



The Joy Shechtman Mankoff  
Center for Teaching & Learning presents



# Camp Teach & Learn 2018

## Wednesday, Thursday, & Friday

### May 23, 24, & 25

This year's Camp Teach & Learn features a broad range of workshops and discussions offered in conjunction with over a dozen other groups and offices across campus. These events focus on improving student learning and experiences, implementing and refining our Connections Curriculum, and interrogating the nature of our work.

Whether you are enthusiastic about honing your skills and hearing about the latest ideas and approaches to effective teaching or interested in engaging in substantive dialogue with colleagues about the teaching of the various components of our Connections Curriculum, we hope you plan to attend.

**If you would like to participate in one or more of these workshops or discussions, please RSVP by Monday, May 14<sup>th</sup>.**

**The easiest way to RSVP is to visit**

**the [Camp T&L Eventbrite](https://tinyurl.com/CampCTL2018) website (<https://tinyurl.com/CampCTL2018>)**

**and selecting the events in which you plan to participate.**

**Alternatively, you can email Michael at [CTL@conncoll.edu](mailto:CTL@conncoll.edu)**

**with a list of the specific workshops & discussions you would like to attend.**

## Wednesday 23 May 2018

### Designing & Teaching Your First-Year Seminar

Wednesday 23 May 8:30 AM to 11:30 AM,  
breakfast served at 8 AM, lunch at 11:30 AM

This workshop is designed to help faculty new to the revised First-Year Seminar program understand the program, design their course, and plan their syllabus. Faculty who have previously taught an FYS in the revised program are encouraged to attend, but are not required to do so. During this session, we will provide an overview to the program and discuss the resources available on Moodle, course design strategies, engagement activities, modules, as well as other important considerations with teaching and FYS.

Facilitated by Emily Morash; discussants include Heidi Henderson, Wendy Moy, Page Owen, Michael Reder, Ann Schenk, & Jefferson Singer.

*Co-sponsored by the Office of the Dean of First-Year Students.*

## **Are Your Students Going Global? How Your Department Can Support Them**

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

More and more departments are considering how best to integrate their students' study away experience into their majors and other curricular objectives. This workshop invites you to reflect on the types of study away programs your students tend to choose, what preparation they need, and how your department might support students upon their return, all with the ultimate goal of maximizing the positive impact of the study away experience. We will provide some data about study away programs and examples of what some departments have done already. Please join us, either on your own or with a few department colleagues!

Discussants include Amy Dooling, Ruth Grahn, Julie Rivkin, and Marc Zimmer.

*Co-sponsored by the Endeavor Study Away Seminar, the Office of Global Initiatives, and the Study Away Office.*

## **Career-Informed Learning: What & How**

Wednesday 23 May 10 AM to 11:30 AM, lunch at 11:30 AM

Career Informed Learning is a project-based learning approach that uses alumni, parents, or other industry experts to present a real-life work problem to a class for students to research, analyze and solve. Twenty-three faculty members from several disciplines included Career Informed Learning (CIL) in 24 classes during the 2017-2018 academic year. In this hands-on session, some of these faculty will discuss how they incorporated CIL into their existing courses, and break-out time will provide the opportunity to begin to develop your own ideas for future courses. The Academic Resource Center and the Office of Career and Professional Development will support you in this process and can provide funding for course programming such as guest speakers and field trips.

Facilitated by Noel Garrett & Cheryl Banker; discussants include a variety of faculty colleagues who have implemented CIL in their courses.

*Co-sponsored by the Academic Resource Center and the Office of Career & Professional Development.*

## **Retention, Persistence, & Completion**

Wednesday 23 May 12:30 PM to 2 PM, lunch served at 11:30 AM

Many students who start their education at Connecticut College stay on and complete their degree here, but why do some leave? This interactive session will discuss factors that influence students' retention and completion and how we can support our students to stay, thrive, and finish strong. We will update the Connecticut College community on our

most recent retention and completion data and explore how to use this information to make an impact on our classrooms and campus community.

Facilitated by Jefferson Singer, Marina Melendez, Emily Morash, and Carmela Patton.

