



You are invited to Camp Teach & Learn 2008



The Mankoff Center for Teaching & Learning is offering a variety of opportunities for faculty to discuss teaching and to learn with your colleagues.

Friday, May 23rd

Special Workshop on First-Year Seminars: Learning from Experience

9:00 AM to 3:00 PM. Breakfast served at 8:30 AM; Lunch served from Noon to 1 PM.

Faculty have numerous stated and implied goals for their First-Year Seminars (FYSs): reading carefully & critically; synthesizing information & developing arguments; improving writing; engaging in classroom discussions; using library resources; honing oral presentation skills; addressing issues related to pluralism & diversity; and helping students successfully transition to their academic lives here at the college. Some faculty advise their seminars; others teach their courses in the residence halls; while others incorporate the use of more advanced students to help their first-year students learn.

This annual workshop brings together both experienced and new FYS faculty and will address a variety of topics, including: what makes these courses distinctive, the three years of feedback and data gathered from previous FYSs, and the effective design of seminars and assignments. Faculty will share ideas regarding the teaching of their FYSs, using writing and discussion, and helping students develop essential critical thinking skills. We will also discuss what it is like to teach in the residence halls and advise your FYS.

Discussants include Theresa Ammirati, Melissa Behney, Gene Gallagher, Ashley Hanson, Larry LaPointe, Kathy McKeon, John Nugent, Michael Reder, Maureen Ronau, Andrea Rossi-Reder, Steve Shoemaker, Stuart Vyse, Marc Zimmer and other FYS faculty.

Thursday & Friday, June 5th & 6th

Intellectual Climate & Challenge: What the Wabash Study Tells Us about Teaching & Learning at Connecticut College

Thursday, June 5th, 9:00 AM to Noon. Lunch served at Noon.

What does the first year of Connecticut College's data from the Wabash National Study (WNS) tell us about how we teach and what our students learn? What insights can be gained by closely examining the evidence regarding student learning, and how do we, as a faculty, want to respond to this information? What have our students said in focus groups about their classroom experiences and about what keeps them engaged in their learning?

Facilitators include WNS Director Charles Blaich, Associate Director Kathy Wise, Roger Brooks, John Nugent, Michael Reder, and Julie Rivkin.

-please turn over-

Raising the Bar: Asking More of Our Students

Thursday, June 5th. Lunch served at Noon. Workshop from 1 PM to 3 PM.

What does the Wabash National Study and the student interviews tell us about designing our courses so that our students will be more engaged in their learning? How can we design intellectual experiences that challenge our students? What are some of the common features of “successful” courses? What is the relationship between these issues in individual introductory courses and the other courses in the major? In this workshop we will share ideas and approaches to designing successful introductory courses intended to intellectually challenge our students. Faculty will bring a syllabus to consider.

Facilitators include Gene Gallagher, Michael Reder, Julie Rivkin, WNS Director Charles Blaich, Associate Director Kathy Wise, and will feature a variety of additional faculty.

Teaching with Film

Thursday, June 5th, from 3:00 PM to 5:30 PM, and Friday, June 6th, from 9:30 AM to Noon.

How can faculty who are not trained in film studies most effectively use film in their courses? How do you talk about film? How do you have your students discuss, respond to, or write about the films they see? During this hands-on workshop faculty will learn the basics—including vocabulary and film techniques—for analyzing films as texts. On Thursday, during the first half of the workshop, participants will view Thomas Vinterberg’s *The Celebration* (1998, winner of the Cannes Jury Prize). Materials will include helpful handouts and resources, including a copy of Bordwell & Thompson’s *Film Art: An Introduction* (2006). *Led by Nina K. Martin in Film Studies; participation is limited to 15 faculty.*

YouTube & Beyond:

Using Video in Your Class to Enhance Student Learning

Friday, June 6th, 9:00 AM to 10:30 AM. Lunch served at Noon.

How can video clips found on the internet enhance your classes? In what ways can they be used effectively? Come join faculty from across the disciplines and the instructional technology team in this interactive, hands-on workshop that covers the nuts and bolts of finding useful video clips and the many ways in which they can be used effectively as part of your class.

Discussants will include the Instructional Technology Team and a variety of faculty who use video clips in their teaching.

Teaching Away: SATAs & TRIPs

Friday, June 6th, 10:45 AM to 12:15 PM, followed by lunch served.

Why teach your students at a different location? What are the advantages and challenges of teaching off campus? How can you maximize student learning and minimize headaches? Come join this discussion with a wide-range of experienced faculty from across the disciplines and share your experiences on SATAs and TRIPs. Cautionary tales and success stories encouraged, as is participation by those contemplating running a TRIP or SATA.

Led by Geoffrey Atherton, Julia Kushigian, Andrea Lanoux, Julie Rivkin, and Marc Zimmer.

Departmental Learning Expectations as Teaching Tools

Friday, June 6th, 9:30 AM to Noon. Lunch served at Noon.

What should students who major in your department “know” when they finish? The skills that we teach our students and the learning objectives that we have for them not only distinguish one major from another, but also courses taken at Connecticut College from similar courses taken at another school.

This is part of a series of opportunities to begin to define your major in terms of your department’s own learning objectives, including knowledge base, research methods, ethics and values, critical thinking, major controversies and issues, applications, socio-cultural awareness, and personal and career development.

This limited-participation workshop is designed specifically for members of departments and programs to begin to consider these issues. For those departments that volunteer to participate, the departmental chair and the majority of tenure-track members must attend. Those departments that participate will be eligible to apply for competitive financial support to complete a list of major/departmental learning outcomes during the summer or fall.

Facilitated by Gene Gallagher.

CTL Reading & Discussion Groups

Friday, June 6th. Lunch served at Noon. Discussion from 1 PM to 2:30 PM.

Who says there is no such thing as a free lunch?

The only catch: you have to read the book (which is also free, and yours to keep).

Donald L. Finkel’s *Teaching with Your Mouth Shut* (Heinemann, 2000)

In this critically acclaimed book, Finkel challenges the notion that teaching is about transmitting knowledge. Each chapter of this book presents a different case study or situation in which significant student learning takes place, asking us to think about the variety of ways in which effective learning situations can be created.

Discussion facilitated by Anne Bernhard & Gene Gallagher.

Dan Ariely’s *Predictably Irrational*:

***The Hidden Forces that Shape Our Decisions* (Harper, 2008)**

In this widely-reviewed book, Ariely, who shares joint appointments at MIT’s Media Laboratory and the Sloan School of Management, questions the assumption that we behave and make choices in a fundamentally rational manner. With wide-ranging topics—from social norms to procrastination, sexual arousal to the effectiveness of pharmaceuticals, expectations to honesty—Ariely’s engaging writing style offers us insights into the ways in which we live our lives. As an added bonus, many of his examples come from studies done on college campuses.

Discussion facilitated by Stuart Vyse.

As usual, fabulous prizes will be awarded to all Camp T&L participants.

To reserve your place in one or more of the workshops,
please email Michael Reder at reder@conncoll.edu
by Friday 23rd May.

The subject line of your email should read: Camp.