



# TEACHING AND LEARNING CALENDAR

## SPRING 2018

Monday April 2 12:45-2pm	<p><b>Faculty Workshop: <i>Strengthening Our Response to Sexual Violence</i></b></p> <p>What is Title IX and how does it apply to sexual assault and gender-based violence on campus? How do we respond compassionately when a colleague or student discloses information about an experience with one of these issues? What is the role of faculty in addressing gender-based violence on campus? Through scenario-based discussion, we will share a trauma-informed framework for supporting those who have been affected by gender-based violence. Facilitated by Liz Stahler (Counseling &amp; Human Development), Delaney Anderson (WISE) and Allie O'Connell (Title IX Office).</p>
Tuesday April 3 8:30-10am	<p><b>Faculty Workshop: <i>Discussing Discussion</i></b></p> <p>We all would like to create a classroom environment where productive discussion leads to learning, but leading discussions effectively can be a challenge. Some students are reluctant to speak, while others have no reservations about dominating the conversation. This session will explore the theory and practice of classroom discussions, identifying specific techniques and strategies while discussing the advantages and disadvantages of each. This discussion will be facilitated by Mike Goudzwaard and Erin DeSilva (Educational Technologies).</p>
Thursday April 5 12-2pm	<p><b>Faculty Workshop: <i>Developing intercultural citizenship as a learning outcome of education abroad- A conversation with Milton Bennett</i></b></p> <p>Milton Bennett is the founder of the Intercultural Development Research Institute. He is well-known for his Developmental Model of Intercultural Sensitivity (DMIS) which is used internationally to guide intercultural training and assess intercultural competence. This session provides an opportunity for educators working in international education to think about how their programs—no matter what the discipline—could be designed to foster intercultural awareness.</p>
Tuesday April 10 12:15-1:30pm	<p><b>Faculty Workshop: <i>Teaching with Theater</i></b></p> <p>This session explores the use of theater and performance in the classroom. From voice work in classes with a spoken component, to exploring different cultures or historical periods through role-playing or scripting, or staging a performance as a class project, theater techniques can enrich teaching across different disciplines. Led by Analola Santana (Spanish and Portuguese.)</p>
Thursday April 12 12:15-1:30pm	<p><b>Teaching Science Seminar: <i>Teaching Lab Science-What works? What doesn't work?</i></b></p> <p>Do you teach a lab? Do your TA's teach a lab? How does one teach lab science, and how you teach your TA's to teach lab science? Join us for a discussion on teaching labs with Katie Price (Biology), Cathy Welder (Chemistry), and Meredith Kelly and Ed Meyer (Earth Sciences).</p>
Wed, April 17 12:45-2pm & Tues, May 8 3-4pm	<p><b>Faculty Workshop: <i>Writing the Medical School Composite Letter</i></b></p> <p>This workshop is for both new and seasoned composite letter writers. Sarah Berger and Annette Hamilton will clarify the purpose and structure of Dartmouth composite letters for the newer writers among you—and share important updates on current evolutions about what medical schools are wishing to see in letters, for all. Supporting letter writers welcome.</p>
Wednesday April 18 12:45-2pm	<p><b>Faculty Workshop: <i>Teaching for Learning, Teaching for Wellness</i></b></p> <p>This session builds on past DCAL sessions focused on increasing awareness of college student mental health needs and the services available at Dartmouth for assisting our students. In this action-oriented session, participants will learn about various teaching and course design strategies that alleviate stress and improve learning and 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>
Thursday April 19 12-1:30pm	<p><b>Institute for Writing and Rhetoric session: <i>The Work of Citation in the Age of Digital Reproduction</i></b></p> <p>Students performing college-level research writing are often overwhelmed by the scale of the endeavor: there are research questions to formulate, sources to find, notes to take, arguments to synthesize, references to cite. Orchestrating these disparate bits and pieces is unlike anything most students have attempted; without some sort of organized system for managing this workflow, things can become overwhelming. However, there is a growing array of software designed to help manage the research-writing process; many of these are free and open-source. In this session, we will explore some strategies for teaching these research processes and a number of these electronic solutions and learn how they may assist students with their research projects. This session will be facilitated by Alan Taylor and Megan McIntyre (Institute for Writing and Rhetoric)</p>

