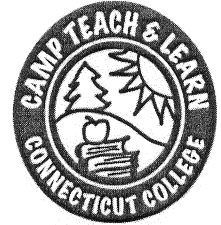




Joy Shechtman Mankoff  
Center for Teaching & Learning presents



# Camp Teach & Learn 2012

## Tuesday, Wednesday, & Thursday

### May 22, 23, & 24

#### Teaching First-Year Students:

#### **A Workshop for New & Experienced FYS Faculty and Beyond**

Tuesday 22<sup>nd</sup> May: 8:30 AM to 10:15 AM, breakfast served at 8 AM

Our annual workshop brings together both experienced and new FYS faculty and will address a variety of topics, including designing your FYS, helping students make the academic transition from high school to college, effectively using writing and discussion, and the advantages of advising your students. Experienced faculty will talk about what surprised them most about teaching a FYS, what they thought they did that was most effective, and what they plan to do differently next time. All upcoming, previous, and potential FYS faculty are invited to participate, as are any faculty who want to discuss strategies for teaching first-year students in general. *Discussants include Anne Bernhard, Ruth Grahn, Michael Reder, and Andrea Rossi-Reder, XXXXXX.*

#### **Sleep Patterns and the Factors Affecting Them in Connecticut College Students: What Impact Does Sleep Quality Have On Academic Performance?**

Tuesday 22<sup>nd</sup> May: 10:30 AM to Noon, lunch served at Noon

Students enrolled in Psychology of Sleep (PSY204, spring 2012) kept a sleep journal and used personal electroencephalographic monitors to collect sleep stages data over the course of the semester. How does the amount of light, deep and dream-state sleep correlate with reported stress levels, alertness, exercise, caffeine and alcohol intake, etc? How does the sleep of Conn students compare to students on other campuses? More importantly, how does sleep quality affect academic performance and measures of learning and memory in Conn students? Did students apply what they learned in the course to improve their personal sleep patterns? A report on these and other interesting findings from the first Psychology of Sleep course will be reported and discussed. *Discussion led by Joe Schroeder.*

#### **The Transition to College Writing: Beyond the 5-Paragraph Essay**

Tuesday 22<sup>nd</sup> May: 10:30 AM to 11:45 AM, lunch served at Noon

One of the big problems for students struggling to adapt to the demands of college writing is that there is often no real period of transition. Instead, students who have been used to doing certain kinds of things in high school (like regurgitating information) are suddenly asked to do other, more difficult things, like making complex and meaningful arguments of their own. This workshop will offer strategies for helping students break from the formula-based model they have learned in high school in order to begin using writing as a tool for critical thinking and problem-solving. *Led by Steve Shoemaker, with Kris Hardeman, Theresa Ammirati, and Simon Feldman.* Co-sponsored by The Writing Center.

## Learning from the Wabash National Study: A Conversation with the WNS Working Group

Tuesday 22<sup>nd</sup> May: 1 PM to 3 PM, lunch served at Noon

The final report of the WNS Working Group represents a tremendous amount of effort and thought by our colleagues analyzing a substantial amount of evidence—both quantitative and qualitative—about student learning and experiences here at Connecticut College. Their analysis offers insight into the education we offer—both what works and for whom, and what we can do better. It also contains specific recommendations related to policy and programs, additional areas of research, advising, and faculty involvement with admissions. Please come and discuss the report's implications for introductory classes, First-Year Seminars, advising, the structure of General Education, and admissions, as well the authors' own thoughts on the implications on their findings for teaching and learning at Connecticut College.

*Discussion led by Dean of the Faculty Roger Brooks, and featuring members of the WNS Working Group, including Maria Cruz-Saco, Ron Flores, Heidi Henderson, Carrie Kent, Julie Rivkin, Bill Rose, and Stuart Vyse.*

## Science in the Liberal Arts Curriculum

Wednesday 23<sup>rd</sup> May: 9 AM to 10:45 AM, breakfast served at 8:30 AM



Large introductory science classes have long been the norm at many institutions, including Connecticut College, which can make it challenging to keep the students engaged and interested. Some students who arrive at college with a passion for science quickly burn out in their first year of intensive science classes and switch out of science. Last year, two research papers were published in *Science* describing the outcomes of different teaching strategies used in large introductory science classes. This reading group will use these papers as the basis for a discussion about how we teach introductory science classes at Connecticut College, and explore ways to improve student learning and retention in the sciences. *Discussion led by Anne Bernhard; discussants include Stan Ching, Mohamed Diagne, Deb Eastman, Ruth Grahn and Chad Jones.*

## Workshop on Foreign Languages Across the Curriculum (FLAC)

Wednesday 23<sup>rd</sup> May: 11 AM to 12:30 PM, lunch served at 12:30 PM

What is a FLAC course? What are the pedagogical goals of teaching a course section in a language other than English? What are the different approaches to teaching FLAC sections at the college? And how can we as a faculty expand and strengthen the FLAC program at the college to help more students reach advanced-level proficiency? Join us for a hands-on workshop with members of the International Commons Committee and colleagues who have participated in the Foreign Languages Across the Curriculum program in past years to discuss how to design (or redesign) a FLAC section for your course(s) and to learn about the resources now available to support this initiative.

