



The Joy Shechtman Mankoff  
Center for Teaching & Learning presents ...

# Talking Teaching Spring 2014

## PLEASE SAVE THE DATES & JOIN US FOR GREAT CONVERSATIONS . . .

Talking Teaching is a series of informal discussions of teaching-related topics—suggested by faculty members—over food. Talking Teaching provides an opportunity to build community, to pause and reflect on our teaching and on our students' learning

This semester's topics have a special focus on the principles and components of curricular revision. We hope that, with your participation, these conversations will be an important part of our ongoing process.

Topics are listed below, with times and preliminary descriptions. *We are looking for discussants for this semester.* For each conversation, eight to ten discussants will bring a question or an idea to spark the collective exchange of ideas. Imagination, not extended preparation, is the only requirement.

Contact Simon Feldman ([sfeld@conncoll.edu](mailto:sfeld@conncoll.edu)) if you are interested in attending or serving as a discussant. We hope to see you at these events!

## RE-ENVISIONING FIRST-YEAR SEMINARS: PILOTING NEW IDEAS

MONDAY, FEBRUARY 10, 11:50 AM to 2:00 PM

Hood Dining Room

As part of our curriculum revision process, we have the opportunity to incorporate new ideas and practices as pilot programs, even while the process is ongoing. The first-year seminar program provides a great starting point since it already exists, but can be modified to more fully include the curricular guiding principles. How can we develop a pilot that will help us assess the effectiveness of proposed changes to the FYS program? We will discuss the small-scale FYS pilot conducted in Fall 2013 and brainstorm ideas for a larger pilot in Fall 2014. *Part of Curriculum reVISION Week.*

## CREATING CONNECTED COURSES: HOW LINKING COURSES CAN FACILITATE AN INTEGRATED & INTENTIONAL EDUCATION

FRIDAY, FEBRUARY 21, 8:30AM TO 10:15 AM

Ernst Common Room

Facilitating integrated and intentional education is one of the guiding principles of our curricular revision. One approach to integrated education is to create more connections among courses. During Talking Teaching events in Fall 2013, faculty proposed several ideas for connecting courses at different levels. In this discussion we will brainstorm ways of increasing connections among courses and discuss their implications for student learning. We will discuss ideas developed by the summer working group as well as propose additional ideas for connecting courses. *Co-sponsored by the FSCC and EPC.*

## **DO GRADES FACILITATE LEARNING? MANAGING THE COMPETING PEDAGOGICAL PURPOSES OF GRADING**

TUESDAY, FEBRUARY 25, 11:50 AM TO 2:00 PM

Hood Dining Room

Grades function, practically, as a measure of student achievement—for students themselves, for graduate schools and for employers. Many of us also think of grades in more pedagogical terms, as tools to motivate students and as opportunities to elicit reflective student self-assessment. Others think that grades may even be antithetical to some of the "higher" values and aims of a liberal arts education. How do we manage these multiple functions and meanings of grades? How can we use grades effectively while accommodating the diverse purposes and functions of grades and grading?

*Co-sponsored by the FSCC and EPC.*

## **INCLUSIVE EXCELLENCE ACROSS THE DISCIPLINES**

FRIDAY, MARCH 28, 11:50 AM to 2:00 PM

Ernst Common Room

Fostering excellence through inclusion is one of the guiding principles of our curricular revision. We will consider what this means for individual courses. In some disciplines the course topics may relate to inclusive excellence, but in others it may be more about how we create an inclusive environment. We will discuss how excellence can be inclusive in classes in all disciplines and share ideas for applying these principles in our teaching.

*Co-sponsored by the CCSRE, EPC, and FSCC.*

## **APPROACHES TO ADVISING: FOSTERING INTENTIONAL & INTEGRATIVE LEARNING**

THURSDAY, APRIL 3, 8:30 AM TO 10:15 PM

Hood Dining Room

Last semester the faculty collectively endorsed the idea that our revised curricular program will help students “develop a rigorous, intentional, and integrative educational plan and a reflective educational experience.” How can we improve our advising practices to help promote these goals? How can advisors best stimulate deliberate student reflection on their own chosen paths? What are the ways in which faculty advising might be better integrated with other important sources of advice (e.g., CELS, coaches, ARC, etc.)?

*Co-sponsored by the FSCC and EPC.*

## **CURRICULAR MODELS: IMPLICATIONS FOR TEACHING & LEARNING**

FRIDAY, APRIL 18, 8:30 AM TO 10:15 AM

Ernst Common Room

As we continue to reflect on curricular revision, what are some of the concrete best practices we might craft into a coherent educational model to promote our Guiding Principles? Details TBA. *Co-sponsored by the FSCC and EPC.*