

Teaching Times

BALDWIN CENTER FOR LEARNING & TEACHING

<https://www.bowdoin.edu/baldwin-center>



OCTOBER 30, 2020

In this issue...

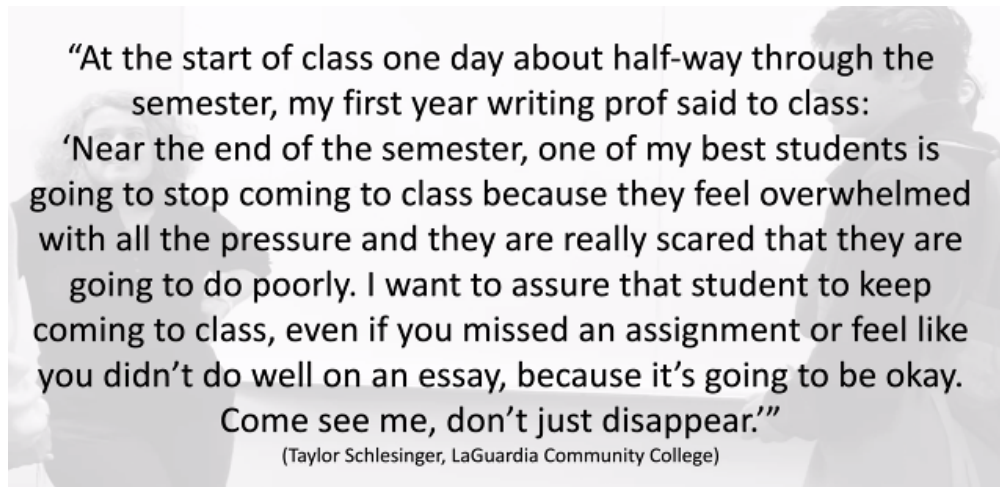
- Building a Caring Community for Students in Distress by Roland Mendiola
- Announcements (p 1)
- Upcoming Faculty Development (pp 2-4)
- Reflective Teaching Opportunities (p 5)
- Baldwin CLT Programs and People (p 6)

This Week:

- View the presentation by Roland Mendiola, Director of Student Counseling - [Building Caring Community for Students in Distress](#) from Wednesday's faculty meeting (Prezi presentation)
<https://prezi.com/view/m3jBGSQCA6jqliWQuEhS/>

<https://www.bowdoin.edu/counseling/resources/videos-mental-health-conversations-at-bowdoin/index.html>
- Do 1 action for yourself and 1 action for your students to create more ease in your lives.
 - Eliminate an assignment, a reading, a meeting.
 - Create screen-free, down time.
 - Get outside. Move your body. Dance. Make something with your hands.
 - Sleep, drink water, eat nourishing food.
 - Talk to a friend or someone you love.
 - Say no to something so you can say yes to something else.
- Create and clearly communicate your intentional plan for classes next week to address or not address the election. (See attached for additional resources)
<https://blogs.uoregon.edu/keepeteaching/2020/10/20/teaching-and-the-election/>

Consider:



Announcements:

Writing Assistant Applications due November 1

<http://www.bowdoin.edu/writing-project/writing-assistants>

The Writing Project is seeking first-year students, sophomores, and juniors who read critically, write with clarity and complexity, and engage constructively with other students. Successful candidates will take a course on the theory and practice of teaching writing in the spring of 2021 and will be paid for their work in subsequent semesters. It serves the community well to identify potential Writing Assistants with a range of educational, cultural, and language experience.

Ladd Fund for Community-Engaged Learning (McKeen Center)

<https://www.bowdoin.edu/mckeen-center/academic-connections/ladd-fund/index.html>

The Ladd Fund supports students who will partner with community or government-related organizations in engaged scholarship through independent studies, honors projects or other academic-base experiences. Students can apply for up to \$500 in funding for travel and other per diem expenses, supplies, small honorariums to participating organizations, etc.

Upcoming Faculty Development Opportunities

** Theater and Dance will be bringing Nicole Brewer, founder of Conscientious Theatre Training and leader in anti-racist theater practices for a 3 hour Zoom workshop on **Monday, February 1, 2021, from 1-4pm**. (This is the Monday before classes begin for the spring semester.)

