



The Joy Shechtman Mankoff
Center for Teaching & Learning presents:
Camp Teach & Learn 2010
Tuesday, Wednesday, & Thursday
May 25, 26, & 27



TUESDAY, MAY 25th

**Connecticut College Students' Attitudes about Discussion:
Implications for Critical Thinking and Diversity
with Carol Trosset**

Tuesday, 25 May: 9:00 AM to Noon; lunch to follow.

Based on a new CTL survey of over 90% of Connecticut College's first-year students during Fall 2009, this workshop draws upon Carol Trosset's ground-breaking research on student attitudes about discussion that she conducted at Grinnell College. In that study, Trosset explores the student view of discussion as advocacy, their notion that the purpose of discussion is to reach a consensus, and the implications of these beliefs as possible roadblocks to productive classroom discussions, particularly those focused on diversity or controversial subjects. During the workshop Trosset will present the results of the survey of our students and we will discuss the implications and strategies for running productive classroom discussions. *Guest facilitated by Carol Trosset, Institutional Researcher at Hampshire College. Trosset is the former Institutional Researcher at Grinnell College, where she taught Anthropology. Discussants include Anne Bernhard, Sunil Bhatia, Simon Feldman, Cherise Harris, Leah Lowe, John Nugent, Michael Reder, Andrea Rossi-Reder, and Abby Van Slyck.*

**Teaching & Challenging Our First-Year Students:
FYs, Introductory Courses, & Beyond**

Tuesday, 25 May: 1:00 PM to 3 PM; lunch served at noon.

This year we have expanded the topic of our annual workshop to go beyond First-Year Seminars. We will bring together both experienced faculty and faculty new to the FYs Program to discuss a variety of topics, including designing courses that both challenge and support first-year students, helping them make the academic transition from high school to college, effectively using writing and discussion, and advising. Experienced faculty will talk about what surprised them most about teaching first-year students, what they thought they did that was most effective, and what they plan to do differently next time. *Discussants include Anne Bernhard, Simon Feldman, Leo Garofalo, Leah Lowe, John Nugent, Andrea Rossi-Reder, Steve Shoemaker, Abby Van Slyck, & Stuart Vyse.*

Collaborating with Google Docs and Sites

Tuesday, 25 May: 1:00 PM to 2:30 PM; lunch served at noon.

Google Apps for Education includes two tools for sharing information which have been popular with faculty and staff at the College: Google Docs and Google Sites. Faculty will demonstrate their use of these tools in their teaching and you will be able to try them out for yourself. In Google Docs you can create a document, spreadsheet or presentation which you can share with others on campus or off-campus. You can start the document within Docs or import an existing file. Sites is a tool for creating individual or collaborative web sites (Wikis). Many faculty use this to create a class site where each student or groups of students share with the class information which can include images, videos, and links to external resources. *Discussants will include faculty who use Google Apps who will share assignments.*

WEDNESDAY, MAY 26th

The Neuropsychology of Learning

Wednesday, 26 May: 8:30 AM to 10:30 AM

What do scientists know about the physiology and psychology of learning? How can this knowledge help you teach more effectively? Connecticut College is currently involved in a Teagle-sponsored consortium run by Brown University (which also includes the Rhode Island School of Design and Wellesley College), "Using Cognitive Principles to Enhance Graduate and Undergraduate Learning." A few key readings will be available in advance. *Facilitators include Ruth Grahn, Denise Pelletier, and Joe Schroeder.*

CTL Reading & Discussion Groups

Wednesday, 26 May: 9:00 AM to 10:30 AM

Rebecca D. Cox's ***The College Fear Factor: How Students and Professors Misunderstand One Another*** (Harvard UP, 2009)

Cox's central theme is what she calls a "disconnect" between professors' expectations and students' performance, and she identifies contributing factors on both sides. She is particularly attentive to the worries and preconceptions of first-generation college students who have not been socialized into a set of expectations about what "college" will entail. Cox reminds teachers that it is especially critical for students for whom college constitutes an anxious initial visit to alien territory to receive explicit and detailed descriptions of standards, expectations, and guidelines for each assignment if they are to have a chance at academic success. Cox finds that students who perceive their teachers as "coming down to their level" and being legitimately interested in their success are able to overcome many of their crippling fears about doing college-level work. For more information about the book visit: <http://www.amazon.com/College-Fear-Factor-Professors-Misunderstand/dp/0674035488>

Discussion facilitated by Gene Gallagher.

Jaron Lanier's ***You Are Not A Gadget: A Manifesto*** (Knopf, 2010)

Lanier was a pioneer in virtual reality technology, and one of the very first to predict how the World Wide Web would change culture and business. Once identified with a spirit of optimism about the digital age, he has since come to a more nuanced, critical perspective. As Lanier sees it, some of the basic decisions made by those who designed the technologies behind the internet have had far-ranging, often unintended, and sometimes strongly negative effects. In his account, the principles of user anonymity and instantaneous, free transfer of data---things originally touted as fundamental to a new online culture---have in fact led to such things as the possible degradation of public discourse and the erosion of an independent artistic class. Strikingly, coming as it does from someone often identified with a utopian technocratic point of view, the book critiques specific ideological choices made by the web's inventors, and argues more generally for a humanistic account of what these new technologies can do for us, positive and negative. For more information about the book visit:

<http://www.amazon.com/You-Are-Not-Gadget-Manifesto/dp/0307269647>

Discussion facilitated by Bridget Baird, Marty Allen, & Allison de Fren.

