

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

## Talking Teaching Fall 2009

### **“The Exquisite Oral Essay”:** Lectures that Teach and Learn

Friday, 25 September 2009, from 11:50 AM to 2 PM

*How do you make use of lectures to foster learning?*

Lectures may energize or encourage reflection, be delivered by a single voice or through interaction, reveal creative alternatives or present a single point of view with great clarity. How can you blend these and other possibilities to create an effective lecture? What are the definitions of an effective lecture? What can you do to save yourself when your carefully designed lecture proves ineffective? How do you use lectures to encourage students to prepare for class, to invest in concepts and ideas during the class session, and to think actively about course material after class?

### **Teaching with Technologies I: PowerPoint**

Friday, 2 October 2009, from 8:30 AM to 10 AM

*Are you using PowerPoint? Or is PowerPoint using you?*

PowerPoint is one of the most frequently used presentation applications, easily mastered and seemingly adaptable to a variety of settings. But PowerPoint comes with a price: It is highly linear, tightly organized, and often presents arguments as bulleted alternatives. Is this kind of clarity best suited to teaching-and-learning in your classroom? What do you gain or lose by relying on PowerPoint presentations in your classroom? What do your students gain or lose? How can we think more critically about the technologies we use in our courses?

### **First Year Seminars**

Choose between two times:

Wednesday, 14 October 2009, from 11:50 AM to 2 PM

Friday, 23 October 2009, from 8:30 AM to 10 AM

*How are they going?*

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

*-please turn over-*

### **CC: Challenge and Curiosity in Teaching**

Wednesday, 4 November 2009, from 11:50 AM to 2 PM

*How can we stimulate students' intellectual curiosity and challenge all students in our classes, especially when students have different levels of preparation and different interests?*

Come share your views on how to achieve this goal, while discussing the report and recommendations of the Faculty Working Group on Academic Challenge. How does faculty engagement with students outside the classroom, the intellectual climate in the residence halls, and the broader presentation of the College impact this issue of

academic challenge? Recent data from the Wabash National Study indicate that students' perceptions of intellectual challenge and academic rigor are surprisingly low at Connecticut College. What are your experiences, as you assess teaching-and-learning in your classrooms, office hours, and more informal conversations? How have you responded to student evaluations of their workload and your grading? What is a rigorous course? How might the faculty and the College strengthen its commitment to intellectual growth and development among our students? *Co-sponsored by the Faculty Working Group on Academic Challenge.*

### **When Intent is Irrelevant: “Microaggressions” in the Classroom**

Friday, 6 November 2009, from 8:30 AM to 10 AM

*As a teacher, how do you respond to a student who is suffering in your classroom, especially when there is no intent to cause pain?*

“How long have you been here?” “You are so articulate.” “Your comments are so forceful.” These and other statements may be intended as expressions of friendly curiosity or support, but they can be heard as prejudiced challenges. How can you respond to these ambiguities in your classroom? How can you counter an unwitting attack, and support both the misguided and the injured student? How can we facilitate teaching-and-learning about controversial topics without being too lax or too proscriptive?

### **Representing Your Teaching in Tenure and Promotion Files**

Friday, 13 November 2009, from 11:50 AM to 2 PM

*How do you present your teaching to someone who has never been in your classroom? Syllabi, assignments, examples, technological innovations, peer evaluations, and student evaluations are just some of the documents that can provide insight to your teaching. Are you providing the kinds of materials that will help other faculty, especially those in very different disciplines, understand your priorities and goals as a teacher? How can you best communicate your values, commitments, and achievements in the classroom? How are you trying to do so? Come discuss different strategies for compiling a comprehensible teaching portfolio. *Co-sponsored by the Faculty Steering and Conference Committee.**