

NEWS FROM THE CENTER FOR LEARNING AND TEACHING

Volume 2, Number 1
Fall, 2018

"I'm a very strong believer in listening and learning from others"

-- Ruth Bader Ginsburg

CLT at a Glance

The Center for Learning and Teaching (CLT) <http://www.bowdoin.edu/center-learning-teaching/> is dedicated to supporting students and faculty in their academic work. Our focus is to provide strategies and skill development in all aspects of the teaching and learning process. The CLT is comprised of three distinct programs:

- The **Baldwin Program** for Academic Development
 - Director: Kathryn Byrnes
- **Quantitative Reasoning (QR)**
 - Director: Eric Gaze
 - Assistant Director: James Broda
- **Writing and Rhetoric**, Director: Meredith McCarroll
 - The **Writing Project**, Director: Morten Hansen
 - **English for Multilingual Speakers**, Advisor: Lisa Flanagan

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Staff News

Kathleen O'Connor Retires, Interim Writing Project Director Hired

After 31 years at Bowdoin, Kathleen O'Connor hung up her Writing Project Director hat and retired to spend time with family, gardening, travels and adventures yet to be discovered. Many faculty, staff, students and alums gave her hearty congratulations and a happy sendoff in June!

We are very happy to welcome Morten Hansen to the CLT team as our interim director of the Writing Project. In addition to taking the reins from Kathleen he is teaching ENG 2550, Modern and Contemporary Literature.



OPEN HOUSE

Tuesday, September 25

8:30-9:30 AM Kanbar 102

Come meet the CLT staff and learn about what we offer the Bowdoin community

Faculty Support

The CLT <http://www.bowdoin.edu/center-learning-teaching/> offers the following services to faculty, which are listed in greater detail for each respective program. Please contact Program Directors for further information.

- Individual Consultations
- Classroom Observations
- In Class Mini-Lessons
- Workshops
- Book Groups
- Faculty Learning Communities
- Course Calibrations: Mediated Student Feedback
- Facilitated Department Conversations on Learning and Teaching
- Summer Working Groups

Teaching Triangles

The **Teaching Triangles** program provide faculty an opportunity to gain new insight into their teaching and students' learning through a non-evaluative, formative process of reciprocal classroom visits and reflection. The three teachers in a triangle agree to visit one another's classes over the course of a semester and meet to discuss what they learn from their visits. The goal is to create a respectful, reciprocal, reflective dialogue on teaching and learning. FMI Kathryn Byrnes, kbyrnes@bowdoin.edu

CLT Faculty Fellows

A yearlong initiative to immerse faculty in reflective practice on teaching and learning to enhance diverse and inclusive learning environments for students. Through monthly meetings, workshops, a summer institute at the end of May, and funding for teaching innovation, a select group of faculty will reconsider course goals, discuss and research challenges to student learning, and design one course modification for a fall 2018 course. FMI Kathryn Byrnes, kbyrnes@bowdoin.edu

Student Support

This is a brief description of the services offered for students, more detail found in the respective program listings.

- The **Baldwin Program** for Academic Development
 - The Director, Kathryn Byrnes, and peer mentors provide general academic support and mentoring.
- **Quantitative Reasoning (QR)**
 - Peer tutoring in quantitative coursework.
- **Writing and Rhetoric**

The **Writing Project**:

 - Peer writing assistants

English for Multilingual Speakers (EMS)

 - The Advisor, Lisa Flanagan, works one-on-one with EMS students.

EVENINGS AND FRIDAY CLT/KANBAR 102 HOURS

*Drop in or make appointment at
www.bowdoin.edu/center-learning-teaching*

Q-Tutoring Drop-in Hours for
MATH/ECON/BIOL/CHEM and Statistics lab support
7-10 PM, Sunday-Thursday

Writing Assistant Conferences
6-10 PM, Sunday-Thursday
11-3 PM, Friday

Baldwin Mentor Drop-in Hours
6-10 PM Sunday-Thursday
11-3 PM, Friday



CLT Events: For Students

CLT Open House (Open to All)

Tuesday, September 25, 2018, 8:30-9:30 AM, Kanbar 102

Come learn about what we offer the Bowdoin Community!