Email Michael Reder at reder@conncoll.edu to request your copy of one of these books.

Designing Good Writing Assignments and Getting the Papers We Want to Read

Wednesday, 26 May: 10:30 AM to Noon; lunch to follow.

Sometimes we don't get the essays we want *not* because our students don't know how to write, but because they haven't understood what we are asking them to do. This workshop will propose strategies for designing writing assignments that clearly identify both the intellectual tasks and the writing skills that will be necessary to complete the assignment. We'll also talk about how assignments can be meaningfully "sequenced" to help students make the progression from simpler tasks to more complex ones, and about how to use "writing to learn" strategies to make writing more interesting for both professors and students. *Co-sponsored by The Writing Center.*

Moodle Quizzes and Grades

Wednesday, 26 May: 1:00 PM to 3:00 PM

This workshop will give you hands-on experience with two popular features of Moodle as well as insight from other faculty at the college on how they use the Quiz and Grades resources. Quizzes can include a range of question types including multiple choice, true-false and short answer, and can be used to provide you with feedback on what students are learning and where they may need additional help. You can incorporate a Gradebook into your Moodle course site to assist you in managing student grades and allow students to monitor their grades. Each student only sees their grade. You will have the opportunity to create a Gradebook. *Discussants will include faculty who use Google Gradebook and Quizzes.*

Writing and Academic Challenge: Integrating Writing and Subject Matter

Wednesday, 26 May: 1:00 PM to 2:30 PM; lunch served at noon.

There is a general consensus that serious attention to the teaching of writing must be a crucial element of any rigorous academic program. But that still leaves the thorny question of how exactly one is supposed to balance the teaching of writing and the teaching of other subject matter in the classroom when one's time is, after all, limited. In this workshop, we'll consider various time-efficient strategies for stimulating our students to become both critical thinkers and accomplished writers. *Co-sponsored by The Writing Center.*

"The Balancing Act: Gendered Perspectives on Faculty Roles and Work Lives"

Wednesday, 26 May: 1:00 PM to 3:00 PM; lunch served at noon.

The title of a recent book on gender in academia offers an effective summary of the topics explored by the Committee on the Status of Faculty Women. This workshop focuses on what a "Work/Life" program can do to support faculty in meeting professional and personal responsibilities. The Committee on the Status of Faculty Women will also share its research on a range of topics from gender dynamics in the classroom to chilly climate issues to institutional supports for enabling faculty success in both academic careers and personal lives. *Special guest facilitator: Carol Hoffman, Associate Provost and Director of Work-Life at Columbia University. Co-sponsored by the Committee on the Status of Faculty Women. Discussants include: Anne Bernhard, Anne Marie Davis, Julia Kushigian, Leah Lowe, and Julie Rivkin.*

What Do We Know about Student Learning at Connecticut College? What Would You Like to Know?

Wednesday, 26 May: 3:00 PM to 4:30 PM, including drinks and hors d'oeuvres.

Connecticut College is the lead institution of a Teagle Foundation-sponsored grant, "Data into Action," that is focused on making the myriad data colleges have about student learning useful for faculty. During this meeting, faculty will get a brief overview of the information we have about faculty teaching and student learning at Connecticut College. We will discuss what information would be most interesting and helpful for faculty to make improvements in their teaching and courses. *Discussants include Deborah Eastman, Marc Forster, Leah Lowe, John Nugent, Michael Reder, and Julie Rivkin.*

THURSDAY, MAY 27th

Visual Literacy 101

Thursday, 27, May: 9:00 AM to Noon; lunch to follow.

This workshop answers the question: How can we teach students to understand and employ visual images fluently and reflectively? In a world that is increasingly shaped by visual images, students need to be fluent in visual language if they are to comprehend the structure and the aesthetics of this communication. If we want students to rigorously and thoughtfully analyze existent visuals—and especially if we want students to participate in visually-based conversations and visually-driven arguments—we cannot simply rely on personal preferences and judgments. This event will provide participants with an introduction to the principles of both 2-D and 3-D design and the basic language and "grammar" of visual communication. It will also provide resources to share with students. *Facilitated by Andrea Wollensak and Denise Pelletier.*

Publishing the Scholarly Book: A Workshop for Scholars with William Germano

Thursday, 27 May: 9:30 AM to 2:00 PM, including lunch.

This half-day workshop will focus on the academic as publishing scholar. Conducted in seminar format, William Germano's publishing workshop explores strategies for strengthening skills in professional writing and project design as well as the mechanics of scholarly publishing in the print and digital environment. While the primary focus of the session is the new Ph.D. and his or her dissertation manuscript, the issues explored extend beyond that horizon: many of the skills required for revising a dissertation are, in fact, the same skills necessary for a productive scholarly writing life. The session will cover such topics as the dissertation/book problem, the range of options facing the author, the role of self-presentation, the writing trajectory of the academic career, best practice as it applies to submission and publication, non-print options, and the role of new media in the individual scholar's writing and research program.

**If you would like to participate in any of these events,
please RSVP to Michael at redere@conncoll.edu**