



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



Camp Teach & Learn 2016

Tuesday, Wednesday, Thursday, & Friday

May 24, 25, 26, & 27

Once again, this year's Camp Teach & Learn will focus on the various elements of our new Connections Curriculum, helping us refine and enact a 21st century liberal arts education. The Joy Shechtman Mankoff Center for Teaching & Learning, in conjunction with the Dean of the Faculty & the Dean of the College, and partnering with over a dozen other offices and groups across campus, has created an array of workshops and discussions that focus on Connections—including our redesigned first-year seminars; our 100-level "ConnCourses"; our new Pathways; inclusivity, equity, & full participation in our classrooms and beyond; and the meaning of "global" citizenship.

The schedule also includes special events, including an all-campus Pathways "Showcase" and a special workshop on Full Participation in the Classroom with Nancy Niemi, Director of Faculty Programs at Yale University's Teaching & Learning Center. All told, there are ten different events that specifically address enacting Full Participation; five events related to languages, global engagement, and the Mellon Initiative on Global Education; as well as numerous workshops about using technology to improve student learning. Many workshops are focused on understanding, challenging, and supporting students in their critical first year.

The CTL would like to thank the many co-sponsors and contributors to this exciting week of events; without the hard work of our faculty and staff colleagues, Camp Teach & Learn would not be possible.

Whether you are interested in engaging in substantive dialogue with colleagues about the design and teaching of our Connections Curriculum or are enthusiastic about honing your skills and hearing about the latest ideas and approaches to effective teaching, you should plan to attend.

If you would like to participate in one or more of these workshops or discussions, please RSVP by Friday, May 13th to Michael at redner@conncoll.edu and list the events you would like to attend. Please write "Camp" in the subject box.

Tuesday 24 May 2016

Advising & Teaching Our New First-Year Seminars

Tuesday 24th May: 8:30 AM to 11:30 AM, breakfast served at 8 AM

This session is an opportunity to bring Fall 2016 FYS instructors and staff advisers together to discuss syllabi, course planning, and advising for the upcoming fall. FYS instructors and staff advisers from the previous fall will provide feedback on their experiences and suggestions for successful seminars, activities, and advising sessions. FYS instructors who created thematic "clusters" with other FYS instructors will also talk about their work together, and there will be time for Fall 2016 FYS instructors to brainstorm about creating new clusters for the upcoming semester. *Co-sponsored by the Office of the Dean of the College.*

Theory into Practice: How Student Development Theory Informs the First-Year Experience

Tuesday 24th May: 12:30 PM to 2:00 PM, lunch served at 11:30 AM

When we build our programs for first-year students, we need to take into account their psychosocial development and consider how that intersects with their generational lens. Institutions of higher education have been experiencing a shift in the generational culture of incoming students over the past few years. This session will explore these trends (and our own first-year data) in the context of the most recent college student development theories to illustrate the current terrain we navigate in higher education when we work with first-year students. Participants will discuss ways to collaborate with colleagues across campus on the goal of supporting, teaching, and retaining our students, from their first year through graduation.

Co-sponsored by the Division of Student Life.

Designing a Course Using Principles of Universal Design for Instruction (UDI)

Tuesday 24th May: 12:30 PM to 2:00 PM, lunch served at 11:30 AM

What does it mean to teach a universally designed course? In this discussion, facilitated by faculty participants in the 2015-16 series of workshops on UDI, we will look at ways to make our classes more accessible and inclusive. Discussants from a range of disciplines will share examples of changes they have made, or plan to make, as a result of implementing UDI principles. Participants in this session will leave with several strategies for syllabus design, classroom instruction, and assessment that promote UDI principles and Full Participation.

Co-sponsored by the Academic Resource Center.

Discussants include Phil Barnes, Andrea Lanoux, & Midge Thomas.