Student Workshops Fall 2018

September 24, 4:30-5:30 (Kanbar 102)

“Reading Strategies for College” with Anne Lamppa (Student Accessibility)

September 26, 7:15-8:30 (Kanbar 107)

“Introduction to Visual Notetaking” with Marsha Dunn (Graphic Facilitator)

September 28, 12:30-1:30 (Kanbar 102)

“Avoiding Common Grammar Mistakes” with Lisa Flanagan (English for Multilingual Speakers)

October 1, 1-2 (Research Lab, H-L Library)

“Search & Destroy” with Beth Hoppe (Library)

October 2, 1:00 (ECR, basement of H-L Library)

EndNote for Mac with Karen Jung (Library)

October 3, 12:30-1:30 (Kanbar 102)

“Avoiding Common Grammar Mistakes” with Lisa Flanagan (English for Multilingual Speakers)

October 3, 3:00 (ECR, basement of H-L Library)

EndNote for PC with Karen Jung (Library)

October 3, 6-7 (Meet at Kanbar 102)

“Walking Tour of Campus Study Spots” with Aziza and Sean (Baldwin Mentors)

October 4, 4:15-5:15 (Kanbar 102)

“Beginning the Writing Process” with Katie and Julianna (Writing Assistants)

October 10, 3-4 (Research Lab, H-L Library)

“The Introduction to the Library Scavenger Hunt” with Beth Hoppe (Library)

October 11, 4:30-5:30 (Kanbar 102)

“Reading Strategies for College” with Anne Lamppa (Student Accessibility)

October 11, 8-9 (Buck 301, Yoga Studio)

“Sleep Workshop” with Melissa Quinby (Student Wellness)

October 22, 8-9 (Kanbar 102)

“Time Management as Life Management” with Jacob and Patrick (Baldwin Mentors)

October 23, 7-8 (Kanbar 102)

“Writing with Topic Sentences” with Ivy and Maia (Writing Assistants)

October 25, 4:15-5:15 (Kanbar 102)

“Beginning the Writing Process” with Katie and Julianna (Writing Assistants)

October 26, 4-5 (Kanbar 102)

“Editing and Revising” with Melissa & Dakota (Writing Assistants)

November TBD

“Mindful Learning” with Susannah and Jared (Baldwin Mentors)

November 20, 7-8 (Kanbar 102)

“Writing with Topic Sentences” with Ivy and Maia (Writing Assistants)

December 2, 8:30-9:30 PM (Kanbar 102)

“Preparing for Finals” with Melissa (Writing Assistant) & Kyle (Baldwin Mentor)

The Baldwin Program

About Baldwin

The Baldwin Program for Academic Development works to support and enhance inclusive excellence at Bowdoin College. Students receive mentorship and skill development in executive functions such as: planning, time management, effective study habits, and innovative learning strategies. Students also have access to support transitioning to and balancing the academic and social-emotional demands of college life. Faculty and staff learn about, research, and collaboratively design innovative courses and assessment strategies and culturally responsive and inclusive pedagogy through individual consultations, workshops, classroom observations, mediated student feedback, seminars, and facilitated discussions with the Baldwin Program Director.



Meet the Director: Kathryn Byrnes

Kathryn Byrnes directs the Baldwin Program for Academic Development. Kathryn received her PhD in Education from the

University of Colorado at Boulder and is the former Board President of the Mindfulness in Education Network (MiEN). She taught Education, Mindfulness and Psychology courses at Lesley University, Bowdoin College, the University of Colorado at Boulder, and Colorado College and has facilitated faculty development workshops online and in person across the United States. Her research focuses on contemplative pedagogy, theory, and practice in higher education, and has been published in several journals and edited books.