*Co-sponsored by the Office of the Dean of the College.*

## **Student Learning Outcomes Assessment Working Session for Departments**

*Offered two times: Wednesday 23 May 12:30 PM to 2 PM, lunch at 11:30 AM and Friday 25 May, 10:45 AM to 12:30PM, lunch served at 12:30 PM*

Learning goals for each of the College's majors and some of our co-curricular programs appear on the public website, and departments and offices have been engaged in a process of revising those goals into clear and assessable student learning outcomes (SLOs) and developing multiyear plans for collecting and using evidence of how well their students are achieving those outcomes.

This working session aims to help departments complete the first three steps in the College's five-stage process before advancing to the next stages of assessment. Brief presentations will cover the basics of SLO development (stage two) and mapping outcomes onto the major curriculum (stage three), and consultation will be available afterward.

*Faculty members are encouraged to attend with departmental colleagues in small groups (2+ people). Please bring a copy of your current SLOs or learning goals, if possible.*

Led by John Nugent and Makayla Grays.

*Co-sponsored by the Office of the Dean of the Faculty and the Office of Institutional Research & Planning.*

## **Strategies for Leading Equitable Discussions**

*Wednesday 23 May 12:30 PM to 2 PM, lunch served at 11:30 AM*

How can we create the conditions for meaningful discussions that include all students? As facilitators of active, engaged learning, we need to be aware of the dynamics that impact students' ability and willingness to participate fully (e.g, our approach to creating activities, students' previous experiences in high school, stereotype threat, varying cultural norms, among many others) and of the barriers we may unintentionally create. We will explore a variety of approaches to discussion that maximize diverse student involvement and strategies to help all students participate more fully.

Facilitated by Karen Gonzalez Rice & Michael Reder; discussants include Dave Chavanne, Danielle Egan, Deborah Eastman, Truth Hunter, and Melissa Shafner.

## **Writing, Metacognition, & Growth Mindset**

Wednesday 23 May 2:15 PM to 3:30 PM

Recent research by Carol Dweck and others suggests that students benefit from adopting a “growth mindset,” but how exactly can we apply insights about growth mindset and metacognition to the teaching of writing? Students with this sort of mindset tend to welcome challenge, enjoy effort, display resilience, and value their own improvement. In this workshop, we’ll look at concrete assignments and effective teaching strategies that can help students engage with the long-term project of developing as writers over the course of their college careers.

Led by Steve Shoemaker.

*Co-sponsored by the Roth Writing Center.*

## **Integrating Global-Local Experiences: Using ePortfolio**

Wednesday 23 May 2:15 PM to 3:30 PM

Connections asks students to not only develop purposeful plans for off-campus learning (through internships, community involvement, study away and so on), but also to integrate their global-local experiences with their academic work. Digital portfolios provide a powerful tool to support integrative work, serving as a platform for students to document coursework, record reflections, images, and artifacts, and archive significant academic work beyond the confines of a single course or academic semester. They also can become a locus that students can revisit and share with advisors, peers, and the Connecticut College community in preparation for their senior capstone work. At this workshop we will discuss best practices for using ePortfolios to encourage integrative learning and critical reflection, examine how ePortfolio has been adopted in some of the new Pathways, and share examples of student digital portfolios.

Facilitated by Amy Dooling; discussants include Jessica McCullough and Sarah Queen.

*Co-sponsored by co-sponsored by Instructional Technology and the Office of Global Initiatives in the Walter Commons.*

# **Thursday 24 May 2018**

## **How to Be an Effective Staff Adviser**

Thursday 24 May 8:30 AM to 10:30, breakfast served at 8 AM

What makes an effective Staff Advisor? How do you engage with the other advising team members (faculty, student advisors)? What are the expectations of the position? During this session, we will address these topics and more. As we head into our fifth iteration of team advising for FYs, what lessons have been learned? What are some tried-and-true

strategies for creating a cohesive and effective advising team? How have different teams individualized their approaches, and how might you adapt these ideas to your FYS?

Facilitated by Emily Morash; discussants include Lori Balantic, Cheryl Banker, Deb Brunetti, Sara Rothenberger, Ann Schenk, Melissa Shafner, and Dot Wang.

