



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

Talking Teaching Fall 2010

PLEASE SAVE THE DATES & JOIN US FOR GREAT CONVERSATIONS!

Take a moment away from daily pressures and participate in a Talking Teaching seminar this semester. Listed below are preliminary topics – suggested by faculty members – with descriptions and times.

Consider serving as a discussant! For each conversation, eight to ten individuals will bring a question or an idea to spark the continuing exchange of ideas. Imagination, not extended preparation, is the only requirement.

Please contact MaryAnne Borrelli (mabor@conncoll.edu) if you are interested in attending or serving as a discussant. See you soon!

Balancing Research & Teaching: A Conversation with Recipients of the Nancy Rash Award for Excellence in Research

Monday, 20 September 2010

11:50AM to 2PM Hood

How can you sustain an active research agenda throughout the semester while providing a thoughtful and challenging set of courses?

Come to a conversation with recipients of the Nancy Rash Award for Excellence in Research, to share insights and ideas about balancing research and teaching throughout the semester. This dialogue will provide opportunities to discuss other issues of interest to teacher-scholars, such as: How do you develop a research and publication schedule that works with a busy course schedule? How do you juggle professional and personal commitments? How do you draw your research into the classroom, providing students with an appropriate “academic stretch”? How do you reconcile specialized research with the integrative mission of a liberal arts institution? This conversation will suggest practical strategies for sustaining an active research agenda throughout the academic year.

Teaching & Advising First-Generation College Students

Monday, 27 September 2010

11:50AM to 2PM Hood

How can we better understand and respond to the needs of first-generation college students?

Students who are among the first in their family to attend college are extremely diverse in their educational preparation, but they are often similarly unfamiliar with such academic structures as majors and minors, general education and pre-requisite courses, and selection processes for honors and post-college careers. How can you best work with these students, so that they will have the knowledge to realize their full potential? This conversation will suggest ways of teaching and advising first-generation college students to help them achieve their goals.

Thoughts About First-Year Seminars: How Are They Going?

Choice of two times:

Wednesday, 13 October 2010

11:50AM to 2PM Hood

Friday, 15 October 2010

8:45AM to 10AM Hood

Come enjoy a meal with your colleagues and share your experiences teaching your First-Year Seminar (FYS). Or, if you are considering teaching an FYS, come and hear about the experiences of faculty currently teaching them.

Best Practices for Observing and Evaluating Teaching

Wednesday, 20 October 2010

11:50AM to 2PM Hood

How do you prepare a useful peer evaluation of a colleague's teaching?

Peer teaching evaluations have multiple purposes and audiences: they are dialogues about teaching-and-learning among faculty colleagues; evaluative commentaries consulted throughout tenure and promotion reviews; and complements to student evaluations. In other words, peer evaluations serve purposes that are both informative and evaluative – a difficult combination to master. How can you, as an evaluator, respond to these varying needs for information and judgment? As a teacher, how can you help the observer to prepare for the visit so that it is as productive as possible? This conversation will provide concrete suggestions for faculty who are observing and being observed.

Preventing and Responding to Electronic Distractions in the Classroom

Friday, 29 October 2010

11:50AM to 2PM Ernst

How do you address the use of laptop computers, iPods, and other electronic devices in the classroom?

With multi-tasking as a way of life, and all of us increasingly connected to the outside world, the potential for distraction in the classroom has increased exponentially. But so also have the beneficial uses of information technology for teaching and learning. How can you best prevent distractions while taking advantage of the resources – and the creativity – that electronic devices make possible? This conversation will facilitate an exchange of values and practices on this issue.

One Course, Many Levels of Student Preparation: Teaching in the “One Room Schoolhouse” at Connecticut College

Monday, 8 November 2010

11:50AM to 2PM TBA

How can you challenge all of the students in your courses, given their varied levels of preparation, diverse experiences, and contrasting strengths?

Students bring an array of past learning experiences into the classroom, adding texture and imagination to class conversations. At the same time, this rich divergence can pose real challenges to the coherence and focus of a course. How do you respond to a student who knows significantly more about the course material? Or to the student who has practical insights gained through work and internship experiences? How can you weave together the collective knowledge of your students, to create a focused, cohesive classroom experience? This conversation will offer recommendations for responding to students in ways that build upon their expertise and enhance course content.