opportunity to learn about best practices and policies and discuss Dartmouth case scenarios. If you've attended one of these sessions in the past you are welcome and encouraged to join us again, share your experience, and bring forward new ideas and questions.</p>
<p>Wednesday October 4 12:45-2pm</p>	<p>Faculty Workshop: Early Course Evaluations to Improve Learning & Teaching Getting student feedback early in the term has many benefits: it can allow you to identify problems that might otherwise be invisible to you and gives you an opportunity to engage your students in a discussion about how things are going. You will learn about different types of midterm evaluations and craft specific questions for your course. This workshop intended only for faculty teaching this term. This session will be facilitated by Erin DeSilva and Adam Nemeroff (Educational Technologies).</p>
<p>Thursday October 5 12:15-1:45pm</p>	<p>Institute for Writing and Rhetoric Session: Writing beyond First-year Writing What do students remember—or not—from first-year writing in their second and third years? What writing experiences do they have after the first year? What resources and strategies support them? How is their definition of "writing" changing? What gives them the most satisfaction? In this session, Institute and FYS faculty will report on preliminary findings from interviews of 45 students during 2016 sophomore summer who had participated their first year in a portfolio initiative. Participants will discuss how these preliminary findings might inform our teaching, and will develop questions we should be asking these same students in their upcoming senior year.</p>
<p>Wednesday October 11 12:40-2:45pm</p>	<p>Institute for Writing and Rhetoric Session: Speaking about Public Speaking, Before Public Speaking, for Better Public Speaking Some of the most recent inoculation research offers good news for public speakers: Speakers can be inoculated against destructive public speaking anxiety before they experience this anxiety. The key is to reframe perceptions of public speaking before the speech—which can change how they prepare for their speeches, think about their speeches, feel about their speeches—and do their speeches. In this session, Speech professor Josh Compton shares some of his work in this emerging research area, offering data-informed strategies for talking with students about public speaking in ways that make them more confident, better speakers/thinkers.</p>

<p>Thursday October 12 12:15-1:30pm</p>	<p>Digital Humanities and Literature: A Close Reading Assignment Laura Braunstein (Digital Humanities Librarian) and Ivy Schweitzer (Professor of English and Women's, Gender, and Sexuality Studies) will discuss assignments from several literature courses that use text markup to introduce students to close reading and basic concepts in the digital humanities. Part of the Library's "Teaching Students Research" series.</p>
<p>Friday October 13 12:45-2pm</p>	<p>Teaching with Digital Orozco Blurb: Professor Mary Coffey will discuss the Digital Orozco website, its origins, features, and how she had integrated it into her teaching. Her talk is aimed at fellow luddites like herself who have been late adapters of digital tools, although the highly competent digital humanists are also welcome!</p>
<p>Wednesday October 18th 12:45-2pm</p>	<p>Faculty Workshop: Using Group-work in Class In this interactive workshop we will discuss when and why to use groups in your courses. How best to form effective groups and get them ready to perform? What is your role in student group work? How can you design and assess group assignments? This session will be facilitated by Erin DeSilva (Educational Technologies)</p>
<p>Thursday October 19 12:15-1:30pm</p>	<p>Faculty Discussion: Teaching Science Seminar Since 2006, the Teaching Science Seminar has provided a venue for science faculty to discuss issues concerning teaching and learning in the sciences. Teaching Science Seminar meets twice per term over lunch at the Teaching Center in DCAL. Meetings address various issues and topics related to teaching science, and are led by either Dartmouth faculty or invited speakers.</p>
<p>Tuesday October 31 12:15-1:45pm</p>	<p>Institute for Writing and Rhetoric Session: Portfolios in Progress Join us for a panel discussion, facilitated by Megan McIntyre and Alan Taylor, about how faculty across the Institute are using the new WordPress portfolios in their classes this term. As many of us are using eportfolios in our classes for the first time, this session will allow us to share experiences and insights from the first few months. How have these portfolios shifted attention to reflection? How have students embraced (or not) these new spaces? What is going as expected? What has emerged unexpectedly? Panelists will share assignments, rationale, and initial successes or learning experiences. Following the panel discussion, attendees will share their own portfolio descriptions and assignments and discuss their own successes/challenges. Faculty not using portfolios are welcome to join us and listen in.</p>
<p>Thursday November 2 12:15-1:30pm</p>	<p>Faculty Discussion: Including undergraduates in your research: Resources, logistics, and mentoring tips Involving undergraduates in your scholarly research can be a rewarding experience for you and for them. Students get to see first-hand how knowledge is created while contributing to the faculty mentor's research agenda in any academic discipline. In this session we'll describe undergraduate research programs and funding options, and experienced faculty mentors will discuss mentoring best practices, e.g. how to select undergraduate researchers, how to structure a research experience, what to do when things aren't going well.</p>
<p>Wednesday November 8 3:30-4:30pm</p>	<p>Learning IgnitED Join our guest speakers for a conversation on how to incorporate universal design and flexible learning into your course. Faculty guests include Tish Lopez, Pati Hernandez, and Cathy Welder joined by Alicia Brandon from Student Accessibility Services.</p>
<p>Thursday November 9 12:15-1:30pm</p>	<p>Faculty Discussion: Teaching Science Seminar Since 2006, the Teaching Science Seminar has provided a venue for science faculty to discuss issues concerning teaching and learning in the sciences. Teaching Science Seminar meets twice per term over lunch at the Teaching Center in DCAL. Meetings address various issues and topics related to teaching science, and are led by either Dartmouth faculty or invited speakers.</p>

<p>REGISTER FOR EVENTS AT DCAL.DARTMOUTH.EDU Unless otherwise indicated, all events take place at 102 Baker Library. Lunch is provided at all midday events.</p>	<p>DCAL HAS WORKSHOPS FOR FUTURE FACULTY, TOO! For more information, please visit www.dartmouth.edu/~dcal/graduate</p>
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 A SAFE SPACE FOR PROFESSIONAL DISCUSSION.
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