Creating ConnCourses

Tuesday 24th May: 12:30 PM to 3:00 PM, lunch served at 11:30 AM

A fundamental component of developing a ConnCourse is participation in a workshop with other faculty members, in which you discuss specific proposals and colleagues share valuable

feedback. Camp Teach & Learn will offer the final ConnCourse workshop of the 2015-16 academic year. If you have a proposal already developed, this session is an opportunity to get it formally approved. If you do not have a proposal but would like to see how the ConnCourse process works, you are welcome to attend and to offer feedback on colleagues' proposals. *Co-sponsored by the Office of the Dean of the College.*

Library Research Projects in First-Year Seminars

Tuesday 24th May: 2:15 PM to 3:30 PM, lunch served at 11:30 AM

What do our incoming students know about library research? How can we create FYS research assignments that effectively engage and expand their skills? Our librarians have been teaching research skills to first-year students since the beginning of the FYS program. In this session librarians will share what they know about students' attitudes and knowledge about conducting research, as well as explore strategies to enhance your FYS with interesting research projects that are consistent with your goals for your courses and your unique pedagogical style.

Co-sponsored by Information Resources & Library Research Support & Instruction.

Led by Caroline Kent; discussants include Kathy Gehring, Ashley Hanson, Emily Morash Ben Panciera, & Becky Parmer.

FYS Faculty Writing Fellows Share Teaching Strategies that Work

Tuesday 24th May: 2:15 PM to 3:30 PM, lunch served at 11:30 AM

FYS Faculty Writing Fellows all have strong experience teaching writing to first-year students, and they have all worked with FYS faculty partners on issues such as designing assignments, sequencing the semester, responding to student essays, and making use of class time to discuss writing. In this workshop, FYS Fellows will share strategies for the teaching of writing that are particularly well suited to the first-year seminar. *Co-sponsored by the Writing Center.*

Discussants include Lindsey Harlan, Heidi Henderson, & Michael Reder.

Community Partnerships & Full Participation

Tuesday 24th May: 2:15 PM to 3:30 PM, lunch served at 11:30 AM

The goal of this session is to outline the characteristics of reciprocal community partnerships and effective community learning courses. We will introduce community partners who will present some key priorities and describe possibilities for collaborations in areas such as education, community development, arts, and human services. Participants will receive a range of on-line resources and access to the books and journal articles housed at the Holleran Center and OVCS. The intended audience is faculty and staff teaching a community learning course and/or working on developing an off campus community learning component for a new pathway. *Co-sponsored by the Holleran Center & OVCS.*

Discussants include Jennifer Fredricks, Rebecca McCue, Tracee Reiser, and representatives from New London Public Schools, New London city government, and New London Social Services.

Wednesday 25 May 2016

Full Participation as Culture Change: A Reading Group

Wednesday 25th May: 8:30 AM to 10:30 AM, breakfast served at 8:00 AM



Full Participation is the over-arching frame for both Connections and the Strategic Plan. What do we need to do to achieve a diverse student body and to fully realize the educational benefits of diversity for all students? What research supports these efforts?

This discussion, run by members of the Full Participation Working Group, will focus on the meaning and practice of full participation. We hope to engage faculty, staff, and administrators in an institution-wide conversation about full participation and the research that supports its effectiveness in achieving the

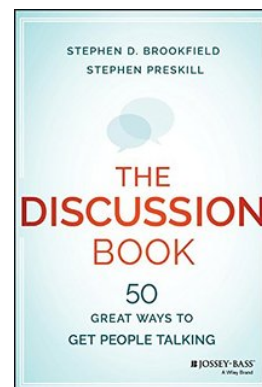
educational benefits of diversity. We will focus on the ideas in three seminal works: Susan Sturm et al's "Full Participation: Building the Architecture for Diversity and Public Engagement in Higher Education" (2011); Sylvia Hurtado et al's chapter "A Model for Diverse Learning Environments" (2011); and Jeffrey Milem et al's *Making Diversity Work on Campus*. *Facilitated and co-sponsored by the Full Participation Working Group.*

