



The Joy Shechtman Mankoff  
Center for Teaching & Learning presents

# Talking Teaching Spring 2011

## **PLEASE SAVE THE DATES & JOIN US FOR GREAT CONVERSATIONS!**

Too often, our discussions about teaching are abbreviated by daily pressures and commitments. Take some away from your routine, meet up with colleagues, enjoy a good meal, and participate in a Talking Teaching discussion this semester. Listed below are preliminary topics – suggested by faculty members – with descriptions and times.

Please 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!

Contact MaryAnne Borrelli ([mabor@conncoll.edu](mailto:mabor@conncoll.edu)) if you are interested in attending or serving as a discussant. See you soon!

## **FINDING YOUR TEACHING STYLE: PRESENTING YOURSELF IN THE CLASSROOM**

Friday, 4 February 2011, from 11:50 AM to 2 PM Hood Dining Room

*Have you adjusted the “public self” you present to students, over time? For what reasons and to what effect?*

Creating and then refining a persona may seem more appropriate to the theater than to the classroom, but acting and teaching share much in common. Both are tightly constrained by time and by space, both stimulate the imagination, and both are enhanced by strong “performances.” How can we present ourselves to our best pedagogical effect? Do our subject positions (e.g. gender, race, age, sexual orientation) affect how we are perceived by students? If so, can we – or should we? – change our “teaching persona” to compensate for these preconceptions? Is it effective – indeed, ethical – to change how we present ourselves when enforcing rules or imposing penalties? This Talking Teaching conversation will suggest ways to reflect upon how we present ourselves in the classroom.

DISCUSSANTS INCLUDE ... Shani Collins, Ron Flores, Bill Frasure, Christopher Hammond, Nancy Hoffman, Hisae Kobayashi, Eva Kovach, and Nina Martin.

## **TALKING RESEARCH BECAUSE TEACHING MATTERS ... AND YOU HAVE TO DO BOTH**

**A DISCUSSION FOR FACULTY IN THE SCIENCES & SOCIAL SCIENCES.**

Co-Sponsored with the Office of the Dean of the Faculty

Friday, 11 February 2011, from 8:45 AM to 10 AM Ernst Common Room

*How can you maintain a productive research agenda that respects and even enhances your teaching obligations and opportunities? This session is focused on the ways in which faculty in the sciences and social sciences encounter this question.*

Too often research agendas are modeled on R-1 careers, which are characterized by minimal course loads, fewer hours spent with students, and little consideration given to service. At a liberal arts college, faculty are expected to excel in teaching and to contribute to the community, while establishing a strong publication record and a notable reputation within the discipline. What do these contrasts mean for our respective careers? How do these contrasts affect grants and other research opportunities? Does being a teacher-scholar require compromise? How have other Connecticut College faculty realized their goals as teacher-scholars? This conversation will explore the connections between teaching and research in our careers, assessing the impact of one on the other.

DISCUSSANTS INCLUDE ... Audrey Zakriski; Bob Askins, Stan Ching, Jenny Fredricks, Martha Gossel, and David Patton.

## **BRING YOUR GPS! NO FLIP-FLOPS! TEACHING OUTSIDE THE CLASSROOM**

Friday, 18 February 2011, from 11:50 AM to 2 PM Hood Dining Room

*What are key elements of successful site-based teaching-and-learning?*

Field learning, like field research, is a complicated mixture of the abstract and the concrete. It can entail background research (what information is available about the site?), financial considerations (can students afford the experience?), logistics (are there transportation and insurance arrangements to consider?), and disciplinary questions (what will this site reveal?). Fitting these elements together, and designing a class that is creative, focused, and manageable, can be overwhelming. This Talking Teaching conversation will draw on the valuable expertise of faculty members who regularly teach outside the classroom, in the field or on location, or have led TRIPs, SATAs, and other site-based programs, to offer insights on how teaching can most effectively take place outside the classroom.

DISCUSSANTS INCLUDE ... Joe Alchermes, Jeff Bresnahan, Manuel Lizarralde, Shirley Parson, Mab Segrest, Chris Steiner, and Sufia Uddin.

## **ACADEMIC FREEDOM IN THE CLASSROOM**

Friday, 25 February 2011, from 8:45 AM to 10 AM Hood Dining Room

*What does academic freedom contribute to teaching and learning at Connecticut College?*

Academic freedom has a long and contentious history. At once related to and distinct from constitutional rights, academic freedom is a bedrock principle of research and teaching, intended to unfetter the mind and thus challenge conceptions of truth. Does it achieve its goals here at Connecticut College? Other universities and colleges have begun to revise their faculty regulations with regard to academic freedom – what trends are in evidence? This Talking Teaching discussion will assess the relevant provisos of IFF and share classroom experiences, to learn how academic freedom is expressed and exercised at Connecticut College.

DISCUSSANTS INCLUDE ... Eric Adler, Greg Bailey, Bridget Baird, Maria Cruz-Saco, Simon Feldman, Marc Forster, Janet Gezari, Charles Hartman, Julia Kushigian, and Mike Monce.

## **LESSONS LEARNED:**

### **FROM RETENTION PROGRAMS, FOR COURSE-BASED LEARNING**

Friday, 4 March 2011, from 8:45 AM to 10 AM Blaustein 203

*What insights can be drawn from outreach and retention programs? Which will contribute to course-based learning at the College?*

A number of new co-curricular, academic, and research programs focused on student retention extend learning beyond the classroom. These include the Residential Education Fellows, Posse, and Science Leaders programs. How can insights derived from these programs be drawn into the classroom to enhance the rigor and responsiveness of our intellectual environment? This Talking Teaching conversation will offer concrete answers to this question, to generate discussion and debate about educational priorities in the liberal arts and at Connecticut College.

DISCUSSANTS INCLUDE ... Armando Bengochea, Anne Bernhard, Ruth Grahn, John Nugent, Page Owen, Denise Pelletier, and Joe Schroeder.

## **ADDING POPULAR & NEW MEDIA TO YOUR SYLLABUS**

Friday, 8 April 2011, from 8:45 AM to 10 AM Haines Room, Library

*What are the challenges and benefits of incorporating popular and new media into your syllabus? How and why should this be done?*

Newspapers and newsmagazines, blogs and wikis, twitter and Facebook – all increasingly provide the information that structures daily life and important decisions. Can this same information contribute to more systematic and precise study? Does using popular and news media in class contribute to making students more critical readers, and thus more reflective consumers and participants? This Talking Teaching conversation will discuss whether and how to incorporate popular and new media in class, with concrete suggestions offered for how to make the best use of these sources in teaching.

DISCUSSANTS INCLUDE ... Bob Askins, Tristan Borer, Cherise Harris, Afshan Jafar, Ann Robertson, and TJ Wellman.