Nicole's work comes highly recommended. I feel excitement and hope as I anticipate our time with her. I'm writing today to share the invitation. While this is a theater-based workshop, its practical nature makes it applicable to any discipline, and it is open to all with Nicole's blessing. Perhaps you or other faculty members in your department would like to join us?

You can read more about Nicole's work [here](#). We can expect the following from this workshop:

- How to create and hone a commitment to anti-racism
- How to write a living ethos for anti-racist theater, with time to craft a personal, living ethos that suits our classrooms
- Discussion around the necessity for and distinction between
 - harm reduction,
 - harm prevention, and
 - relationship repair in theater settings

Please consider yourselves warmly welcome if you'd like to attend. **Kindly RSVP to Abbie Killeen by November 3 if you or others in your department or program plan on joining.**

Announcing The Fusion Course Fall & Winter Sessions with Waived Registration for New England Faculty

Maine Campus Compact, in partnership with Campus Compact for New Hampshire and Campus Compact for Southern New England, will lead a New England-wide initiative offering enhanced online teaching support as part of the [Fusion Course](#) program. **The course and additional support will be offered free of charge for many faculty members in New England, based on availability.**

<https://events.compact.org/fusion-fall20>

Elements of the New England Fusion Project include:

- A 2-3 week Fusion curriculum/course that trains faculty in incorporating community-engaged education into online courses with a special introductory welcome session .
- A series of 5 thematic workshop webinars (1.5 hours each) focused on topics such as engaging students in online settings and how to integrate community partnerships into online classes.
- Virtual drop-in office hours for faculty who need added support with engaged online teaching.
- A cross campus peer-to-peer resource hub for New England campuses and faculty.

Courses include a hybrid of live sessions and outside coursework. We have three different course sessions coming up (check out [our website](#) for specifics on live sessions):

- Option 1: October 27 - November 13, 2020
- Option 2: December 1 - December 18, 2020
- Option 3: January 4 - January 15, 2021

Fostering Student Success Through Equity-Minded Peer Tutoring (AAC&U) Nov 2, 2-3pm

Register: https://secure.aacu.org/iMIS/AACUR/Events/Event_Display.aspx?EventKey=WEB201102

Do peer tutoring and other educationally purposeful peer interactions, or EPPIs, (a term coined by George Kuh) have the same benefits for students as more widely recognized high-impact practices? This webinar will introduce the EPPI concept, and panelists will discuss ongoing research on the potential of EPPIs to promote equity and student success, especially in a virtual world.

There will be time for Q&A during the webinar. Please send all webinar inquiries to webinars@aacu.org. The webinar will be recorded, and the recording will be available online.

Blackboard Digital Symposium

November 5, 2020, 12-6pm

<https://go.blackboard.com/digital-teaching-symposium>

Following the spring's emergency shift to remote instruction, we noticed faculty remediating their courses using digital tools like never before. With this next generation of online courses now well underway, let's come together to share lessons learned and best practices. Faculty across the country will take the virtual stage, highlighting what's working—and what's not—in their digital teaching practice. Tune in to hear their stories, ask questions and network. This virtual event is free. Come together to network, collaborate and learn from other instructors at the Digital Teaching Symposium.

Writer as Reader Virtual Workshop (Bard College)

November 6, 2020

Standard Online Tuition: \$475

<http://writingandthinking.org/programs/november/>

FMI: Meredith McCarroll (mccarro@bowdoin.edu)

Bard College IWT's annual Writer as Reader Workshops are planned with the texts faculty regularly teach in mind, and with the overarching goal of modeling collaborative strategies that foster student engagement (both online and in person). Each workshop focuses on a specific text (novels, poetry, nonfiction, historical documents, STEM texts, and other media), inviting participants to read closely and critically, find unexpected connections to other texts, and discover new ways to use writing in classrooms across disciplines.

OLC Accelerate Virtual Conference

November 9-16

If interested contact Stephen Houser (houser@bowdoin.edu)

<https://onlinelearningconsortium.org/attend-2020/accelerate/>

Collectively one of the largest and most impactful gatherings of the online learning community (425 sessions), the OLC Accelerate (virtual) conference emphasizes the most innovative and impactful research and effective practices in the field of online, blended, and digital learning. Supporting administrators, designers, and educators alike, this conference offers thousands of attendees a comprehensive list of sessions and activities tailored to addressing the challenges and goals of our entire community.