The Discussion Book: 50 Ways to Get People Talking

(Jossey-Bass, 2016) by Stephen D. Brookfield & Stephen Preskill

Wednesday 25th May: 8:30 AM to 10:30 AM, breakfast served at 8:00 AM

The authors present everything you need to know to utilize 50 distinct approaches to actively engaging students—and all learners—in discussions, both inside our classrooms and beyond. Broken into ten different categories (e.g., techniques to start a discussion with new groups, to promote questions, to foster active listening, for text-based discussions, to get participants out of their comfort zones), each technique includes information such as the "purposes" of the discussion, how it works, where & when it works well, what users of this technique appreciate, and what to watch out for. Participants will be assigned a small number of specific techniques with which to become familiar, allowing everyone to make a specific contribution to this session. 246 pages.



Discussion led by Anne Bernhard & Emily Morash.

Teaching through a Different Lens: Incorporating FLAC (Foreign Languages Across the Curriculum) Sections into Your Courses

Wednesday 25th May: 8:30 AM to 10:30 AM, breakfast served at 8:00 AM

Led by the Director of the Language and Culture Center and veteran FLAC instructors, in this session we will discuss possibilities for expanding disciplinary study by offering content sections

in languages other than English. Activities will include the examination of syllabi from recent FLAC sections in Anthropology, Biology, Environmental Studies, Gender and Women's Studies, Government, History, and first-year seminars.

All faculty and staff are welcome to participate, and faculty in the arts and sciences are especially encouraged to attend. (*Note: Thanks to recent changes in FLAC policies and practices, FLAC sections may be offered by instructors other than those teaching the "parent" course. In other words, even if you are not fluent in a second language, you may add a FLAC section to your course to shed new light on course content for students with knowledge of languages other than English.*)

Co-sponsored by the Language & Culture Center and the Mellon Initiative on Global Education.

Discussants include Amy Dooling, Eileen Kane, Andrea Lanoux, Laura Little, & Karolin Machtans.

Meeting the Needs of Underrepresented Students at Conn: A Conversation with Student Counseling Services

Wednesday 25th May: 10:45 AM to 12:30 PM, lunch served at 12:30 PM

This session will address methods of supporting underserved and underrepresented Connecticut College students both in and outside of the classroom. We will discuss factors that impact the learning and living experience of students of color, first generation college students, LGBTQ-identified students, and other students with experiences and/or other aspects of identity that are often pushed into societal margins. We will identify strategies for facilitating the mental health and well-being of these students. Importantly, you will have the opportunity to share and discuss your own experiences supporting our students.

This session will be facilitated by Dr. Bryana White, Multicultural Counseling Specialist in Student Counseling Services.

Improving Quality and Saving Time: Scaffolding Techniques for Digital Assignments from the Technology Fellows

Wednesday 25th May: 10:45 AM to 12:30 PM, lunch served at 12:30 PM

Scaffolding is a pedagogical strategy in which instructional supports are provided to students as needed early in learning, then gradually removed as students develop proficiency. Over the past three years, Technology Fellows have learned that creating scaffolded assignments is critical for technology-enhanced assignments. In this session we share examples of scaffolded assignments, discuss how we have used this strategy in our own courses, and help you discover practical ways to apply this technique. *Co-sponsored by Information Resources & the Technology Fellows Program.*

Discussants include Virginia Anderson, Karen Gonzalez Rice, Anthony Graesch, Suzuko Knott, Hisae Kobayashi, Jessica McCullough, & Emily Morash.

Integrating Study Away & International Internships into Academic Majors

Wednesday 25th May: 10:45 AM to 12:30 PM, lunch served at 12:30 PM

Led by members of the Mellon Initiative on Global Education and staff from the offices of Study Away, Career and Professional Development, CISLA, and the Holleran Center, this workshop will discuss best practices for integrating off-campus learning experiences into the majors.

Together we will review recent data on study away programs and internships related to specific disciplines and majors; discuss learning goals for off-campus learning; and explore advising strategies to better engage faculty in students' choices about learning opportunities outside of the classroom. *Co-sponsored by the Mellon Initiative on Global Education.*

Discussants include Jim Austin, Amy Dooling, Marc Forster, Luis Gonzalez, Chad Jones, Andrea Lanoux, Laura Little, Shirley Parsons, David Patton, Tracee Reiser, & Josh Stoffel.

