

Teaching and Learning Strategies Seminar – Fall 2013

Wednesdays 11:30–12:45, Duffy 114 conference room

Participants:

Amra Brooks, English
Ken Branco, Sociology
Lisa Redpath, Music

Margaret Boyd, Sociology
Monique Myers, Communication

Facilitator:

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Goals/Structure: The Teaching & Learning Strategies Seminar is meant to provide you opportunities to 1) investigate a particular teaching project or question of interest to you; 2) reflect on your teaching within a safe, supportive community of colleagues; and 3) engage current scholarship on teaching, learning, and pedagogy.

The work of the TLSS is two-fold: our weekly seminar meetings devoted to discussing scholarly research on teaching and learning and your work on the teaching project you proposed. The weekly seminars allow for cross-disciplinary conversation about a range of pedagogical issues, while your project allows you to synthesize what you're reading around a topic specific to your classroom interests/needs.

Weekly Seminar Meetings: Below I have suggested a schedule that divides our semester into two parts:

Part One consists of readings meant to serve as a foundation for our discussions this semester. I've tried to pick texts that will generalize across disciplines and apply to your different classrooms and projects – as well as potentially challenge some of your assumptions about teaching. These readings are by no means intended to recruit you to a particular pedagogical approach but instead are meant to provoke lively discussion. I imagine you will disagree strongly with some of the ideas presented and embrace others.

Since past participants have commented on how valuable it is to hear about particular assignments and activities their colleagues have used in class, I also invite you to bring examples from your own teaching to our discussions.

Part Two will consist of seminar meetings that you organize (each participant will take responsibility for one meeting). I imagine most of you will plan your week around readings related to your project and the questions you're exploring. I hope the feedback you receive from colleagues in these sessions will help further your thinking about your project.

Teaching Projects: For the most part, you'll be working on your teaching project independently, though I'm happy to meet with you anytime throughout the semester to talk about ways I can help you with it. On our first day, I will ask you to explain your project to the group, as well as to articulate the specific project goals you hope to accomplish this semester. I encourage you to plan at least one meeting with me early in the semester to discuss your project, so that I can better direct useful resources your way.

Ground rules: In the hope of creating a productive learning community for ourselves, I propose the following ground rules for our meetings (these are certainly up for discussion, and I welcome any revisions or additions you'd like to make). We agree:

- to consider the group's work a priority in our schedules (equivalent to the course it's replacing)
- to try to attend all meetings and to notify the group if we have to miss
- to not reveal the personal details of what's shared in our conversations to anyone outside the group without permission, and
- to be generous in considering viewpoints different than our own.

Suggested Schedule:

Sept 4	Introductions	excerpt from Paulo Freire's <i>Pedagogy of the Oppressed</i> (1970) bring to class: thinking about one of the classes you're teaching this semester, write up a brief reflection of what your goals are for that class – what do you hope your students learn by the end of the semester? (this can be informal, handwritten, copied from your syllabus – whatever works for you to gather your thoughts)
Sept 11	How students learn: knowledge	Ambrose, et. al.'s <i>How Learning Works</i> (2010), "Introduction" and chapters 1 & 2
Sept 18	How students learn: motivation	Ambrose, et. al.'s <i>How Learning Works</i> (2010), Chapters 3 & 5 Carol Dweck's "Even Geniuses Work Hard" <i>Educational Leadership</i> (2010)
Sept 25	How students learn: classroom climate	Ambrose, et. al.'s <i>How Learning Works</i> (2010), Chapter 6 Claude Steele's "Thin Ice: 'Stereotype Threat' and Black College Students." <i>The Atlantic Monthly</i> 284.2 (1999). Mary Reda's "Learning to See in a Whole New Light: Reimagining Silences in Our Classrooms" in <i>Between Speaking and Silence: A Study of Quiet Students</i> (2009)
Oct 2	How students learn: mastery	Ambrose, et. al.'s <i>How Learning Works</i> (2010), Chapters 4, 7, and "Conclusion"
Oct 9	Putting pedagogy into practice I	José Bowen's <i>Teaching Naked</i> (2012), Chapter 4 (and what looks interesting to you in Chapters 5 – 8)
Oct 16	Putting pedagogy into practice II	Donald L. Finkel's <i>Teaching with Your Mouth Shut</i> (2000), Chapters 1, 3, 4, & 7
Oct 23	Putting pedagogy into practice III	excerpts from Amador, Miles, & Peters' <i>The Practice of Problem-Based Learning: A Guide to Implementing PBL in the College Classroom</i> (2007)
Oct 30	TBD	participant-led discussion
Nov 6	TBD	participant-led discussion
Nov 13	TBD	participant-led discussion
Nov 20	TBD	participant-led discussion
Nov 27	No meeting	Thanksgiving break
Dec 4	TBD	participant-led discussion
Dec 11	Wrapping up	