Reflective Teaching Opportunities (more information on Blackboard-Teaching Resources for Faculty)

- A. Blackboard Course Feedback Questionnaire (**available until October 30**)
 - a. 5 question survey for students

- B. Course calibrations: Mediated Student Feedback with Katie Byrnes
 - a. Katie meets with your class for 15-20 minutes and presents their course feedback confidentially to the instructor.

- C. Teaching Triangle
 - a. http://bit.ly/TeachingTriangle_F20
 - b. The three teachers in a triangle agree to visit one class session of each participant over the course of a semester and meet to discuss what they learn from their visits about their own teaching. The goal is to create a respectful, reciprocal, reflective dialogue on teaching and learning.

- D. Teaching Mirror
 - a. Faculty, at any time, can request a colleague to serve as a mirror for their teaching practices. The observer simply objectively reflects back what is observed without judgment.

****For resources to aid you in making productive use of student feedback, see the section “Course Feedback” on the Teaching Resources for Faculty page on Blackboard.****

The Baldwin Center for Learning and Teaching

The Baldwin Center promotes *intentional, equitable, and effective* learning and teaching environments. We are committed to inclusive excellence and to helping all students, faculty, and staff grow as learners and teachers. The programs housed in Kanbar 102 serve as a location for discussions, tutoring, mentoring, and advising. Tutoring, mentoring and writing assistance occur Sunday-Thursday nights 6-10pm and other day hours. Students may schedule appointments at: www.bowdoin.edu/baldwin-center, drop in for peer-to-peer support or make an appointment directly with Baldwin CLT Staff listed below. Faculty may make an appointment for a consultation directly with staff.

ACADEMIC MENTORING & COACHING (AMC)

Tina Chong, Assistant Director, 102F Kanbar, 207-721-4274 cchong2@bowdoin.edu

Tina consults individually with students to strategize plans and schedules, develop techniques for acquiring new knowledge and skills, and manage their workload while maintaining health and well-being. [Make an appointment here!](#)

ACADEMIC COMMUNICATON FOR MULTILINGUAL SPEAKERS (ACMS)

Lisa Flanagan, Associate Director, 102B Kanbar 207-725-3056 lflanag2@bowdoin.edu

Students, faculty, and staff who are multi-lingual or who have parents who are non-native speakers of English may work with EMS Advisor Lisa Flanagan. They may seek help with understanding assignments and reading strategies, grammar, outlining, revising, editing, and the conventions of scholarly writing.

QUANTITATIVE REASONING (QR)

Eric Gaze, Director, 301 Kanbar 207-725-3135 egaze@bowdoin.edu

Provides support to students in understanding and using numerical information. Peer tutors lead study groups and individual tutorials for students in quantitative courses. Supports faculty in the design and analysis of quantitative material in coursework.

WRITING AND RHETORIC (WR)

Meredith McCarroll, Director, 102E Kanbar 207-721-5056 mmccarro@bowdoin.edu

Students in any discipline may work one-on-one with a trained, peer writing assistant to improve their writing process and strengthen their writing. Writing assistants work with students in selected courses, semester partnerships, and drop-in workshops. Directs the First Year Seminar program and supports faculty incorporating writing and oral presentations in their classrooms.

FACULTY DEVELOPMENT-TEACHING

Kathryn Byrnes, Director, 102D Kanbar 207-725-5035 kbyrnes@bowdoin.edu

Provides support to faculty on course design, learning goals, syllabi, assignments, assessment, mid-course feedback, Bowdoin Course Questionnaires, challenges with students, and other aspects of teaching and student learning. Supports Baldwin Faculty Fellows program and Teaching Triangles reflection program. Organizes August, January, and May Institutes on teaching and learning. Fall 2020 Open Office hours Mondays 11am-12pm and Fridays 2-3pm. Email for Zoom link or to make an appointment.

Administrative Contacts

Kathryn Byrnes, Director 102D Kanbar 207-725-5035 kbyrnes@bowdoin.edu

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