Getting to Know our Pathways: An Interactive Showcase

Wednesday 25th May: 1:30 PM to 3:00 PM, lunch served at 12:30 PM

Interrogating the Liberal Arts, Social Justice as Sustainability, Public Health, Peace & Conflict, Global Capitalism & its Consequences, Entrepreneurship, Bodies/Embodiment, Global New London, City Schools, and Identity. These are all Pathways currently being discussed or already in development. How much do you know about each of these?

This dynamic session will showcase the Pathways currently being considered. Participants will move through the room from table-to-table "speed-dating" style, and receive overviews of each of our Pathways, including the newest ones currently under development. Participants will be given a one-page overview of each Pathway that highlights its themes and vision.

Faculty & staff teaching first-year seminars, all major & center advisors, and anyone interested in quickly and efficiently learning more about this essential part of our new Connections Curriculum are strongly encouraged to attend.

Co-sponsored by the Office of the Dean of the College.

Thursday 26 May 2016

**TRANS-
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DENTS**

Fulfilling the Promise of
Higher Education

CHARITY JOHANSSON & PETER FELTEN

Transforming Students:

Fulfilling the Promise of Higher Education

(Johns Hopkins UP, 2014) by Charity Johansson & Peter Felten

Thursday 26th May: 8:30 AM to 10:15 AM, breakfast served at 8 AM

Johansson & Felten argue that the central purpose of higher education is to shape students into engaged adults who embrace a lifetime of learning.

Drawing from extensive interviews to show how students experience this transformative process, they provide guidance on how faculty and staff can best support student growth. 111 pages. Discussion led by Noel Garrett & Tanya Schneider.

Inclusive Mentoring: Lessons Learned from Working with Posse Scholars

Thursday 26 May, from 8:30 AM to 10:15 AM, breakfast served at 8 AM

In fall 2016, Connecticut College will welcome our eighth cohort of Posse Scholars. What lessons have been learned to date from our partnership with this innovative program? Are there features of the Posse mentoring model that might be scaled up to inform our emerging team-advising system? Are there practices that have proven particularly successful in supporting new students in their transition to college and to residential life on our predominantly white campus? This interactive session will feature current and veteran Posse Faculty Mentors who will share their perspectives on the benefits of Posse's holistic approach to the student experience and the kinds of institutional structures and resources that would be needed in order to offer this level of support to all students.

Discussants include Tristan Borer, Amy Dooling, David Canton, Ron Flores, Candace Howes, Marina Melendez, Jefferson Singer, and Audrey Zakriski.

Social Media for Teaching & Learning: Case Studies

Thursday 26 May, from 8:30 AM to 10:15 AM, breakfast served at 8 AM

What can social media do to improve your students' learning and help you better meet the goals of your course? Faculty at the College have been experimenting with incorporating Facebook, Twitter, Instagram, and other platforms into their pedagogy. At this session we will hear from several faculty members who used social media for a variety of goals: engaging with content outside of class, connecting with experts, practicing new languages, continuing classroom discussion, and connecting course content with current events, among others. We will hear about the challenges and successes in using social media to accomplish specific pedagogical goals. *Co-sponsored by Information Resources & the Technology Fellows Program.*

Discussants include Luis Gonzalez, Karen Gonzalez Rice, Anthony Graesch, Hisae Kobayashi, Laura Little, Steve Luber, Karolin Machtans, & Marc Zimmer.

Partnering with Colleagues Abroad to Bring Global Perspectives into the Classroom & Internationalize Pathways

Thursday 26 May, from 10:30 AM to Noon, lunch served at Noon

This workshop will introduce you to the possibilities for team-teaching with colleagues abroad through emerging partnerships with colleges and universities in Ghana, Mexico, China, South Korea, Vietnam, Germany, Barbados, India, Russia, Poland, Bulgaria and Spain. Faculty and staff working with partners abroad will discuss their experiences as we explore virtually-connected classrooms, opportunities for students to contribute to community-driven goals, international research, and internship opportunities abroad.

