



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

# Talking Teaching

## Fall 2011

### **BEYOND SURVIVING THE SEMESTER: TEACHING EFFICIENTLY AND CREATIVELY**

Friday, 30 September 2011, from 8:45 AM to 10:15 AM HOOD DINING ROOM

*How can you best take advantage of teaching & learning opportunities throughout the semester?*

For students, there are only so many weeks in the semester, so many papers that can be written, so many pages that can be read; for faculty, there are only so many hours in the day, so many assignments that can be graded, so many classes that can be prepared. Trying to get through the semester, faculty and students often settle for *surviving*—rather than actually enjoying—the experience. Discussants and participants will share their strategies for making the best use of faculty and student time, taking advantage of campus and class resources, so that everyone can maximize, rather than merely survive, the semester.

**DISCUSSANTS INCLUDE ...** Eric Adler, Carol Akai, Bridget Baird, Stan Ching, Maria Cruz-Saco, Michelle Dunlap, Ozgur Izmirlı, and Fred Paxton.

### **THOUGHTS ABOUT FIRST-YEAR SEMINARS: HOW ARE THEY GOING?**

Come enjoy a meal with your colleagues and share your experiences in teaching a First-Year Seminar (FYS). Or, if you are considering teaching an FYS, come and hear about the experiences of faculty currently teaching them. *Choice of two times.*

*Wednesday, 19 October 2011, 11:50 AM to 1:30 PM ERNST COMMON ROOM*

**DISCUSSANTS INCLUDE ...** Geoffrey Atherton, David Canton, Ann Marie Davis, Lindsey Harlan, David Kim, Mark Mullane, Gary Parker, Bob Proctor, and Shubhra Sharma.

Friday, 28 October 2011, from 8:45 AM to 10:15 AM ERNST COMMON ROOM

**DISCUSSANTS INCLUDE ...** Theresa Ammirati, John Anthony, Leslie Brown, Eva Kovach, and Jeff Strabone.

### **TEACHING AS COACHING, COACHING AS TEACHING: A CONVERSATION WITH RECIPIENTS OF THE JOHN KING TEACHING AWARD & COACH OF THE YEAR AWARDS**

Friday, 21 October 2011, from 8:45 AM to 10:15 AM BLAUSTEIN 203

*How can we harmonize our competing priorities as teachers, both to encourage and inspire students while at the same time evaluating their performance?*

Theorist Peter Elbow argues that successful teaching-and-learning relationships must embrace contrary commitments: As faculty members we support students in their growth while also critiquing their actual performance, upholding high standards. How can coaches and academics reconcile these seemingly competing priorities at Connecticut College? How can we work together to develop the “whole person” in our students? What can we learn from one another?

Award-winning faculty members will discuss how they create supportive learning environments for their students, even as they challenge and evaluate them.

**DISCUSSANTS INCLUDE ...** JJ Addison, Marc Benvenuti, MaryAnne Borrelli, Jeff Bresnahan, Jim Butler, Dave Cornell, Ann Sloan Devlin, Simon Feldman, Gene Gallagher, Steve Loomis, and Derek Turner.

### **THE ART OF CRITIQUE:**

#### **PUBLIC FEEDBACK THAT ENHANCES STUDENT LEARNING**

Monday, 24 October 2011, 11:50 AM to 1:30 PM ERNST COMMON ROOM

*How can you critique students' work publicly, so that the feedback becomes a constructive learning experience for everyone in the class?*

As a general rule, we criticize in private and praise in public—and yet there are many disciplines in which criticism and praise go hand-in-hand as part of in-class evaluation. Workshops, studios, and theaters in the arts, as well as laboratories and recitations in the sciences, and verbal dialogues of all kinds in foreign language classrooms, all involve on-site assessments by teachers and peers. How can we conduct such conversations so that faculty and students benefit from both criticism and from praise? Discussants will suggest basic “do’s” and “don’t’s,” while outlining more creative possibilities.

**DISCUSSANTS INCLUDE ...** Paul Althouse, Greg Bailey, Anne Bernhard, Ron Flores, Bill Frasure, Christopher Hammond, Tek-wah King, Pam Marks, and Nina Martin.

### **FROM EVALUATING TO IMPROVING CO-SPONSORED WITH FSCC**

Wednesday, 2 November 2011, from 11:50 AM to 1:30 PM ERNST COMMON ROOM

*What are best practices in utilizing teaching evaluations—of all kinds—to improve teaching & learning?*

There is an abundance of evidence about teaching and learning at Connecticut College, from peer evaluations to student teaching evaluations to campus surveys, to name just a few. How can we best utilize and share this information to refine the classroom experience for faculty and for students? Discussants and participants will reflect on their own experiences in using these measures, sharing their insights about the ways in which empirical data can be used to enhance the substance and the form of our teaching.

**DISCUSSANTS INCLUDE ...** Bob Askins, Mohamed Diagne, Chad Jones, John Nugent, and Dana Wright.

### **TEACHING & LEARNING WITH “HOTOHOUSE STUDENTS” & “HELICOPTER PARENTS”**

Friday, 4 November 2011, from 11:50 AM to 2 PM BLAUSTEIN 203

*How do close parent-child relationships impact teaching and learning at Connecticut College?*

In a recent *Atlantic* article, psychotherapist Lori Gottlieb observes that “indicators of self-esteem have risen consistently since the 1980s among middle-school, high-school, and college students,” as have those of narcissism, anxiety, and depression. Among the circumstances contributing to these seemingly contradictory developments are parenting philosophies that stress encouragement and comfort, often to the exclusion of challenge, that define well-being as being “better than everyone else,” and that foster insecurity by providing endless praise. We will discuss our own experiences with such students, and how to both challenge and support their learning.

**DISCUSSANTS INCLUDE ...** Theresa Ammirati, Marc Forster, Dirk Held, Eva Kovach, Andrea Lanoux, Nina Martin, Don Peppard, Andrea Rossi-Reder, and Janet Spoltore.