

January Institute on Teaching and Learning

January 14-18, 2019

The Center for Learning and Teaching, in collaboration with Academic Technology and Consulting, Arctic Museum, Art Museum, Dean for Academic Affairs, Library, and McKeen Center for the Common Good, is offering a series of workshops for faculty and staff. You are invited to attend lunch any day you are attending at least one workshop that day. Lunch is assumed for the Wednesday Intentional Pedagogy Workshop.

Register: <https://tinyurl.com/JanInstitute2019>

- Monday, Jan 14** *Lunch in Lancaster Lounge*
- 10:00-12:00** **Creating a Visual Syllabus** (M. Dunn)
THRIVE, Banister Hall 109
- 1:00-3:00** **Teaching for the Common Good** (T. Ancona, S. Seames)
McKeen Center Common Room, Banister
- Tuesday, Jan 15** *Lunch in the Center for Learning and Teaching, Kanbar 102*
- 9:30-11:30** **Teaching Intro Classes** (K. Byrnes)
Kanbar 109
- 1:00-2:30** **Designing Writing Assignments** (M. McCarroll)
Kanbar 109
- Wednesday, Jan 16** *Lunch in Lancaster Lounge*
- 9:00-2:00** **Intentional Pedagogy** (R. Beane & K. Byrnes) (co-sponsored by Dean for Academic Affairs)
Lancaster Lounge
- Thursday, Jan 17** *Lunch in Nixon Room, H-L Library*
- 9:00-12:30** **Teaching with Objects** (S. Burrus, K. Donlan, G. LeMoine, & M. Van Der Steenhoven)
Zuckert Seminar Room, Museum of Art (will move to Nixon Room, H-L Library)
- 1:30-3:00** **Designing, Planning, and Supporting Research** (K. Jung, B. Hoppe & B. Levergood)
Nixon Room, H-L Library
- Friday, Jan 18** *Lunch in the Center for Learning and Teaching, Kanbar 102*
- 10:00-12:00** **What is a p value anyway?** (E. Gaze)
Kanbar 101
- 1:00-3:00** **Using Blackboard to Engage Your Students** (J. Snow)
Kanbar 101

Workshop Descriptions

Creating a Visual Syllabus (M. Dunn)

This workshop is an opportunity to think differently about the form and purpose of the syllabus. Using visual mapping and design thinking, we'll undertake the challenge of creating a visual framework that conveys to students the structure, coherence and flow of an entire course, including interconnected themes, ideas, questions and assignments. Note: you do not need to be an artist or a "good drawer" take up this challenge!

Teaching for the Common Good (T. Ancona, S. Seames)

The McKean Center will lead a discussion on the benefits of community engaged teaching and what resources can be provided for faculty who include community engagement in their courses. We will share the experiences of faculty from across a variety of disciplines and provide time for workshop attendees to brainstorm ideas for community-engaged work in their disciplines.

Teaching Intro Classes (K. Byrnes)

We will discuss how to: optimize student learning, design effective assessments, provide appropriate, productive struggle, and engage students in introductory classes.

Designing Writing Assignments (M. McCarroll)

A workshop designed to align your learning goals, assignment structure, and assessment of student writing. Drawn from research in the field of composition studies as well as an analysis of assignments at Bowdoin, this workshop offers a theoretical framework with practical strategies to create effective writing assignments for courses across the disciplines. A reading will be shared with participants prior to the workshop.

Intentional Pedagogy: A Workshop in Course Design and Class Structure (R. Beane & K. Byrnes)

The workshop builds from learning theory to practical steps for planning your spring and/or fall 2019 semester courses. We will start with a big picture discussion of course design including universal design for learning, backwards planning and learning goals, continue with ways to align assessments with learning goals, peer review syllabi plans or ideas, and discuss ways to structure class meetings (including the first day) and discussions to engage and support students in their learning including teaching across cultural strengths and asset-based frameworks such as validation theory. Participants will leave with concrete strategies and a printed booklet with tips and researched practices for effective pedagogy. Please bring 2 copies of your course syllabi drafts to the workshop. Drafts may be in any stage of the process.

Teaching with Objects (S. Burrus, K. Donlan, G. LeMoine, & M. Van Der Steenhoven)

Bowdoin is home to incredible collections of art, artifacts, and archival resources that offer innumerable entry points to areas of study across the curriculum. In this workshop, engage with teaching staff from the Art and Arctic museums and Special Collections & Archives to better understand the material resources available and to engage in active learning with objects. Participants will gain experience and insight into how to effectively incorporate objects into teaching and learning.

Designing, Planning, and Supporting Research Projects (K. Jung, B. Hoppe & B. Levergood)

Integrating a variety of different information sources into a research project can be challenging for novice and more capable student researchers alike. This workshop will investigate how to plan for and design research projects that guide students to the best resources to support their arguments, help them to anticipate stumbling blocks, and encourage them to approach research as an iterative process.

What is a p value anyway? (E. Gaze)

Elon Musk claims the Tesla Model S Sedan gets 93 MPGe. You drive a sample of 30 sedans and get a sample mean of 92 MPGe with a sample standard deviation of 2.7 MPGe. Is Elon a liar? How certain are you? The p-value has the dubious distinction of being the most abused and misunderstood statistic of all time. Yet read any scientific research article and you will find p-values everywhere. This workshop is for anyone who wants to refresh their basic statistical knowledge or for the curious wishing to know what all the fuss is about. As an added bonus we will use Excel to perform basic statistical tests, no need for expensive packages like SPSS or intimidating command line driven packages like R.

Using Blackboard to Engage Your Students (J. Snow)

This workshop will introduce ways to use Blackboard to engage students inside and outside the classroom. Come and learn tips to add content to your course and utilize Blackboard's built-in interactive components, including private journals, blogs, and wikis, and learn how to embed content, such as maps and video clips. Using Blackboard to share applicable course materials keeps your students in one place, focused on the content, and engaged in the course.