Co-sponsored by the Mellon Initiative on Global Education.

Discussants include Amy Dooling, Luis Gonzalez, Andrea Lanoux, David Patton, & Tracee Reiser.

Accessibility for All: Simple Technology Tools & Strategies to Help Every Student

Thursday 26 May, from 10:30 AM to Noon, lunch served at Noon

Just because students aren't registered with the Office of Accessibility doesn't mean that they can't benefit from some of the tools and techniques that are used to make course materials more accessible. In this hands-on session we will look at simple tools and strategies you and your students can use to improve learning. Specific topics include making lengthy digital documents (like a syllabus) navigable, using closed-captioning with audio and video materials, creating machine-readable materials, utilizing screen readers for PDF documents, and activating accessibility features in Moodle, Google Drive, and iOS devices.

Co-sponsored by Information Resources & Instructional Technology.

Interactive workshop facilitated by Diane Creede, Lillian Liebenthal, Laura Little, Jessica McCullough, & Melissa Shafner.

Time-Saving Strategies for Commenting on Student Writing

Thursday 26 May, from 10:30 AM to Noon, lunch served at Noon

Student writers benefit immensely from receiving feedback on their writing and then having the opportunity to apply the advice they have received. But writing thoughtful comments on student essays can consume a great deal of time and energy, and such comments don't always lead to the results we hope to achieve. In this workshop, we'll explore strategies for engaging quickly and effectively with student writing, and also for reducing the burden on our comments by taking a more "distributed" approach to the teaching of writing. *Co-sponsored by the Writing Center.*

Creating a Global Commons

Thursday 26 May, from 1:00 PM to 2:30 PM, lunch served at Noon

Learn more about plans for developing a Global Commons on the first floor of Blaustein Humanities Center—a space at the heart of campus that will integrate language study, study away, public engagement, and student research abroad through globally-focused courses, interdisciplinary majors, and integrative pathways. Bringing together the offices of Study Away, CISLA, and the Language and Culture Center, and in cooperation with colleagues from OVCS and the Office of Career and Professional Development, the Commons will lead initiatives to advance curricular innovation and equity in global learning by highlighting intersections between global and local concerns. Participants will discuss and contribute to the emerging vision for the Commons.

Co-sponsored by the Mellon Initiative on Global Education.

Discussants include Amy Dooling, Marc Forster, Chad Jones, Andrea Lanoux, Laura Little Tracee Reiser, & Josh Stoffel.

What Does a Learning Disability Look Like in Our Classrooms? Simple Strategies to Help Our Students with Learning Differences

Thursday 26 May, from 1:00 PM to 2:30 PM, lunch served at Noon

What does it mean to have a learning disability? In this workshop, you will experience what it is like to have a learning disability in order to better understand how it can affect a student in the classroom. We will discuss why certain accommodations are given to students and how much leeway faculty have in meeting those accommodations. Finally, we will explore some simple strategies to help students with learning disabilities—all students, in fact—in the classroom. Those faculty members who are interested in incorporating principles of Universal Design for Instruction into their teaching may find this session helps to give them a better foundation in and understanding of why UDI benefits all learners.

Co-sponsored by the Office of Student Accessibility Services (SAS).

Led by Melissa Shafner, Director of Student Accessibility Services; discussants include Leslie Brown, Michelle Dunlap, & Andrea Rossi-Reder.

FLAC (Foreign Languages Across the Curriculum) Open House

Thursday 26 May, from 2:30 PM to 3:30 PM.

Come celebrate the end of the semester and learn more about the role of languages and culture in our curriculum in the Language & Culture Center in Blaustein. A variety of beverages and snacks served.

Co-sponsored by the Language & Culture Center and the Mellon Initiative on Global Education.