*Co-sponsored by the Office of the Dean of First-Year Students.*

## **The Grinnell Science Project: Creating a Community of Mentoring for 25 Years**

**with Dr. Elaine Marzluff, the Breid-McFarland Professor of Chemistry, Grinnell College**

Thursday 24 May 8:30 AM to 10:30, breakfast served at 8 AM

The Grinnell Science Project (GSP) is committed to developing the talents of all students interested in science and mathematics, especially those from groups underrepresented in the sciences—students of color, first-generation college students, and women in physics, mathematics, and computer science. The program, developed over several years and drawing on national studies and efforts, aims at addressing barriers to success in the sciences. It has involved curricular and mentoring changes, activities and structures that foster acclimation to college life and a community of scientists, and improvement of student achievement. Professor Marzluff will discuss key aspects of the Grinnell Science Project and share strategies for developing STEM curricula and programming that enhances full participation.

Dr. Elaine Marzluff is the Breid-McFarland Professor of Chemistry at Grinnell College, where she teaches Physical Chemistry, General Chemistry, Inorganic & Analytical Chemistry, as well as a Policy Studies seminar and an Advanced Policy Research course. She has served as chemistry department chair, on the Executive Council and Personnel Committees and recently completed a term as chair of the faculty. She is co-director of the Grinnell Science Project and is interested in promoting access to science for all students. Her research focuses on the structure and dynamics of peptides and proteins in both solution and gas phases. More than 60 Grinnell students have collaborated on her work. With a recent grant from the NSF-TUES program, she has developed modular curricular materials for physical chemistry that introduce students to kinetics, quantum mechanics, and spectroscopy using context-rich pedagogy.

## **Connecting Our Classrooms to the Rest of the World**

Thursday 24 May 8:30 AM to 10:30, breakfast served at 8 AM

Web-conferencing offers us the potential to connect our classrooms and academic programs to guest speakers, community and international partners, students abroad, and CC alumni without having to leave campus. This session will introduce participants to current uses, best practices, ideal spaces, and student outcomes related to networked learning. We will conduct an interactive workshop in which seasoned practitioners (both on campus and conferencing in) will work with interested faculty and staff to help them think through possibilities for connecting our courses, offices, and students to the rest of the world.

Facilitated by Andrea Lanoux; discussants include Cheryl Banker, Laura Little (participating from St. Petersburg), and Andrea Wollensak (participating from London).

*Co-sponsored by the Seminar on Networked Learning and the Walter Commons for Global Study and Engagement.*

## **Responding to the Expanding Mental Health Needs of Our Students**

Thursday 24 May 10:45 AM to 12:30, lunch served at 12:30 PM

Designed specifically for the Connecticut College community this experiential “Gatekeeper Training” focuses on enhancing staff and faculty knowledge, awareness, and skills to approach distressed college students. Specifically, this training will help you learn how to identify and respond appropriately to mental health issues, classroom disruptions, crises and suicide risk. We will emphasize developing empathic listening skills, communication skills, and the ability to compassionately and directly ask students about their feelings, thoughts and behaviors, appropriate for your relationship with them. Participants will learn to more effectively respond to students’ emotional needs and increase the likelihood of a meaningful connection with appropriate professional resources on campus. The skills learned in this training will enable staff and faculty to respond caringly and effectively to students experiencing a wide range of emotional concerns, issues, and crises, any of which affect their success on campus.

Session led by Janet Dee Spoltore, Bryana White, and Audrey L. Zakriski.

*Co-sponsored by Student Counseling Services and the Psychology Department.*

## **Designing Our Curriculum to Support Inquiry: Talking with Pathway Coordinators**

Thursday 24 May 10:45 AM to 12:30, lunch served at 12:30 PM

Do you teach a course that might link, support, or serve as a Mode of Inquiry (MOI) for one or more our Pathways? Student inquiry is one of the key features of Connections, and one way to support inquiry is to link courses that promote students’ critical thinking and their animating questions. If you currently teach a course that would fit well into a Pathway, are interested in modifying an already existing course, or would like to create a new course, please come to this session to speak with Pathway coordinators. Participating pathways will include Social Justice & Sustainability; Eye of the Mind; Public Health; Media, Rhetoric, & Influence; Power/Knowledge; and others.

Facilitated by Leo Garofalo.

