TEACHING AND LEARNING WORKSHOP — OVERVIEW AND AGENDA
Kalamazoo College

August 27 – August 31, 2018

“Institutions that make differences in students’ lives have an unshakeable focus on student learning.”
Jillian Kinzie, Assoc. Director of Center for Postsecondary Research & NSSE

“We won’t meet the needs for more and better higher education until professors become designers of
learning experiences and not teachers.”
Larry Spence, former Director of Undergraduate Learning Initiatives at Penn State University
“The Case Against Teaching” CHANGE November/December (2001)

“A ‘more connected education’ would cultivate connections among students, between students and
teachers, and between students and their work.”
Blythe Clinchy, Psychology Department, Wellesley College, Emerita

Workshop Goals: Teaching purposefully and creating a “connected education”

✓ Create and sustain a community of learner-teachers
✓ Increase our understanding of, and appreciation for, the diversity of learners and teachers
✓ Explore how that diversity affects teaching and learning
✓ Develop a common language for teaching and learning
✓ Catalyze conversations about teaching and learning among the faculty
✓ Foster a dynamic campus culture centered on teaching and learning
✓ Situate educating students within the ‘K’ environment

Workshop Facilitators and others (see next page too)

Eric Barth – Mathematics Eric.Barth@kzoo.edu
Charlene Boyer Lewis – History Charlene.BoyerLewis@kzoo.edu
Ryan Fong – English Ryan.Fong@kzoo.edu
Jennifer Furchak – Chemistry Jennifer.Furchak@kzoo.edu
Brittany Liu – Psychology Brittany.Liu@kzoo.edu
Jan Solberg – Romance Languages Jan.Solberg@kzoo.edu
Regina Stevens-Truss – Chemistry Regina.Stevens-Truss@kzoo.edu
Chuck Stull – Economics Charles.Stull@kzoo.edu

Christine Hahn – Associate Provost and Art and Art History Christine.Hahn@kzoo.edu
Patrik Hultberg – Coordinator of Educational Effectiveness and Economics Patrik.Hultberg@kzoo.edu
# 2018-19 Workshop Participants and Microteaching Groups

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Teaching and Learning Workshop Agenda [Preliminary]

MONDAY, 27 AUGUST 2018

5 - 7 p.m.  Picnic and informal introduction to the workshop and each other

Attire: very casual

Location: Home of Patrik Hultberg (and Seong-Hee Kim), 223 Laguna Circle, Kalamazoo, MI 49009. Please use navigator or ask for directions. Rides will be arranged if needed.

Logistics: Partners, spouses, and children are invited. Vegetarian and omnivore food choices will be served on back porch and in back yard (weather permitting). Workshop participants will gather for 15 minutes in microteaching groups for some informal introductions.

Introductions: Name, Department, and...
  • Where's your favorite place in the world?
  • What is the last book that you have read (or are reading)?

Preview of Tuesday’s Microteaching Assignment (more information will be provided at Monday’s gathering): teach a 10-minute segment that will introduce your focal course and make use of knowledge you gained from reading How People Learn: Bridging Research and Practice, Chapter 2: Key Findings. Do try to imagine that your microteaching audience is composed of K College students. Please note that your segment should attempt to make a connection between your class and the reading and the debriefing sessions afterwards will also discuss how your class and the reading are connected.

[Donovan, M. S., Bransford, J. D., and J. W. Pellegrino, Editors; Committee on Learning Research and Educational Practice, National Research Council. 2000. How People Learn: Bridging Research and Practice.]

Why did we choose this reading?

The most important goal of teaching is student learning and all teachers want their students to learn. Most of us agree that learning implies that a student can use concepts and skills taught long after leaving the classrooms and in situations different from the classroom environment. Effective instructional design therefore requires us to know something about how students (people) learn and how different teaching strategies achieve different learning outcomes. This reading provides a few fundamental results from the research on learning and some implications for effective teaching. The reading encourages us to explore the research on teaching and learning as we purposefully decide on content, teaching strategies, activities, and assessment choices for our individual courses.