Friday 27 May 2016

Full Participation in the Classroom

with Nancy Niemi

Friday 27 May, from 8:30 AM to 10:30 AM, breakfast served at 8 AM

How can we as faculty enact the benefits of a diverse student body within our classrooms, labs, and studios? This workshop, led by Nancy Niemi, Director of Faculty Teaching Initiatives at the Yale Center for Teaching and Learning, will provide an overview of a range of inclusive pedagogical practices that faculty can use in their teaching that both enhance the success of students from traditionally marginalized groups and improve the learning of all students.

Co-sponsored by the Full Participation Working Group.

Collecting Concerns (Faculty Dialogue Part 1)

Friday 27 May, from 10:45 AM to 12:30 PM, lunch served at 12:30 PM

What concerns you about how we talk with one another as faculty colleagues?

During this concern-collecting exercise, faculty will share their own answers to that question.

There are no wrong answers, as each of us will speak from our own perspective. This is the first of two sessions in which faculty will start to build a framework for deliberative forums aimed at fostering our commitments to the values of both intellectual pluralism and collegiality; for this session our initial goal is to develop a deep understanding of faculty concerns around this issue. *Co-sponsored by the Office of the Dean of the Faculty.*

Facilitated by experts from the New England Center for Civic Life.

Please note: You can attend Part 1: Collecting Concerns, even if you cannot also stay for Part 2: Naming and Framing.

Naming and Framing (Faculty Dialogue Part 2)

Friday 27 May, from 1:30 PM to 3:00 PM, lunch served at 12:30 PM

This session will build upon the concerns collected in Part 1 “Collecting Concerns,” using them as the launching point for naming the issues we want to address together and framing them for future deliberative forums. *Co-sponsored by the Office of the Dean of the Faculty.*

Please note: Because this is a continuation of the conversation started earlier in the day, Part 1 is a prerequisite for Part 2.

City Schools Pathway Retreat

Friday 27 May, from 1:30 PM to 3:00 PM, lunch served at 12:30 PM

Faculty and staff from a variety of disciplines have expressed a wide range of interests in contributing to the development of the City Schools pathway including a focus on the role of schools and schooling in society, developmental psychology, education policy, the history and contexts of schools, teaching and learning, urban education, curriculum theory, and the sociology of education.

At the upcoming meeting, we will all be able to give input about the possible framing, name, and trajectory of the Pathway as well as identify next steps.

Facilitated by Dana Wright and members of the City Schools Pathway group.

All faculty members, administrators, and staff who support student learning are welcome to attend Camp Teach & Learn.

If you would like to participate in one or more of these workshops or discussions, please RSVP by Friday, May 13th to Michael at rededer@conncoll.edu and list the events you would like to attend. Please write “Camp” in the subject box.

Most events will be held in Blaustein Humanities Center, with registration outside of Hood Dining Room.

A final schedule with room locations will be available at the registration desk at the start of Camp Teach & Learn.



The Joy Shechtman Mankoff Center for Teaching & Learning (CTL) at Connecticut College promotes effective teaching that cultivates engaged student learning. The CTL fosters a campus culture that values a diversity of learning, teaching, and disciplinary styles; encourages honest discussion of teaching and learning; and cultivates intentional, evidence-informed teaching.

To achieve its mission, the CTL:

- Organizes programming that facilitates the exchange of ideas about teaching and learning.
- Seeks to cultivate a culture of critically self-reflective, evidence-informed decision making related to teaching and course design, and the creation of curricula and allocation of resources in the service of improving student learning.
- Offers resources and support for early-career faculty, including programs that promote their smooth transition into the community and their success in the areas of teaching, scholarship, and service.
- Helps create both informal and formal sources of support for faculty members at all career stages, especially related to teaching and learning.
- Collaborates closely with the Office of the Dean of the Faculty, Institutional Research, Information Services and Instructional Technology, and academic departments and programs in joint endeavors in support of faculty careers, teaching, and learning.
- Engages in efforts to improve teaching and learning at small liberal arts colleges at the regional and national levels.