*Organized by the International Commons Steering Committee and led by Amy Dooling, Marc Forster, Alex Hybel, and Andrea Lanoux.*

## Teaching Public Health Across the Curriculum

Wednesday 23<sup>rd</sup> May: 11 AM to 12:30 PM, lunch served at 12:30 PM

Public health achievements of the last century have led to enhanced quality of life and increased life expectancies, however global health challenges of the 21<sup>st</sup> Century will require a more sophisticated understanding of contemporary public health issues and the ability to apply approaches from multiple disciplines. Over the past decade collaborations between several public health and higher-education agencies have provided curricular models and recommended courses that connect public health education competencies with liberal arts learning goals. Connecticut College faculty members from multiple disciplines are already offering courses with significant public health components and students are pursuing public health related projects through the Centers, although the lack of a coordinated “home” for those interested in public health limits the visibility and accessibility of these experiences for many students. As part of writing the Howard Hughes Medical Institute 2012 proposal a group of faculty worked together to design a model for a Public Health Initiative at the College, and this workshop will bring together faculty and staff interested in developing public health opportunities at the College.

*Discussion led by Deborah Eastman; discussants include Amy Cabaniss, Mary Devins, Jim Downs, Marylynn Fallon, Jenny Fredricks, Sardha Suriyapurima, Manuel Lizzaralde, Monika Lopez-Anurabe, Rebecca McCue, Tracee Reiser and Tisheeka Steede.*

## Athletics & Academics

Wednesday 23<sup>rd</sup> May: 11 AM to 12:30 PM, lunch served at 12:30 PM

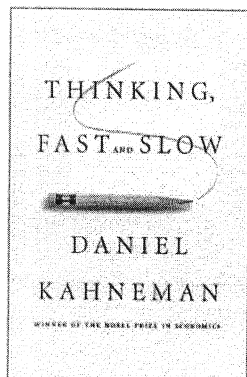
This event is a follow-up to the very productive conversations last fall as part of the Talking Teaching event “Teaching as Coaching, Coaching as Teaching.” During that event we focused on ways in which we both support students in their growth *and* critique their performance, upholding high standards, and the ways in which coaches and academics reconcile these seemingly competing priorities. We learned a great deal from each other about challenging and supporting our students both in the classroom and on the field. A group of teaching and coaching faculty also discussed the possibility of an ongoing dialogue to further explore the relationship between academics and athletics at Connecticut College: the ways in which academics and athletics support each other, the possible areas for tension, and what we can learn from each to improve our students’ learning and experiences.

*Discussants include Marc Benvenuti, MaryAnne Borrelli, Ann Devlin, Marc Forster, Eva Kovach, Michael Reder, and Tom Satran.*

## New Media & Social Media in Your Courses and Assignments

Wednesday 23<sup>rd</sup> May: 11 AM to 12:30 PM, lunch served at 12:30 PM

Students are constant consumers of and contributors to new media and social media in their everyday lives—Twitter, Facebook, Youtube, blogs, wikis, online newspapers. How can you take advantage of all that is available and encourage students to look at new media with a critical eye? During this discussion, a reprise of last year’s popular and successful workshop, faculty will present examples of course assignments and student work incorporating the use of New and Popular Media. *Co-sponsored by Information Services.*



**Thinking, Fast and Slow (2011)** by Daniel Kahneman  
 Wednesday 23<sup>rd</sup> May: 1:30 PM to 3:30 PM, lunch at 12:30 PM

Steven Pinker has called Kahneman, winner of the Nobel Prize in Economics, “the most important psychologist alive today” and one of the most influential psychologists in history. In this landmark book, Kahneman examines the two systems that drive our thinking: System 1, which is emotional and intuitive, and System 2, which is more logical and deliberative. By understanding how these two systems shape our judgments and decisions, we better guard against many common errors of decision-making that lead us astray.