Services for Students

- Individual meetings with the Director
- “Cave Days” (facilitated working spaces to enhance productivity & reduce procrastination)
- Semester-Long Weekly Meetings with an Academic Mentor
- Small Learning Community Discussions with an Academic Mentor or Baldwin Director (By Request)

Services for Faculty & Staff

- Classroom Observations
- Faculty Fellows program
- Teaching Triangle program
- Course calibrations: Mediated Student Feedback
- Department Conversations on Learning & Teaching
- In Class Mini-Lessons
- Individual Consultations on:
 - Syllabi, Course Design, Assessments, Inclusive Pedagogy, Instructional Design, Culturally Responsive Teaching, Challenging Moments, Evaluations
- Regularly Scheduled Teaching Lunches
- Afternoon Workshops on Learning

*New faculty
workshop,
August 2018*





CLT Events: Faculty/Staff

CLT Open House (open to all)

September 25, 8:30-9:30 a.m. Kanbar 102
Come learn about what we offer the Bowdoin Community.

CLT Book Group: *Small Teaching*

For more details, please see Katie Byrnes' email to the all faculty list on Sept. 20 with subject line, "Teaching Times". The Center for Learning and Teaching (CLT) invites faculty to join us for a book group, reading James Lang's (2016) *Small Teaching: Everyday Lessons from the Science of Learning*. The group will meet 3 times: Mondays October 15, November 12, Thurs. December 6. Free book available for 3 meeting commitment! FMI Katie Byrnes kbyrnes@bowdoin.edu

Small Teaching Hacks

In collaboration with the Library an Academic Technology and Consulting (ATC), the CLT is offering a series of workshops exploring how one small teaching tip can be implemented across Bowdoin classrooms. Attend any or all! Email kbyrnes@bowdoin.edu for signup link

- Thursday, Oct 11 8:30-9:30 AM, **Assessing for Learning: Hacking the First and Final Minutes of Class**
- Thursday, Nov 8, 8:30-9:30 AM, **Designing a Social Classroom: Hacking Groupwork with Technological Tools**
Thursday, Nov 29, 8:30-9:30 AM, **Inspiring and Motivating Students: Hacking Storytelling and Affective Learning**

Baldwin Workshops for Faculty

FMI Kathryn Byrnes, kbyrnes@bowdoin.edu

- September 28, 1:30-3 PM, **Single Frame Visual Syllabus** with Marsha Dunn, graphic facilitator, Kanbar 109. Register: email kbyrnes for link
- Friday, October 26, 9-11:30 AM, **Fostering Student Success: with Dr. Laura Rendón**, 30 College St. Register: tdonovan@bowdoin.edu (limited to 40 participants)

Faculty Workshops in Writing and Rhetoric

Open to all interested faculty. FMI Meredith McCarroll, mmcarro@bowdoin.edu

- Friday, October 5, 11:45-1 PM **Teaching Close Reading**
What do we do when students "do the reading," but fail to grasp the concepts? A workshop designed to help you guide students through reading for your course. Thorne-Pinette Dining Room
- Wednesday, November 7, 11:45-1 PM **Writing with Sources (and Avoiding Plagiarism)**
Provides some direct and simple exercises and assignments that will empower your students to approach writing with sources actively. They will be able to avoid plagiarism, but more importantly will gain knowledge about using sources. Thorne-Pinette
- Friday, November 16, 11:45-1 PM **Oral Communication in the Classroom**
Drawing from recent scholarship on equitable learning in a speaking classroom, we will discuss ways to make good use of class time and create dynamic and measurable assignments for oral presentations. Thorne-Pinette.

Voice and Power Series Open to all interested faculty. FMI Meredith McCarroll, mmcarro@bowdoin.edu. With additional support from the English Department.