*Co-sponsored by the Pathways Coordinators’ Seminar and the Office of the Dean of the College.*

## **Evaluating Participation: How Do We Grade Student Engagement?**

Thursday 24 May 10:45 AM to 12:30, lunch served at 12:30 PM

We all know that discussion, group work, labs, and other participatory activities can be powerful learning experiences in the classroom—but how do we effectively evaluate students’ participation? How do we provide meaningful and timely feedback on in-class comments, group work, and other participation activities? How can our modes of assessing student participation undermine or support full participation in the classroom?

We will discuss the challenges of assessing student participation and share diverse strategies, from providing daily feedback to assigning self-reflection opportunities.

Facilitated by Karen Gonzalez Rice; discussants include Dave Chavanne, Danielle Egan, and Chad Jones.

## **Debunking Racialized Notions of Intelligence**

Thursday 24 May 1:30 PM to 3:30 PM, lunch served at noon

This workshop will closely examine both overt and covert forms of racialized notions of intelligence in educational settings. We will begin with a brief historical overview and provide case studies of how historically marginalized groups have been labeled as intellectually inferior and how these themes provide critical insight into contemporary forms of oppression, such as stereotype threat. These false racialized notions of intelligence shape the ways in which we interact with our students of color and can impact the quality of their educational experiences, including how their peers interact and collaborate with them. This workshop will help faculty and staff identify racialized notions of intelligence, and offer empowering strategies for supporting our students of color.

Facilitated by Truth Hunter.

*Co-sponsored by Race & Ethnicity Programs and the Dean of Institutional Equity & Inclusion.*

## **Pathways Core Member Meetings**

Thursday 24 May 1:30 PM to 3:30 PM, lunch served at noon

Pathway coordinators are invited to attend lunch and bring other faculty and staff core members. After lunch, the afternoon session offers open time for individual Pathways to meet around separate tables with their core members. Each Pathway can use this time as the coordinators and core members find most useful. For example, established Pathways might want to report on the first round of Thematic Inquiry (TI) courses and discuss the animating questions and academic itinerary of classes chosen by the first cohort of sophomores enrolled in the Pathway. Pathway members may also use the time to undertake some group work and plan for the up-coming academic year or to discuss how to share leadership and teaching roles within each Pathway over the next few years.

*Co-sponsored by the Pathways Coordinators Seminar and the Office of the Dean of the College.*

## **Improve Learning & Decrease Educational Costs: The Case for Open Educational Resources**

Thursday 24 May 1:30 PM to 3:30 PM, lunch served at noon

This workshop will explore strategies for decreasing costs of course materials for students while improving learning. Participants will discuss the benefits of and challenges to adopting Open Educational Resources (OER) and other affordable alternatives and examine examples of courses that have leveraged existing library resources, remixed open ed texts, and integrated content created by students. Come meet the newly formed

OER Exploratory Committee, charged with recommending a program at the College to decrease costs of course materials, and offer your ideas, concerns, and suggestions.

Facilitated by Jessica McCullough; discussants include Lyndsay Bratton, Dave Chavanne, Ariela McCaffrey, Kate McDonald, Frida Morelli, and Joe Schroeder.

*Co-sponsored by Instructional Technology.*

## **Walter Commons Happy Hour**

Thursday 24 May 3:30 PM to 5PM, food & beverages will be served

Stop by at the end of the day and socialize with colleagues. Tour the new Walter Commons and learn about some of its wide array of programming, including opportunities for partnerships and collaborations. All faculty and staff are encouraged to attend.

*Co-sponsored by the Walter Commons for Global Study and Engagement.*

# **Friday 25 May 2018**

## **The Mindset Continuum:**

### **Developing a Growth Mindset in the Classroom & Beyond**

**with Dr. Adam Lalor, Lead Educational Specialist, Landmark College**

Friday 25 May 8:30 AM to 10:30 AM, breakfast served at 8 AM

Students with a “growth mindset” believe that they have the ability to improve and view academic challenges as opportunities to grow. Conversely, students with a “fixed mindset” give up easily in the face of challenge. Research shows that a growth mindset can be developed in college students and that it is associated with increases in academic tenacity, student success, and long-term learning. Last year the concept of mindset was introduced at Camp Teach & Learn. Based on attendee feedback, this year we are offering a “deeper dive” into how growth mindset can improve student learning. After a brief refresher/introductory presentation, we will analyze and discuss mindset case studies. We’ll leave plenty of time for brainstorming and discussion of how to apply mindset to your work with students.