Note: All TLW readings are intended to introduce ideas related to teaching and learning. Readings do not offer the “best” ideas or comprehensive coverage of a particular topic. Readings are really only meant to get us thinking about something together.
TUESDAY, 28 AUGUST 2018

8:00 - 8:30  Breakfast at the Teaching Commons (attendance expected)

8:30 - 11:30  Workshop Sessions for Microteaching (Dewing 2nd floor classrooms)

11:30 - 12:15  General discussion of how to match teaching approaches to how students learn (Teaching Commons)

12:15 - 1:15  Lunch in Dewing 206 (Teaching Commons)

1:15 – 1:45  Discuss guidelines and scenario for Wednesday’s microteaching segment and sign-up for Thursday’s dinner at home of Laura Furge (Provost) (Teaching Commons)

2:00 - 2:30  New Faculty Orientation Event: Student Development

2:30 - 3:00  New Faculty Orientation Event: Business Office

Preview of Wednesday’s Microteaching Assignment: teach a 10-minute segment of your focal course so as to employ knowledge you gained from reading Saunders and Kardia (2016) in order to promote student learning in an environment of diversity and inclusiveness.


Why did we choose this reading?

Kalamazoo College strives to be an institution where all students feel that they belong and are able to reach their full academic potential. Fostering a sense of belonging is important to all students’ academic success and psychosocial wellbeing, and especially to students who may see themselves as marginalized. To achieve these goals, we promote inclusive classrooms where students and instructors work together to build an environment in which everyone feels safe and supported. This reading presents potential issues related to content, assumptions, and classroom activities. The reading offers practical suggestions that might be helpful, or at least act as the beginning of a conversation.
**WEDNESDAY, 29 AUGUST 2018**

8:00 - 8:30 Breakfast at the Teaching Commons (attendance expected)

8:30 - 11:30 Workshop Sessions for Microteaching (Dewing 2\textsuperscript{nd} floor classrooms)

11:30 - 12:15 General discussion of how to creating inclusive classrooms (Teaching Commons)

12:15 - 1:15 Lunch in Dewing 206 (Teaching Commons)

1:15 - 1:45 Discuss guidelines and scenario for Thursday’s microteaching segment (Teaching Commons)

2:00 - 3:00 New Faculty Orientation Event: Library resources (IS, IT, Learning Commons, Circulation, Acquisitions)

**Preview of Thursday’s Microteaching Assignment:** teach a 10-minute segment of your focal course that helps students “learn through experience” (Best Practices in Experiential Learning) in your course at Kalamazoo College. Accomplishing this task might be easier after thinking about the *K-Plan*, how you could use structured reflection in some way in your course (see the one-pager about structured reflection at K.


Why did we choose this reading?

At Kalamazoo College we believe in experiential learning; i.e. learning from experience or learning by doing. Such learning occurs in every dimension of the K-Plan. However, having experiences is not enough; having experience presents the promise of learning, but to learn students must reflect on their experiences and analyze the outcomes. This reading helps define experiential learning and provides guidelines for how to incorporate experiential activities into our courses. It also discusses the role of the instructor and how to end the activity through student reflection. In short, the reading provides some ideas for how to incorporate experiential learning into our courses.
**THURSDAY, 30 AUGUST 2018**

8:00 - 8:30  Breakfast at the Teaching Commons (attendance expected)

8:30 - 11:30  Workshop Sessions for Microteaching (Dewing 2nd floor classrooms)

11:30 - 12:15  Presentation of backwards design and the K syllabus (Teaching Commons)

12:15 - 1:15  Lunch in Dewing 206 (Teaching Commons)

1:15 – 2:00  Small group workshops on finalizing your own syllabi

2:00 - 2:30  Introduction to Mentoring Expectations and wrap-up and Workshop Evaluation (Teaching Commons)

2:30 - 3:00  New Faculty Orientation Event: Counseling Center

3:00 - 4:00  New Faculty Orientation Event: Title IX Training (mandatory)

4:00 - 5:00  Individual appointments with Human Resources

6:00 pm  Dinner at Laura Furge’s home (attire: informal, casual)

   Partners, spouses, and children are invited; RSVP during Tuesday’s workshop

**FRIDAY, 31 AUGUST 2018**

10:00-11:00  Using Moodle at K led by Josh Moon, Educational Technology Specialist (Teaching Commons)

10:00 -  Individual appointments with Human Resources

11:00 -  Contact Dr. Hultberg if you have any questions (Dewing 309D)

**PREVIEW READINGS AND ASSIGNMENTS**

Please visit the following website for information
https://reason.kzoo.edu/provost/new_faculty/workshop/

Sotherland, P. and Dueweke, A. 2012. A brief history of The K-Plan: From innovative curriculum to Kalamazoo College’s guiding educational principles

If possible, please submit one syllabus prior to Teaching and Learning Workshop (Monday, August 20).