October 3, 4:30, Lara Greenfield. "**Anti-Oppression and Language Diversity: A Radical Praxis for Educators**"

October 18, 4:30, Vershawn Ashanti Young. "**Allies of Code-Meshers and Translingual Writers**"

November 1, 4:30, Akshya Saxena "**All the Englishes**"

Writing and Rhetoric Program

Communication takes many forms at Bowdoin. The support that we offer for writers and speakers is equally diverse. We understand that there are many ways to communicate, multiple approaches to teaching writing, and more than one writing process. In addition to the **Writing Project**, and individual assistance through our **English for Multilingual Speakers** program, the **Writing and Rhetoric Program** offers students and faculty resources to help facilitate more clear and effective communication.

For Students

Services provided by the Writing and Rhetoric Program include:

- Ongoing workshops
- Advising students, in coordination with academic advisors, regarding appropriate writing courses
- Individual meetings with students to establish a productive plan for effective communication (written or spoken)
- Consultations with students on Honors Projects and other ongoing projects
- Feedback and revision strategies for presentations (with option to record presentation)

For Faculty

Services provided by the Writing and Rhetoric Program include:

- Ongoing workshops
- Overall course consultation (can discuss objectives, syllabus, assignments, and general pedagogical strategies)
- Classroom Visits
- Syllabus consultation
- Assignment consultation
- Collaborative teaching around oral communication
- Collaborative teaching around written communication

Meet the Director:

Meredith McCarroll



Meredith McCarroll

mmccarro@bowdoin.edu is the Director of Writing and Rhetoric at Bowdoin College. McCarroll teaches courses in the Department of English, including Composition (English 1060), Seeing Whiteness (First-Year Seminar), and various courses on Southern Literature and Film. McCarroll directs the college's First-Year Seminar program, offering support for faculty teaching in this Writing Across the Curriculum Program. McCarroll's work on writing has appeared or is forthcoming in *Praxis*; *WAC*, *WID*, and *the Performing Arts*. McCarroll is also actively engaged in Appalachian and Southern Literary Studies.

Book Launch

Come to the launch and discussion for Meredith McCarroll's new book, ***Unwhite: Appalachia, Race, and Film*** on Thursday, Sept. 27, 4:30 PM in Nixon Lounge, H-L Library.

The Fall 2018 Writing Assistants gathered for their fall kick-off meeting earlier this month.



The Writing Project

The Writing Project offers student writers a chance to talk through their ideas with a peer. These guided conversations help students focus, develop, organize, and refine their writing. By enriching the writing process and helping students write better, they seek also to help their peers learn and think better about their topics. While Writing Assistants are selected as excellent writers and communicators, their experience as fellow students writing papers of their own gives them a solid understanding of their peers' needs.

Students may connect with Writing Assistants by request of the instructor in a Writing Project course, in which all students go through the drafting, feedback, and revision process. They can also come to the Writing Workshop to work on their writing in any area of the curriculum and at any stage of the writing process. They can sign up for a 50-minute conference, Sunday-Thursday 6-10 and Friday 11-3 at: <http://www.bowdoin.edu/center-learning-teaching>



Meet the Director: Morten Hansen

Morten received his PhD in English Language and Literature from the University of Virginia and has been a visiting assistant professor and a postdoc at Bowdoin's English Department since 2014. His scholarship focuses on the intersections between global and American literature and culture in the twentieth and twenty-first centuries with emphases on globalization, media, and economic history. He is currently revising a book manuscript entitled *Inventing the Planet: America as Global Medium* for publication. His work has appeared or is forthcoming in *Comparative Literature* and *LIT: Literature Interpretation Theory*. As Interim Director of the Writing Project, Morten will hire, train, and supervise peer writing assistants and consult with faculty members about integrating writing assistants into their courses.

