

<p><b>Thursday</b> <b>March 27th</b> <b>12-1:30pm</b></p>	<p><b>Library Research in First-Year Writing: Outcomes and Expectations</b> What do we want students to be able to do as a result of our library research sessions in first-year writing? This workshop, facilitated by librarians Laura Braunstein and Jill Baron, will offer examples of successful library-faculty collaborations to foster a conversation among faculty and librarians about common outcomes and expectations for library research in first-year writing courses. This Institute for Writing and Rhetoric session will share and discuss effective library research assignments from Writing 2/3, Writing 5, and First-year Seminars.</p>
<p><b>Thursdays</b> <b>Mar 27th &amp;</b> <b>Apr 24th</b> <b>2:30-4pm</b></p>	<p><b>Talking about Language and Culture (Monthly Discussion Group)</b> Come share ideas about teaching languages and culture, get to know each other better, and create a community of teachers who care about language.</p>
<p><b>Tuesday</b> <b>April 1st</b> <b>12-1:30pm</b></p>	<p><b>Responding to Crisis: Sexual Assault</b> This presentation is designed to assist you 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 if you have never experienced this situation and those who are looking for a refresher on these skills.</p>
<p><b>Thursday</b> <b>April 3rd</b> <b>12-1:30pm</b></p>	<p><b>First-year Writing and Canvas: New Strategies, New Possibilities</b> The College has made the decision to move from the Blackboard Learning Management System to the Canvas system. Among the new features Canvas enables is the option to connect courses' learning outcomes to specific activities and assignments. Several IWR faculty are among the early adopters of 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.</p>
<p><b>Tuesday</b> <b>April 8th</b> <b>8:15-10:15am</b></p>	<p><b>Health, Safety &amp; Liability on FSPs &amp; LSAs: What Faculty Directors Need to Know</b> Join new and experienced faculty program directors in an interactive session about some of the more challenging aspects associated with leading programs abroad — health, safety and liability. The discussion will be led by professional staff from the Counseling &amp; Human Development Office, Offices of General Counsel, the Dean of Undergraduate Students, Risk and Internal Controls Services and Off-Campus Programs. Participants will have an opportunity to learn about best practices and policies, and they will also discuss Dartmouth case scenarios.</p>
<p><b>Tuesday</b> <b>April 8th</b> <b>12-1:30pm</b></p>	<p><b>Leveraging Openly Available Course Materials To Enhance Student Learning</b> What are the benefits to student learning of openly available and reusable materials? What resources are available to you for discovering, reusing, remixing, and redistributing educational materials for your courses, and licensing your own materials for reuse too? Learn about the teams available to help you develop your content for new ways of learning in both the edX and residential courses. Find out about open education resources and tools, and how to apply Fair use and Creative Commons licenses to your own course materials.</p>
<p><b>Thursday</b> <b>April 10th</b> <b>12-1:30pm</b></p>	<p><b>Teaching Science Seminar—Science Textbooks: Past, Present, and Future</b> An article in Change magazine in 1992 said that “textbooks have never been more beautiful, sophisticated, or useful. The textbook ‘package’ is a premier vehicle for teaching and learning.” As an author, John Kotz (SUNY Distinguished Teaching Professor, Emeritus), believes this was and still is true. However, market forces such as cost and the rise of social media, tablets, online courses (MOOCs), and OERs are changing the landscape rapidly. His publisher said recently that “it is like being in a jungle now,” and that “this is an interesting time if you have the stomach for it.” In this seminar Professor Kotz plans to survey the current situation and solicit opinions and ideas for the future of materials used in science education.</p>

<p><b>Wednesdays</b>  <b>April 16<sup>th</sup></b>  <b>&amp; May 21<sup>st</sup></b>  <b>12:30-2pm</b></p>	<p><b>New Faculty Luncheon</b>          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><b>Monday</b>  <b>April 21<sup>st</sup></b>  <b>12:30-2pm</b></p>	<p><b>Text and Data Mining: Projects, tools and student engagement</b>          Join faculty members involved in a wide range of research projects using the emerging set of tools and resources called “text and data mining”. Learn how these can be incorporated into teaching through student projects, and what new tools and resources are available.</p>
<p><b>Tuesday</b>  <b>April 22<sup>nd</sup></b>  <b>12-2pm</b></p>	<p><b>Difficult Conversations: A Guide to Mastering the Talks We Dread</b>          Difficult conversations can be part of all of our work both inside and outside of the classroom. Please join us to explore how to develop effective oral communication skills when in challenging conversations with groups or individuals. This will be an interactive experience that will provide you with a guide to achieving open and constructive outcomes in conversations.</p>
<p><b>Wednesday</b>  <b>April 30<sup>th</sup></b>  <b>12:30-2pm</b></p>	<p><b>Mindfulness for Self-Care and Enhanced Productivity in the Higher Education Setting</b>          How can mindfulness principles be applied to promote self-care and enhance productivity for students, faculty, and staff? This session will provide a brief overview of mindfulness, as well as discussion of the role it can play in our physical and psychological well-being. We will also consider how mindfulness can help us cope with the deleterious effects that stress can have on memory, creativity, and productivity. This overview will be followed by an introduction to simple mindfulness practices that can be used in our teaching as well as in our personal lives.</p>
<p><b>Monday</b>  <b>May 5<sup>th</sup></b>  <b>12:30-2pm</b></p>	<p><b>Responding to Crisis: Sexual Assault</b>          This presentation is designed to assist you 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 if you have never experienced this situation and those who are looking for a refresher on these skills.</p>
<p><b>Wednesday</b>  <b>May 7<sup>th</sup></b>  <b>12:30-2pm</b></p>	<p><b>Space, Design, and Format: Key Principles and Teaching Practices</b>          Whether it's about creating Powerpoints, multimodal composing, analyzing images, or just formatting writing more effectively--we all think about space, design, and visual persuasion. Legendary scholar of design and visualization, Edward Tufte, argues that many of our attempts to foster learning and transfer information are actually counterproductive. In this interactive Institute for Writing and Rhetoric session, two colleagues who recently attended a Tufte workshop will share some of what they learned about space, design, and visual persuasion.</p>
<p><b>Thursday</b>  <b>May 8<sup>th</sup></b>  <b>12-1:30pm</b></p>	<p><b>Teaching Science Seminar</b>          Have you heard about team-based learning (TBL) but wonder how it might work in your classroom? Ann Clark (Psychological and Brain Sciences) will lead a discussion about how she has implemented TBL in her classroom, student reaction to this format and lessons learned.</p>
<p><b>Wednesday</b>  <b>May 14<sup>th</sup></b>  <b>12:30-2pm</b></p>	<p><b>How Students (and Their Professors) Respond to Arguments and Counterarguments in Their Writing and Speaking</b>          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>

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