Facilitated by Adam Lalor and Melissa Shafner.

*Co-sponsored by Student Accessibility Services.*

Dr. Adam Lalor received his Ph.D. in Educational Psychology from the University of Connecticut. With more than a decade of experience in higher education administration, his graduate work focused on the study of the transition of students with disabilities to and within higher education and the preparation of faculty and college administrators to serve students with disabilities. Broadly, his work focuses on raising awareness of postsecondary opportunities for individuals with disabilities and including disability within the discourse of diversity. He regularly presents at national conferences on the college search for students with disabilities, universal design for instruction, and disability-related professional development for higher education administrators.



## Reviewing & Revising Your Course

Friday 25 May 8:30 AM to 10:30 AM, breakfast served at 8 AM

The best time to rethink a course is when it is fresh in your mind. This interactive workshop will lead faculty members through the process of examining a course they recently taught and thinking about how they might want to teach it differently the next time. Using a systematic approach, participants will have the opportunity to consider the course structure, materials, activities, and assignments—what worked well and what can be built upon to improve. Participants will leave with an updated (or revised) course ready to teach the next time around.

*Faculty are asked to bring two copies of the syllabus and any major assignments for the course they are revising, as well as the student feedback you received.*

Facilitated by Karen Gonzalez Rice & Michael Reder; discussants include Ginny Anderson, MaryAnne Borrelli, Michael Chan, Dave Chavanne, Christine Chung, Simon Feldman, Chad Jones, Suzuko Knott, and Tanya Schneider.

## Supporting Wellness:

### The Needs & Experiences of Our Underrepresented Students

Friday 25 May 10:45 AM to 12:30 PM, lunch served at 12:30 PM

This interactive workshop is geared for both faculty and staff, and will focus on how we can best support the mental health and well-being of underrepresented students. Through the discussion of short case studies, participants will learn more about the challenges posed by a predominately white institution (PWI) such as Connecticut College and the many resources we offer to help students meet those challenges.

The offices in Student Life, the Division of Institutional Equity & Inclusion (DIEI), and the Office of the Dean of the College regularly come into contact with students of color, LGBTQIA students, international students, students from marginalized religious groups, students with limited access to resources, and students with disabilities who are experiencing mental health concerns which impact their functioning in the community. Concerns about and experiences of systemic oppression constitute stressors which may exacerbate pre-existing symptoms, can impact pre-existing mental health concerns, and may lead to the development of clinically-significant disorders. Even in the absence of significant impairment, such concerns may detract from our students' capacity to excel to their fullest potential, both inside and outside of the classroom. In an effort to engage the entire community in inclusive support, members of the Connecticut College Mental Health Coalition will share their reflections, identify methods of addressing those concerns, and provide recommendations for what faculty and staff members can do to improve students' mental health and well-being.

Session facilitated by Randolph Brooks, Scott Harvey, Truth Hunter, Carmela Patton, and Bryana White.

*Co-sponsored by the Connecticut College Mental Health Coalition, including representatives from Student Counseling Services, Race & Ethnicity Programs, Gender & Sexuality Programs, and the Dean of Sophomores/International Student Advising.*

## **Citation Chaos!**

Friday 25 May 10:45 AM to 12:30 PM, lunch served at 12:30 PM

Openly engaging with the content and sources of our ideas is a fundamental component of academic scholarship. Recent encounters at the Reference Desk indicate that many students are confused about how, when, and what to cite, and this confusion may detract from time that would otherwise be spent on paper content. Is it possible that students may be spending more time on citations than making well-supported arguments with analysis? An ongoing library project analyzing references in honors theses is providing further insight into student citation behavior. Faculty are confronted with this issue in a rush of student papers. Should citation styles be taught? Should they be graded? What happens when there is a question of academic integrity? Our research librarians have a unique vantage point on these questions. Find out what they know and brainstorm ways to improve the situation.

Co-led by Ashley Hanson, Kathy Gehring, and Andrew Lopez; discussants include Emily Morash and Sarah Cardwell.