English for Multi-Lingual Speakers

The English for Multi-Lingual Speakers advisor, Lisa Flanagan, is here to lend English language support to international students and students from multilingual households. Lisa meets students individually on a regular basis to scaffold writing for college, presentation skills, sentence level grammar and any other areas they wish to improve. She lends advice about writing anything from an email to fellowship applications. She has the advantage of knowing Bowdoin students for their entire careers and feels privileged to help with both their first-year seminar papers and honors projects. Students perceive their improvement from this intensive and focused support and say it sets them up well for graduate school and the work place.

Meet the EMS Advisor: Lisa Flanagan

Lisa has been working with non-native speakers for thirty years both abroad and in the

US. Her students have ranged from Real Estate and law firms in Japan to Post doctorate fellows at Harvard, MIT and MGH, jazz students at Berklee College of Music, and new Mainers at USM. "With each individual and class I have taught I brought my background in writing and public speaking and deep understanding of the experience of being a non-native speaker living abroad. I strive to give all students the tools and confidence they need to communicate effectively and clearly in English."



The Quantitative Reasoning Program (QR)

The mission of the Quantitative Reasoning (QR) Program is to help students develop the quantitative skills required to cope with the practical demands of daily life, as well as supporting students in quantitative coursework that requires an understanding of information presented in mathematical terms. In addition the QR Program supports faculty in teaching and learning.

Student support is most immediately obvious through the peer tutoring services offered by Q-tutors who are trained by and work for the QR Program.

Q-Tutoring

- **Study Group Leaders:** These Q-tutors work closely with faculty in quantitative courses (MATH/ECON/CSCI/BIOL/CHEM/PHYS/PSYC/PHIL). A study group leader typically provides one to two sessions a week for students from the course to work together on course material. These sessions are meant to be dedicated spaces for collaborative work on course material with the study group leader facilitating the learning process.
- **Learning Assistants:** These Q-tutors are similar to study group leaders but also are expected to attend class and facilitate in-class inquiry based learning activities prepared by the faculty member.
- **Drop-in Tutoring:** Q-tutors hold hours SUN-THU nights from 7:00-10:00 PM in the Center for Learning and Teaching (CLT) Kanbar 102, providing assistance for a wide array of courses in MATH/ECON/BIOL/CHEM, and in the computer lab, Kanbar 101, supporting the various statistics courses and software packages being used.
- **Individual Tutoring:** Q-tutors provide one-on-one assistance for students in quantitative courses. These assignments are made only in consultation with the faculty member and require faculty member approval. (continued)



Meet the Director: Eric Gaze

Eric Gaze egaze@bowdoin.edu directs the Quantitative Reasoning (QR) program at Bowdoin College, is Chair of the Center for Learning and Teaching, and is a Senior Lecturer in the Mathematics Department. He is the current President of the National Numeracy Network (NNN 2013 – 2017). He has a QR textbook published with Pearson, *Thinking Quantitatively: Communicating with Numbers*, with blog

<https://thinkingquantitatively.wordpress.com/> Eric has given talks and led faculty workshops on the topics of QR Across the Curriculum, QR Assessment, and has served on review teams of QR programs. Eric was the Principal Investigator for a NSF TUES Type I grant (2012-14), Quantitative Literacy and Reasoning Assessment (QLRA) DUE 1140562, and has published articles on teaching and learning related to citizen literacy. Prior to coming to Bowdoin, Eric led the development of a Masters in Numeracy program for K-12 teachers at Alfred University as an Associate Professor of Mathematics and Education.



Meet the Assistant Director: James Broda

James is an applied mathematician and a member of the Math Climate Research Network. He is interested in haying as a management strategy for promoting biodiversity in prairie grasslands. James is currently developing a new quantitative reasoning course, *Mathematics for Sustainability*. Other projects that James has worked on include the development of an electrocardiogram application for smartphones, supply chain optimization for blood banks, and atmospheric dispersion modelling for rubber factories. James is also interested in the application of machine learning techniques to natural language processing.