*Discussion led by Stuart Vyse.*

## Designing Writing Assignments: The Power of Scaffolding

Wednesday 23<sup>rd</sup> May: 1:30 PM to 3:30 PM, lunch served at 12:30 PM

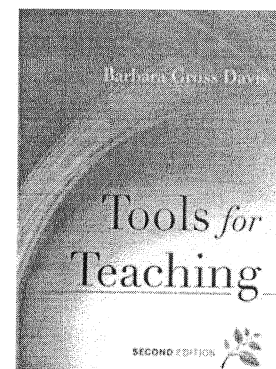
Sometimes we don't get the essays we want *not* because our students don't know how to write, but because they haven't understood what we are asking them to do. This workshop will propose strategies for designing writing assignments that clearly identify both the intellectual tasks and the writing skills that will be necessary to complete the assignment. Further, we'll talk about how assignments can be meaningfully sequenced so that they help students make the progression from simpler tasks to more complex ones. *Led by Steve Shoemaker, with Jason Nier & Julie Rivkin.* Co-sponsored by The Writing Center.

**Tools for Teaching 2<sup>nd</sup> edition (2009)** by Barbara Gross Davis

Thursday 24<sup>th</sup> May: 9 AM to 10:45 AM, breakfast served at 8:30 AM

Are you looking for new ideas to make your classes more effective, more fun to teach, and more engaging for your students with minimal investment of your time? The updated edition of this best-selling book on teaching covers a wide range of topics in an easy, accessible style, full of practical, creative ideas and effective strategies to use in your classes. Geared toward faculty in any discipline, this book is designed to be used by faculty at any stage in their career. The book is useful not only for new ideas, but for reinforcing pedagogies that we already know but often forget. Gross Davis touches upon topics ranging from student motivation to alternatives and supplements to lectures and discussions, from teaching today's students to teaching outside the classroom. In this reading group, we will focus on selected sections of the book for discussion.

*Discussion led by Anne Bernhard & Michael Reder.*



## The Myths & Realities of Multitasking and How It Affects Student Performance

Thursday 24<sup>th</sup> May: 11 AM to 12:30 PM, lunch served at 12:30 PM

Can some people really function efficiently while attempting to consume more than one item or stream of media content at a time? Do multitaskers process information differently than non-multitaskers? Is there a limit to the number of simultaneous streams of media information an individual can process? These questions are especially relevant when considering the education of digital natives of the I-generation. This and other research will serve as an introduction for a discussion of how to deal with today's multitasking student in the classroom and how to prepare them for a rapidly changing, digital work environment.

*Discussion led by Joe Schroeder.*

## Go Paperless: Online Assignment Submission through Moodle

Thursday 24<sup>th</sup> May: 11 AM to 12:30 PM, lunch served at 12:30 PM

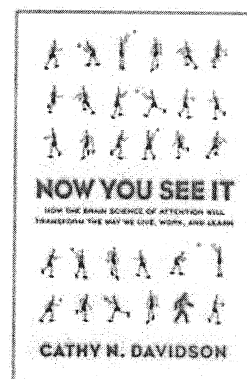
Moodle's Assignment activity creates electronic dropbox functionality directly in your course's Moodle site. At this hands-on workshop, you will learn how to set up an Assignment in Moodle, collect your student's submissions, grade those submissions and provide feedback to students. You will learn how the Assignment activity ties into the gradebook and how the Moodle gradebook can be used to calculate student grades. Best practices for setting up online assignments and examples of successful uses of the Assignment activity by College faculty will be discussed. *Co-sponsored by Information Services.*

## Now You See It: How the Brain Science of Attention Will Transform the Way We Live, Work, and Learn (2011)

by Cathy N. Davidson

Thursday 24<sup>th</sup> May: 1:30 PM to 3:30 PM, lunch served at 12:30 PM

Davidson, a literary scholar who has also written extensively about the ways in which technology impacts our world, examines how our current educational system prepares people to fulfill jobs where they arrive on time and perform specific tasks in coordination with other workers—a notion that is now out of step not only with much of the work in the 21<sup>st</sup> century, but also with current research on the brain. Named one of the “top ten” science books in 2011 by *Publishers Weekly*, this best-selling work explores how the schools of the future might be structured to best realize people's individual potentials. *Discussion led by Simon Feldman & Joe Schroeder.*



## Corporate, Foundation & Government Relations Lesson Plan: Approaching Grant Writing

Thursday 24<sup>th</sup> May: 1:30 PM to 3:30 PM, lunch served at 12:30 PM

Writing a grant can be challenging and time consuming. When it's all said and done, the average 3-5 page proposal is reviewed in 30 minutes or less. This interactive session for beginner to experienced grant seekers includes a brief writing exercise and participation with colleagues on how to approach grant writing to concisely convey your sponsored research needs to funders. We will cover the points to address in writing a proposal, and you will leave with tips from CFGR, granting organizations, and suggestions from your colleagues. Be prepared to get writing! *Co-sponsored by Corporate, Foundation & Government Relations.*

**All faculty, administrators, and staff that support student learning are welcome. If you would like to participate in one or more of these workshops or discussions, please RSVP by Friday, May 11<sup>th</sup> to Michael at [redner@conncoll.edu](mailto:redner@conncoll.edu) and list the events you would like to attend.**