“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, Co-Facilitators, and others (see next page too)

Chuck Stull – Economics/Business  Charles.Stull@kzoo.edu
Elizabeth Manwell – Classics  Elizabeth.Manwell@kzoo.edu
Ryan Fong – English  Ryan.Fong@kzoo.edu
Brittany Liu – Psychology  Brittany.Liu@kzoo.edu
Max Cherem – Philosophy  Max.Cherem@kzoo.edu
Regina Stevens-Truss – Chemistry  Regina.Stevens-Truss@kzoo.edu
Jennifer Furchak – Chemistry  Jennifer.Furchak@kzoo.edu
Jan Solberg – Romance Languages  Jan.Solberg@kzoo.edu
Laura Furge – Associate Provost and Chemistry  Laura.Furge@kzoo.edu
Patrik Hultberg – Coordinator of Educational Effectiveness and Economics  Patrik.Hultberg@kzoo.edu
### 2017-18 Teaching and Learning Workshop Participants

<table>
<thead>
<tr>
<th>TLW Grp</th>
<th>First Name</th>
<th>Last Name</th>
<th>Department</th>
<th>Current Rank</th>
<th>E-mail</th>
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<tbody>
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### Microteaching Groups

<table>
<thead>
<tr>
<th>TLW Group</th>
<th>Facilitator</th>
<th>Co-Facilitator</th>
<th>Room</th>
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<tbody>
<tr>
<td>1</td>
<td>Elizabeth Manwell (Classics)</td>
<td>Max Cherem (Philosophy)</td>
<td>Dewing 200</td>
</tr>
<tr>
<td>2</td>
<td>Regina Stevens-Truss (Chemistry)</td>
<td>Ryan Fong (English)</td>
<td>Dewing 300</td>
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<tr>
<td>3</td>
<td>Chuck Stull (Economics/Business)</td>
<td>Brittany Liu (Psychology)</td>
<td>Dewing 210</td>
</tr>
<tr>
<td>4</td>
<td>Patrik Hultberg / Jan Solberg (Econ/Bus) / (Rom. Lang.)</td>
<td>Jen Furchak (Chemistry)</td>
<td>Dewing 204</td>
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</tbody>
</table>
Teaching and Learning Workshop Agenda [Preliminary]

MONDAY, 28 AUGUST 2017

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...
• What is the color of your discipline?

*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, 29 August 2017

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

8:30 - 11:15  Workshop Sessions for Microteaching (Dewing 2nd floor classrooms)

11:15 - 12:00  General discussion of how to match teaching approaches to how students learn (Teaching Commons)

12:00 - 1:00  Lunch in Dewing 206 (Teaching Commons),

1:00 - 1:45  Discuss guidelines and scenario for Wednesday’s microteaching segment and sign-up for Thursday’s dinner at home of Mickey McDonald (Provost) (Teaching Commons)

2:00 - 3:00  New Faculty Orientation Event: Student Development and Counseling Center

*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, 30 AUGUST 2017**

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

8:30 - 11:15 Workshop Sessions for Microteaching (Dewing 2nd floor classrooms)

11:15 - 12:00 General discussion of how to creating inclusive classrooms (Teaching Commons)

12:00 - 1:00 Lunch in Dewing 206 (Teaching Commons)

1:00 - 1:45 Discuss guidelines and scenario for Thursday’s microteaching segment (Teaching Commons)

2:00 - 3:30 New Faculty Orientation Event: Library resources (IS, IT, Learning Commons, Circulation, Acquisitions) and Title IX training (mandatory)

*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, 31 AUGUST 2017**

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

8:30 - 11:15  Workshop Sessions for Microteaching (Dewing 2nd floor classrooms)

11:15 - 12:00  Presentation of backwards design and the K syllabus (Teaching Commons)

12:00 - 1:00  Lunch in Dewing 206 (Teaching Commons)

1:00 - 1:45  Small group workshops on finalizing our own syllabi

1:45 - 2:15  Introduction to Mentoring Expectations and wrap-up and Workshop Evaluation (Teaching Commons)

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

2:30 - 5:00  Individual appointments with Jennifer Williams (Human Resources)

6:00 pm  Dinner at Mickey McDonald’s home (attire: informal, casual)
  Partners and spouses are invited; RSVP during Tuesday’s workshop

**FRIDAY, 1 SEPTEMBER 2017**

9:00 - 10:00  General questions and concerns: An open discussion (Teaching Commons)

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

10:00 -  Individual appointments with Jennifer Williams (Human Resources)

**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

Submit one syllabus prior to Teaching and Learning Workshop (Wednesday, August 23)