TEACHING AND LEARNING WORKSHOP – OVERVIEW AND AGENDA
Kalamazoo College

August 29 – September 2, 2016

“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 Facilitators, Co-Facilitators, and others (see next page too)
Charlene Boyer Lewis – History  Charlene.BoyerLewis@kzoo.edu
Jan Solberg – Romance Languages (French)  Jan.Solberg@kzoo.edu
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-Trust – Chemistry  Regina.Stevens-Truss@kzoo.edu
Laura Furge – Associate Provost and Chemistry  Laura.Furge@kzoo.edu
Patrik Hultberg – Coordinator of Educational Effectiveness and Economics  Patrik.Hultberg@kzoo.edu

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
# 2016-17 Teaching and Learning Workshop Participants

<table>
<thead>
<tr>
<th>TLW Grp</th>
<th>First Name</th>
<th>Last Name</th>
<th>Department</th>
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<td><a href="mailto:aparks@kzoo.edu">aparks@kzoo.edu</a></td>
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<td>Ariana</td>
<td>Orozco</td>
<td>GERM</td>
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<td>Alicia</td>
<td>Frantz</td>
<td>CHEM</td>
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<td><a href="mailto:afrantz@kzoo.edu">afrantz@kzoo.edu</a></td>
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<td>1</td>
<td>Tiffany</td>
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<td>Katie</td>
<td>Ansaldi</td>
<td>MATH</td>
<td>Asst V</td>
<td><a href="mailto:kansaldi@kzoo.edu">kansaldi@kzoo.edu</a></td>
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<td>2</td>
<td>Matthew</td>
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<td>ANSO</td>
<td>Asst V</td>
<td><a href="mailto:mthomann@kzoo.edu">mthomann@kzoo.edu</a></td>
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<td>3</td>
<td>Sabine</td>
<td>Noellgen</td>
<td>GERM</td>
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<td>James</td>
<td>Nemiroff</td>
<td>SPAN</td>
<td>Asst V</td>
<td><a href="mailto:jnemirof@kzoo.edu">jnemirof@kzoo.edu</a></td>
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<td>Heather</td>
<td>Vinson</td>
<td>ART</td>
<td>Asst V</td>
<td><a href="mailto:hvinson@kzoo.edu">hvinson@kzoo.edu</a></td>
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<td>1</td>
<td>Katerina</td>
<td>Stefatos</td>
<td>WGS/IAS</td>
<td>Asst V</td>
<td><a href="mailto:stefatos@kzoo.edu">stefatos@kzoo.edu</a></td>
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<td>4</td>
<td>Kyle</td>
<td>Lincoln</td>
<td>HIST</td>
<td>Asst V</td>
<td><a href="mailto:kyle.c.lincoln@gmail.com">kyle.c.lincoln@gmail.com</a></td>
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<td>3</td>
<td>Ellen</td>
<td>Robertson</td>
<td>CHEM</td>
<td>Asst V</td>
<td><a href="mailto:eroberts@kzoo.edu">eroberts@kzoo.edu</a></td>
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<td>2</td>
<td>Aman</td>
<td>Luthra</td>
<td>ANSO</td>
<td>Asst Prof</td>
<td><a href="mailto:aluthra@kzoo.edu">aluthra@kzoo.edu</a></td>
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<tr>
<td>2</td>
<td>Francisco</td>
<td>Villegas</td>
<td>ANSO</td>
<td>Asst Prof</td>
<td><a href="mailto:villegas@kzoo.edu">villegas@kzoo.edu</a></td>
</tr>
<tr>
<td>1</td>
<td>Christina</td>
<td>Carroll</td>
<td>HIST</td>
<td>Asst Prof</td>
<td><a href="mailto:ccarroll@kzoo.edu">ccarroll@kzoo.edu</a></td>
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<td>N/A</td>
<td>Reid</td>
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<td>Asst Prof</td>
<td><a href="mailto:Reid.Gomez@kzoo.edu">Reid.Gomez@kzoo.edu</a></td>
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## Microteaching Groups

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<tr>
<th>TLW Group</th>
<th>Facilitator</th>
<th>Co-Facilitator</th>
<th>Room</th>
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<tr>
<td>1</td>
<td>Charlene Boyer Lewis (History)</td>
<td>Ryan Fong (English)</td>
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<tr>
<td>2</td>
<td>Chuck Stull (Economics/Business)</td>
<td>Brittany Liu (Psychology)</td>
<td>Dewing 2xx</td>
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<tr>
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<td>Jan Solberg (Romance Languages- French)</td>
<td>Regina Stevens-Truss (Chemistry)</td>
<td>Dewing 2xx</td>
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<tr>
<td>4</td>
<td>Elizabeth Manwell (Classics)</td>
<td>Max Cherem (Philosophy)</td>
<td>Dewing 2xx</td>
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Teaching and Learning Workshop Agenda

MONDAY, 29 AUGUST 2016

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 one of the following
   • Describe something that surprised you when you first arrived in Kalamazoo.
   • Describe something surprising about you.
   • Describe your best or worst job.

*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.]
Tuesday, 30 August 2016

8:00 - 8:45 Breakfast (optional) Cafeteria (Hicks Center)

9:00 - 12:00 Orientation to ‘K’ with “walk-about” introductions to campus personnel/offices

12:00 - 12:45 Lunch in Dewing 206 (Teaching Commons), Everyone will be asked to have lunch with their respective microteaching groups. This is our last chance to get to know each other before teaching together.

1:00-1:50 Facilitator poster presentations Facilitators and co-facilitators will briefly discuss (1) their preferred pedagogical approach, (2) their top 3 teaching tips (for K College students), and, if applicable, (3) a recent mistake they made in the classroom.

2:00-4:45 Workshop Sessions for Microteaching

4:50-5:20 Discuss guidelines and scenario for Wednesday’s microteaching segment & Sign-up for Thursday’s dinner at home of Mickey McDonald (Provost).

*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) and Heller (2016) in order to promote student learning in an environment of diversity and inclusiveness.

**WEDNESDAY, 31 AUGUST 2016**

8:00 - 8:45  Breakfast at the Teaching Commons (attendance expected)

9:00 - 11:45  Workshop Sessions for Microteaching Groups (Dewing 2nd floor classrooms)

12:00 - 1:30  Lunch in DE 206 (Teaching Commons), Debriefing Discussion
Small group discussions on diversity and inclusiveness (new groups, prompts)
Large group discussions on diversity and inclusiveness (Teaching Commons)

Afternoon  Time to take care of getting settled in offices and other “housekeeping” tasks (including visiting with Jenn Williams, in Human Resources, if you have HR questions.)

*Preview of Thursday’s Microteaching Assignment:* teach a 10-minute segment of your focal course that helps students “learn through experience” (see Ayers, 2010 and Weimer, 2013) 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.

**THURSDAY, 1 SEPTEMBER 2016**

8:00 - 8:45  Breakfast at the Teaching Commons (attendance expected)

9:00 - 11:45  Workshop Sessions for Microteaching Groups (Dewing 2nd floor classrooms)

12:00 - 2:00  Lunch in DE 206 (Teaching Commons), Syllabus Workshop
Presentation of Backward Design, small group workshops on own syllabus
Introduction to Mentoring Expectations and TLW Moodle page
Wrap-up & Workshop Evaluation (Teaching Commons)

After 2:00  Opportunity to visit Jenn Williams in Human Resources – before 4:30.

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

**FRIDAY, 2 SEPTEMBER 2016**

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

**PREVIEW READINGS AND ASSIGNMENTS**

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 (Friday, August 19)