QR Program, continued

QR Exam

The QR Program further supports student achievement with the administration of the QR exam taken by all first year students over the summer prior to entering Bowdoin. This Q-score is highly predictive of success in both math/science courses ($r = 0.48$ with MCSR GPA), but also first-year cumulative GPA ($r = 0.48$) and overall academic success as measured by cumulative 4-year GPA ($r = 0.39$). This Q-score is an integral component of the advising and placement process.

QR Courses

The QR Program offers courses (**MATH 1050**: Quantitative Reasoning, **ECON 1050**: Intro Micro and QR, and **DCS 1200**: Data Driven Societies) taught/co-taught either by the Director or Assistant Director that serve students looking to develop their quantitative reasoning for informed decision making. Critical thinking and problem solving are an emphasis, with the application of quantitative skills to real world scenarios requiring reasoning from evidence.

QR Across the Curriculum

The American Association of Colleges and Universities¹ (AACU) has identified quantitative literacy (QL) “as one of the few key outcomes that all students, regardless of major or academic background, should achieve during undergraduate study.” To accomplish this our students must be meaningfully exposed to QL across the curriculum as Derek Bok² urges:

“...numeracy is not something mastered in a single course. The ability to apply quantitative methods to real-world problems requires a faculty and an insight and intuition that can be developed only through repeated practice. Thus quantitative material needs to permeate the curriculum.”

Thus the QR program also supports faculty in **developing course materials** that incorporate quantitative reasoning (QR) and argumentation.

The text *Mathematics and Democracy*³ lays out the rationale for such an initiative:

¹ End Notes, page 10

Q-Support for Faculty & Students

• In Class Mini-Lessons

- o Working with Data
- o Spreadsheet Basics
- o Running Statistical Tests

• Class observations

• Workshops

- o The Numbers Game
- o QR and STEM
- o STEM Study Strategies
- o Graphing Gumbo

• Summer Working Groups

Rhetorical Numbers: A Workshop for Quantitative Writing and Argumentation

A workshop with faculty engaging in activities to address:

- o What is quantitative literacy?
- o How do we create writing assignments and in class activities that systematically develop the components of QL?
- o How can we assess quantitative writing and argumentation?

Participants included faculty from Art History, Biology, Chemistry, Classics, English, Environmental Studies, German, Government and Legal Studies, History, Religion, Sociology, and Visual Art.

“Quantitatively literate citizens need to know more than formulas and equations. They need a predisposition to look at the world through mathematical eyes, to see the benefits (and risks) of thinking quantitatively about commonplace issues, and to approach complex problems with confidence in the value of careful reasoning. Quantitative literacy empowers people by giving them the tools to think for themselves, to ask intelligent questions of experts, and to confront authority confidently. These are the skills required to thrive in the modern world.”

In our data-driven society, informed decision making and access to a “better life” are strongly linked to numeracy⁴. If we truly want to empower our students, it is imperative that we address quantitative argumentation in our courses.

Opportunities for Faculty

Numeracy Conference

Please join us **October 12-14** at Michigan State University for a **Numeracy conference**: the 14th Annual Meeting sponsored by the National Numeracy Network (NNN).

- **Quantitative Literacy Should Not be Optional**: Keynote dinner address Friday night by Gail Burrill, the President of the International Association of Statistics educators (IASE) on the importance of QL throughout the curriculum K-16.
- **Innumeracy in the lab and in the wild: A focus on the efficacy and action of subjective numeracy**: Keynote address Saturday afternoon by Ellen Peters who directs OSU's Cognitive and Affective Influences in Decision making lab.
- Facilitated discussion sessions and Papers on teaching, learning, and assessing Quantitative Reasoning (QR), Quantitative Literacy (QL) and Statistical Literacy (SL).

From Directors of QR Centers, to graduate students in math/stat education, to faculty teaching QR, statistics or statistical literacy courses, this conference will bring together people from across the country working to promote Numeracy.