*Co-sponsored by Research & Instruction Librarians/Information Services.*

## **Student Learning Outcomes Assessment Working Session**

*Offered two times:*

Wednesday 23 May 12:30 PM to 2 PM, lunch served at 11:30 AM and

Friday 25 May, 10:45 AM to 12:30PM, lunch served at 12:30 PM

*Please see the full description under on page 3 of this brochure.*

## **Navigating Academia While Parenting Young Children**

Friday 25 May 10:45 AM to 12:30 PM, lunch served at 12:30 PM

This is an informal discussion especially for faculty with children under age 5. How do we as parents achieve our research ambitions and meet the needs of our students and departments while simultaneously responding to the challenges of life with little ones, from laundry to tantrums? Are there ways in which parenting has helped us become more compassionate teachers, more creative researchers, or more organized humans? Please come join us to discuss how we as individuals and as a community can support each other during this challenging phase of our lives.

Facilitated by Karen Gonzalez Rice; discussants include Ginny Anderson, Christine Chung, Cherise Harris, Priya Kohli, and Jeff Mohr.

## **Academic Freedom in the Classroom**

Friday 25 May 1:30 PM to 3:00 PM, lunch served at 12:30 PM

Academic freedom is a core value of contemporary higher education. "Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning," says the 1940 AAUP statement on academic freedom. In the classroom, faculty and students may at times find their claims,

assumptions, or beliefs challenged. How do we understand and navigate the tensions that can exist between faculty and students as well as students and students when it comes to academic freedom? There is a range of responses to these questions, ranging from the development of “safe space” claims and “trigger warnings,” to an insistence that students can and must engage with any and all content within a course.

At Connecticut College, what are the key values and practices that can best serve us as we work with students across disciplines? How do we choose to articulate our own claims of academic freedom? What are our options when faculty freedom is perceived as being in direct conflict with a student’s freedom? This workshop includes engagement with teaching scenarios, discussion, and will draw upon the Academic Freedom reader that we have compiled for participants.

Co-led by Joyce Bennett, Marie Ostby, and Ari Rotramel; discussants include David Chavanne, Jeff Cole, Danielle Egan, Simon Feldman, Afshan Jafar, Denise Pelletier, and Julie Rivkin.

*Co-sponsored by the Connecticut College Chapter of the AAUP.*

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**All faculty members, administrators, and staff who support student learning are welcome to attend Camp Teach & Learn 2018.**

**If you would like to participate in one or more of these workshops or discussions, please RSVP by Monday, May 14<sup>th</sup> by visiting the [Camp T&L Eventbrite](https://tinyurl.com/CampCTL2018) website (<https://tinyurl.com/CampCTL2018>) and select the events in which you plan to participate. Alternatively, you can email Michael at [CTL@conncoll.edu](mailto:CTL@conncoll.edu) with a list of the specific workshops & discussions you would like to attend.**

**\*\*Your RSVP to the various workshops and discussions is essential because it enables us to assign rooms according to attendance and order enough food\*\***

***Most events will be held in Blaustein Humanities Center, with registration taking place on the ground floor of the building.***

**A final schedule with room locations will be available at the Registration Desk in Blaustein on Wednesday 23 May at the start of Camp Teach & Learn.**

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*Also announcing a special pre-Camp T&L Demonstration & Workshop for faculty & staff:*

Tuesday 22 May 2018

**Digital Fabrication, Virtual Reality:**

**Introducing Cutting Edge Digital Tools for New Ways to Create & Teach**

Demonstrations introducing new Ammerman Center Digital Fabrication and Virtual Reality Equipment

Would you like to learn more about how emerging new technologies work and can be used in classes and for student/faculty research? The Ammerman Center is offering demonstrations/workshops to faculty and staff to introduce the Center’s new tools for teaching and research. The sessions will include demonstrations, hands-on experiences and ideas on how these technologies are and can be used in classes and for research projects.

**Digital Fabrication using a laser cutter and 3D printer (10 AM to Noon) (Catered lunch break, Noon to 1 PM)  
Virtual Reality demonstration (1 PM to 2 PM)**

***For more information or to RSVP, please email Libby Friedman at [eofri@conncoll.edu](mailto:eofri@conncoll.edu)***