



Dartmouth
Center for the
Advancement of
Learning

TEACHING & LEARNING CALENDAR

FALL TERM, 2018

<p>Wednesday Sept 26th 12:45-2:00pm</p>	<p>DCAL Book Club: “Teaching Leadership: Bridging Theory and Practice” Can we really teach leadership? Yes, we can. In this session, book authors Gama Perruci, Dean of the McDonough Leadership Center at Marietta College, and Rockefeller Center’s Deputy Director Sadhana Hall will engage faculty and staff in a discussion designed to identify and make more explicit those aspects of their courses and programs that build leadership competencies. <i>Register by September 19th to receive a copy of the book.</i></p>
<p>Thursday Sept 27th 12:15-1:45pm</p>	<p>No Writing Without Reading: Teaching College Reading in First-year Writing We know that students come to college with partial understandings of how to write effectively and will learn new ways to approach college writing demands in our courses. But students also come to college with only partial understandings of how to read deeply, effectively, generously, and critically. To what degree is student difficulty with writing grounded in trouble with reading? This session, led by Christiane Donahue, will present new research about college students’ reading and explore concrete strategies for supporting student reading as part of writing instruction.</p>
<p>Wednesday Oct 3rd 12:45-2:00pm</p>	<p>Teaching Science Seminar: Special Collections as STEM Lab Come see how you can incorporate rare and unique materials from Rauner Special Collections Library in your STEM classes to provide historical depth and inspire new insights. We will model sessions where students encounter primary sources to strengthen their powers of observation and interpretation while learning the history of your discipline. Facilitated by Katie Harding, Teaching and Learning Librarian, Morgan Swan, Special Collections Education and Outreach Librarian, and Jay Satterfield, Head of Special Collections.</p>
<p>Tuesday Oct 9th 12:15-1:30pm</p>	<p>An Introduction to Universal Design Learn about the principles of Universal Design as they relate to both learning and instruction. Participants will learn how to apply this toolkit to increase access within their own classroom activities, assignments, and interactions.</p>
<p>Wednesday Oct 10th 12:45-2:00pm</p>	<p>Encouraging Critical Thinking: Using Inoculation Messaging to Promote Metaliteracy in the Classroom and Beyond Metaliteracy is a pedagogical model that sees learning as a collaborative and active process of dialogue, thoughtful reflection, and critical thinking—not as the passive accumulation of facts and simple skills. In this session, Josh Compton, Associate Professor in the Institute for Writing and Rhetoric, will lead a discussion on how inoculation theory—a theory of persuasion and information processing—overlaps with key objectives of the metaliteracy model. Participants will learn—and help to develop—practical strategies for describing assignments, assessing student work, and engaging in other learning activities in ways that encourage and teach critical thinking.</p>
<p>Tuesday Oct 16th 12:15-1:30pm</p>	<p>Strengthening Our Response to Sexual Violence This program covers the College’s resources and reporting structure for responding to incidents of sexual misconduct, reinforces 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.</p>
<p>Thursday Oct 18th 12:15-1:30pm</p>	<p>Workshopping Writing Prompts with RWIT The assignments we create can define students’ experiences at Dartmouth, setting their goals and shaping their calendars. We think deeply about the prompts for those assignments, trying to forecast areas of confusion and to inspire students toward productive learning. In this session, led by RWIT’s Director Nick Van Kley and a team of undergraduate RWIT Tutors, participants will discuss the critical role of prompts in teaching writing. We will examine writing prompts together; RWIT Tutors will share their experience with writing prompts; and participants will have a chance to workshop their own prompts—old or new—with colleagues and tutors.</p>

<p>Wednesday Oct 24th 12:45-2:00pm</p>	<p>Money Matters: Financial Barriers in the Classroom We will explore the academic experience of low-income students by hearing from a panel of Dartmouth students and viewing a short video featuring Dartmouth students and professors, “Class in the Classroom”. We will talk about the challenges that students face due to the high costs of textbooks and other course materials and discuss practical strategies to mitigate these issues and remove barriers. Led by Jay Davis, FYSEP Director and Katie Harding, Teaching & Learning Librarian.</p>
<p>Thursday Oct 25th 12:15-1:30pm</p>	<p>Disciplinary Awareness and Writing Knowledge: Teaching to Support Rhetorical Flexibility We hope that our first-year writing courses help students develop core writing abilities that they can use and adapt in new contexts. But we generally teach these abilities from the context of our own personal discipline. If that influence stays tacit, students may not understand how writing in different courses can be related. In this workshop, which grows out of other discussions we’ve had, we will explore what our first-year writing learning objectives mean to us personally, how the outcomes from each of the first-year courses suggest both differences and shared goals, and how this knowledge can inform our teaching. We will present some teaching strategies for promoting students’ multidisciplinary adaptability across courses.</p>
<p>Tuesday Oct 30th 12:15-1:30pm</p>	<p>Engaging Undergraduates in Research: Mentoring tips and resources Engaging undergraduates in research can be both rewarding and challenging. How do you make the most out of this experience – and mitigate issues – for both you and your students? Please join us for a discussion with a faculty panel to explore best practices for mentoring undergraduate researchers as well as advice on how to overcome common issues. The session will also review resources available to faculty through the Office of Undergraduate Advising and Research and other campus offices and programs. Faculty attending the session are welcome to share their own experiences and advice as well as thoughts on what resources and training for undergraduates would help maximize research experiences. This feedback will be used to design a Canvas course for undergraduate researchers.</p>
<p>Monday Nov 5th 12:45-2:00pm</p>	<p>Teaching for Learning: Teaching for Wellness In this action-oriented session, participants will learn about various teaching and course design strategies that enhance learning and improve student mental health. You will be given opportunity to incorporate something new into your course from the wide-range of effective techniques. We will hear from several faculty about strategies they use and learning designers and student wellness staff will be on hand to consult, answer questions, and provide resources or suggestions.</p>
<p>Tuesday Nov 6th 12:15-1:30pm</p>	<p>Creating an Inclusive and Accessible Syllabus Come learn about and apply the principles of Universal Design and inclusive teaching practices to the design of your own syllabus. Please bring either an existing syllabus or an outline!</p>
<p>Thursday Nov 8th 12:15-1:30pm</p>	<p>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 monthly during the term over lunch at 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 https://dcal.dartmouth.edu/services/graduate-students-and-postdocs</p>
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A SAFE SPACE FOR PROFESSIONAL DISCUSSION.
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