Register today at our new NNN website: <http://www.nnn-us.org/2018-Meeting> .



*Faculty Fellows
workshop,
May, 2018*

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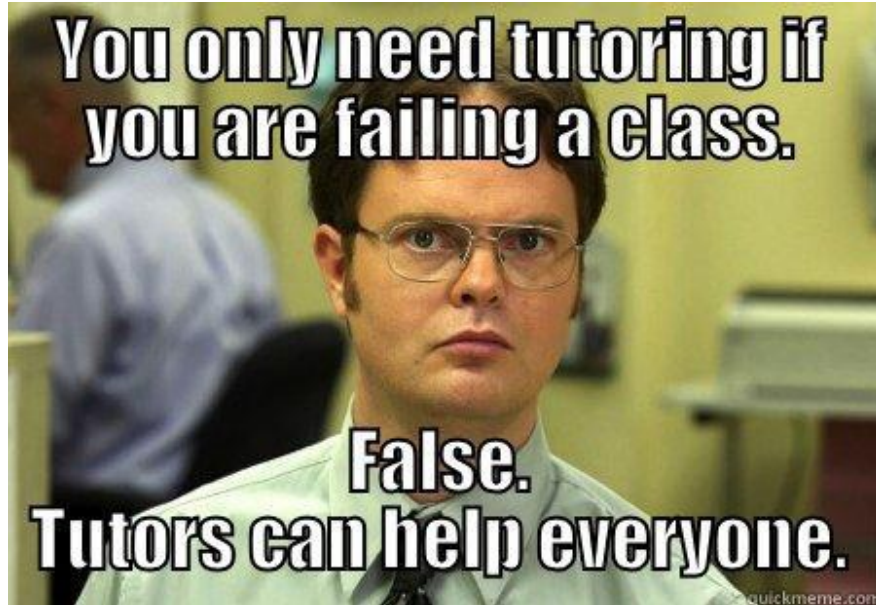
¹ Association of American of Colleges and Universities. (2005). *Liberal Education Outcomes*.

www.aacu.org/advocacy/pdfs/LEAP_Report_FINAL.pdf

² Bok, D. (2006). *Our Underachieving Colleges*. Princeton, NJ: Princeton University Press.

³ Steen, Lynn et. al. (2001) *Mathematics and Democracy: The Case for Quantitative Literacy*. National Council on Education and the Disciplines

⁴ Autor, David. (2014) *Skills, Education, and the Rise of Earnings Inequality Among the 'Other 99 Percent.'* Science



MAKE AN APPOINTMENT ↓ (or just drop in to Kanbar 102)

www.bowdoin.edu/center-learning-teaching

Writing: Sunday-Thursday 6-10 PM and Friday 11 AM-3 PM*

Make an appointment with a Writing Assistant: www.bowdoin.edu/center-learning-teaching OR Drop In

- Have a Writing Assistant review your paper at any stage of the writing process
- Students who are multilingual or have non-native English speaking parents can work with Lisa Flanagan, English for Multilingual Students Advisor, Email lflanag2@bowdoin.edu or drop in, **Tuesday-Friday 8:30-5**

Quantitative Reasoning: Sunday-Thursday 7-10 PM*

Make an appointment with a Q-Tutor: www.bowdoin.edu/center-learning-teaching OR Drop in

Receive help in:

- BIO 1101/1109
- CHEM 1101/1109/2250
- ECON 1101/1102/2555/2556
- MATH 1600/1700/1800/1750/2000
- Biostats/Econ Stats/Psych Stats/R/Stata/SPSS

Baldwin Mentoring: Sunday-Thursday 6-10 PM, Friday 11 AM-3 PM*

Make an appointment with a Mentor: www.bowdoin.edu/center-learning-teaching OR Drop in

- Have a mentor help get you organized and more productive
- Learn new skills and tools to help you manage time more efficiently

*Check online appointment calendar for exact schedules