Monday April 23 12:45-2pm	<p><b>Institute for Writing and Rhetoric session:</b>  <i>Assisting Students in Preparing Effective Arts and Humanities Presentations</i></p> <p>We will focus on classroom presentations as one type of presentational speaking. Speaking assignments in arts and humanities courses often rely on the student's analysis and interpretation of a particular idea, event, person, or thing. We will discuss how we can assist students in preparing the most effective informative talks of description and analysis in which they explain the relevancy of a historical or contemporary person or event; genre or school of philosophical thought; or a piece of literature, music, or art. We will also discuss how to assist students in leading classroom discussions based on a question they researched. Tip sheets, rubrics and basic guideline sheets that can be easily adapted to any course will be provided. Session led by Darlene Drummond (Institute for Writing and Rhetoric)</p>
Tuesday May 1 11:45-1:45pm	<p><b>Faculty Information Session:</b>  <i>Health, Safety &amp; Liability on FSPs &amp; LSAs: What faculty directors need to know</i></p> <p>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 &amp; 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.</p>
Thursday May 3 12:15-1:45pm	<p><b>Institute for Writing and Rhetoric session:</b> <i>Listening for Student Learning in Writing Tutoring</i></p> <p>Join RWIT for a closer look at what goes on in RWIT tutoring sessions. RWIT periodically records tutoring sessions—to support students who want a lasting record of their sessions, to empower tutors to reflect on their tutoring, and to sustain program assessment. In this session, we'll take a tour of RWIT sessions by listening to audio excerpts of these recordings. Hear how Dartmouth students work together to advance as writers and communicators. This session facilitated by Nick Van Kley (Institute for Writing and Rhetoric)</p>
Tuesday May 8 12:15-1:45pm	<p><b>Institute for Writing and Rhetoric session:</b>  <i>Strategic Conferencing with Our Students-  The why, the how, the when</i></p> <p>This session will explore student learning in conferencing and approaches to conferencing—one of the key activities in our writing courses. Its inspiration is in the idea shared with the May 3rd session of “working together to advance as writers and communicators.” We will look at some of the research about how conferencing achieves these goals, share ideas about the purposes of conferencing, and talk about various effective practices and timings. This discussion will be led by Christiane Donahue (Institute for Writing and Rhetoric)</p>
Thursday May 10 12:15-1:30pm	<p><b>Teaching Science Seminar:</b> <i>Student Groups Outside of Class- What is their impact on learning?</i></p> <p>Does it matter to a student's learning outcome if he or she is part of a group outside of class? Does membership on an athletic team or in a Greek house help or hinder academic success? What about informal friend networks? Join us for a conversation with Janice McCabe (Sociology), Allen House professor and author of "Connecting in College: How Friendship Networks Matter for Academic and Social Success"</p>
Tuesday May 15 12:15-1:30pm	<p><b>DCAL Book Club:</b> <i>“The Slow Professor: Challenging the Culture of Speed in the Academy”</i></p> <p>The frantic pace of the Dartmouth term is challenging and stressful for both faculty and students. How do we “sustain our focus in a culture that threatens it?” Based on the principles from the slow movement, this short book presents an analysis of the “culture of speed” and strategies to alleviate the stress. The discussion will be led by Lisa Baldez (DCAL, Government &amp; LALACS) Register by Friday May 4th to receive a copy of the book for the discussion</p>
Thursday May 17 12:15-1:30pm	<p><b>Teaching Student Research:</b> <i>Teaching with Open Educational Resources</i></p> <p>How can open educational resources be used to make education more affordable, accessible, collaborative, and customized for students? Scott Pauls (Mathematics) will discuss his experiences using an OpenStax textbook and Khan Academy to teach MATH 3. Thomas Luxon (English) will talk about creating and sharing The John Milton Reading Room. Facilitated by Katie Harding (Physical Sciences Library).</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.

#### DCAL HAS WORKSHOPS FOR FUTURE FACULTY, TOO!

Please visit

<https://dcal.dartmouth.edu/services/graduate-students-and-postdocs>

**DARTMOUTH CENTER FOR THE ADVANCEMENT OF LEARNING GUARANTEES  
A SAFE SPACE FOR PROFESSIONAL DISCUSSION.**