

<p>Tuesdays January 7th & February 11th 12-1:30pm</p>	<p>Responding to Crisis: Sexual Assault</p> <p>This session is designed to assist faculty when students, staff or faculty colleagues disclose that they have been a victim of sexual violence. We'll discuss basic crisis intervention skills and provide a complete overview of resources on campus. This session will provide useful information to prepare faculty who have never experienced this situation and for faculty who are looking for a refresher on these skills.</p>
<p>Wednesday January 15th 12:30-2pm</p>	<p>New Faculty Luncheon</p> <p>New Faculty Luncheons: Focused on helping new faculty jump start their teaching program, these lunch time sessions will provide opportunities to share concerns and successes and ask questions regarding teaching, student learning and instructional technology.</p>
<p>Thursday January 16th 12-1:30pm</p>	<p>Teaching and Learning Analysis in Student Writing</p> <p>The heart of good academic writing is often described as strong analysis. But what exactly do we mean by analysis, and how might we teach students to analyze? How might we scaffold this learning within a given writing course and across first-year courses? This session, offered by the Institute for Writing and Rhetoric, will focus on planning and designing ways to teach analysis that enable adaptability across contexts.</p>
<p>Tuesday January 21st 12-1:30pm</p>	<p>Status and Stereotypes</p> <p>Group projects develop skills and experience that serve our students at Dartmouth and well beyond. Moreover, positive group experiences contribute to student learning, retention and overall college success. But what happens when students work in groups? This workshop, led by Melissa Herman (IWR), will look at research on how student groups function, common pitfalls, and techniques for teachers to effect successful group learning.</p>
<p>Wednesday January 22nd 12:30-2pm</p>	<p>How Students (and Their Professors) Respond to Arguments and Counterarguments in Their Writing and Speaking</p> <p>We often ask our students to consider multiple perspectives and argument positions when they write and speak, and we look for how this careful thinking improves their work. But there are other effects of this type of thinking. In this IWR session, Speech Senior Lecturer Josh Compton will share some ways that inoculation theory—a theory of resistance to influence—clarifies how and why students and their professors respond to arguments and counterarguments.</p>
<p>Wednesday January 29th 12:30-2pm</p>	<p>Faculty Learning Community on Grading</p> <p>In response to the perennial conversation on campus regarding grade inflation, DCAL is offering a venue for faculty to explore different viewpoints and philosophies of grading through a faculty learning community on grading, grade inflation, and grading's role in learning. This learning community will meet every 3 weeks throughout the term. Participants will choose discussion topics and readings.</p>
<p>Thursday January 30th 12-1:30pm</p>	<p>Adaptable Writing Knowledge? Case Studies from Dartmouth Research on First-year Writing</p> <p>The Dartmouth Davis Study of First-year Student Writing collected and analyzed student essays from 2010-2013, studying patterns each year in 700 student essays across the first year courses. This past summer, IWR faculty read 25 case studies drawn from this larger study: essays from the same 25 students during their first-year sequence. We compared student strategies for introductions, conclusions, source use, and source integration from their Writing 2-3/5 to their First-year Seminar. In this session, offered by the Institute for Writing and Rhetoric, writing faculty Jed Dobson, Doug Moody, Lisa Lopez Snyder, Jenn Sargent, and Christiane Donahue will share what they learned.</p>
<p>Tuesday February 4th 12-1:30pm</p>	<p>Fostering Dialogue Across Difference in the Classroom</p> <p>Kwame Anthony Appiah will lead a discussion on fostering dialogue across difference in our classrooms extending into students' "real" lives, building on themes of relationship and deep connection he raised in his books, <i>The Honor Code</i> and <i>Cosmopolitanism</i>. Kwame Anthony Appiah is a British-born Ghanaian-American philosopher, cultural theorist, and novelist who has taught at Yale, Cornell, Duke, and Harvard universities; currently, he is professor of philosophy and law at NYU.</p>

Thursday February 6th 12-1:30pm	Advising The Whole Student: Motivational Interviewing And How To Get The Most Out Your Advising Meetings Would you like to move the conversations with your advisees beyond the discussion of courses for the coming term? Come join us as Caitlin Barthelmes, AOD Education Programs Coordinator, Dartmouth College Student Health Promotion & Wellness gives a taste of Motivational Interviewing (MI) and how it might change the way we talk to students. If you are looking to deepen your discussions with students, this interactive session will help faculty become familiar with the fundamental spirit and principles of MI and provides space to consider how MI can be applied in your own advising. Sponsored by Undergraduate Advising and Research (UGAR).
Wednesday February 12th 12:30-2pm	Teaching with Information Technology (TWIT) John Pfister (PBS) will present his use of Pencasts and Relay recordings to supplement his introductory statistics course; Rodolfo Franconi, Carlos Minchillo, and Jill Baron (Portuguese) will present the pedagogical use of WordPress for the Portuguese Language Films at Dartmouth project; Petra McGillen (German Studies) will present Zaption, a tool to turn video clips into assignments for foreign languages; Instructional Design staff will do a brief presentation of the latest innovative uses of Canvas, Dartmouth's new LMS.
Thursday February 13th 12-1:30pm	Teaching Science Seminar Get together with other science faculty over lunch to discuss topics relevant to teaching the sciences at Dartmouth. February's topic will be announced early in the term.
Wednesday February 19th 12:30-2pm	Faculty Learning Community on Grading This session is a venue for faculty, new and old, to explore different viewpoints and philosophies of grading through a faculty learning community on grading, grade inflation, and grading's role in learning.
Wednesday February 26th 12:30-2pm	New Faculty Luncheon Focused on helping new faculty jump start their teaching program, these lunch time sessions will address topics on which faculty have concerns.
Thursday February 27th 12-1:30pm	First-year Writing and Canvas: New Strategies, New Possibilities The College has made the decision to move from the Blackboard Learning Management System to the Canvas system. Among the new feature Canvas enables is the option to connect courses' learning outcomes to specific activities and assignments. Several IWR faculty are among the early adopters for Canvas. This session will offer examples from IWR faculty and from members of the Instructional Design team of the kinds of uses of Canvas we have begun to adopt in first-year writing courses, and will show faculty the learning outcomes function.
Wednesday March 12th 12:30-2pm	Faculty Learning Community on Grading This session is a venue for faculty to explore different viewpoints and philosophies of grading through a faculty learning community on grading, grade inflation, and grading's role in learning.
Thursday March 13th 12-1:30pm	Teaching Science Seminar: Teaching the "Nature of Science" in Introductory Science Courses National scientific organizations have called for students to be taught the nature of science, yet education research has shown that introductory science courses are largely ineffective in conveying much beyond a naïve conceptualization of the nature of science. Join Dr. David Kraemer (Education and Psychology & Brain Sciences) to discuss why students have difficulty learning abstract concepts such as the nature of science and what education and cognitive research reveals about techniques for developing a conceptual understanding of the nature of science.

DARTMOUTH CENTER FOR THE ADVANCEMENT OF LEARNING GUARANTEES A SAFE SPACE FOR PROFESSIONAL DISCUSSION.

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