

<p>Thursday January 7th 12-1:30pm</p>	<p>Teaching Science Seminar: What can journal articles teach undergraduates at all levels? We will share strategies and assignments to help students read articles efficiently and critically. Who chooses the articles? How can you craft a set of questions for a particular paper for a particular course? Should reading journal articles only be expected in upper-level and graduate courses?</p>
<p>Tuesdays Beg Jan 12th 4:30-6pm</p>	<p>Faculty Voice Group The Faculty Voice Group has been helping faculty, new and old, to improve their speaking voice and presence in the classroom, for lecturing and for leading discussions effectively. Relaxation, vocal expressiveness and strength, confidence, and finding the enjoyment in speaking are just some of the areas explored. Professor James Rice (Theater) leads this group; email him for more information (James.G.Rice@dartmouth.edu).</p>
<p>Mondays Jane 11th, Feb 8th, Mar 14th 12-1:30</p>	<p>Learning Community for Future Faculty In order to cultivate a community focused on teaching and learning amongst graduate students and postdocs, DCAL has established a Learning Community for Future Faculty (LCFF). The focus of this group is to share the rewards and challenges of college teaching, while digging a bit deeper into best practices and techniques for teaching. The LCFF meets monthly on the 2nd Monday of the month at noon.</p>
<p>Wednesday January 20th 12:30-2pm</p>	<p>New Faculty Workshop-Supporting Students: The Undergraduate Dean's Office and You In this workshop we will discuss how the Undergraduate Dean's Office supports students in their learning and lives at Dartmouth. How can faculty and undergraduate deans (and students) work together? What should you do when you suspect a student is in need of support? What is your role as a faculty member when a student comes to you in crisis? Bring your questions and concerns; several deans will be on hand to help work through possible scenarios.</p>
<p>Thursday January 21st 12-1:30pm</p>	<p>Grading Student Writing This workshop, sponsored by the Institute for Writing and Rhetoric, will focus on the difficult task of assigning grades to student writing. We assign, we read, and we respond to student essays. But the most challenging moments often occur when we grade those same essays. In this session, we will work to reduce some of the angst and uncertainty that comes with grading by considering our evaluation rationales and exploring the common ground of our grading practices.</p>
<p>Thursdays Beg in Jan 3:15-5:15pm</p>	<p>Future Faculty Teaching Series The purpose of this 5-part (6 session) workshop series is to introduce graduate students and postdocs to educational literature, basic elements of course design, and different instructional methods. Participants will have a chance to practice teaching and evaluate teaching by others.</p>
<p>Thursday January 28th 12-1:30pm</p>	<p>So Many Words to Learn: Strategies for L2 vocabulary acquisition Led by Jamie Rankin, Ph.D., Director, Center for Language Study at Princeton University. Second language (L2) classrooms have undergone radical changes during the past 50 years. At various points they have focused on formal linguistic structures, then on drills and "habit formation," on input and "affective filters" as opposed to a "focus on form," on cultural input, sociocultural perspectives and social networking. Throughout these dizzying shifts of perspectives and approaches there has been remarkably little emphasis on one aspect of L2 learning that all teachers and all students acknowledge as a critical factor in L2 proficiency: Vocabulary. This talk addresses L2 vocabulary learning by focusing on two questions: (1) What role should vocabulary instruction play in the L2 syllabus – i.e., why teach it? (2) What does current research tell us about how learners acquire L2 vocabulary – i.e., how should we teach it? The talk includes a discussion of current textbook approaches to L2 vocabulary; various ways for helping students develop their own learning strategies, and practical ideas for classroom vocabulary work.</p>

<p>Thursday Feb 4th 12-1:30pm</p>	<p>Arguing about Argumentation What are we asking for when we ask students to write an argument? Within a narrow understanding, we might understand argumentation to mean the delivery of a set of rhetorical moves: claims, grounds, warrants, evidence, reasoning, concessions, refutations. More broadly, we might hold that everything is an argument, that all texts necessarily constitute argumentation. This session will consider this range of understanding and explore its consequences for teaching argument. The workshop is sponsored by the Institute for Writing and Rhetoric.</p>
<p>Wednesday Feb 10th 4-5:30pm</p>	<p>Ten Things You Can Do to Disrupt Bias in the Classroom Implicit bias is the bias in judgment and/or behavior that results from subtle cognitive processes (e.g., implicit attitudes and stereotypes) that often operate at a level below conscious awareness and without intentional control. Implicit bias can shape classroom interactions in ways that impede student learning. This workshop will provide faculty with specific techniques aimed at disrupting bias in the classroom and fostering learning for all students.</p>
<p>Thursday Feb 11th 12-1:30pm</p>	<p>Teaching Science Seminar How can MOOCs and other digital resources be used to enhance on-campus teaching and learning? Vicki May (Thayer School of Engineering) will talk about her experiences organizing and teaching one of Dartmouth's first MOOCs, ENGSx01: The Engineering of Structures Around Us. She will share some of the data from the MOOC and will discuss how she has used the resources developed through the MOOC in her on-campus courses. Vicki hopes that her presentation will start a discussion related to teaching and learning: How can MOOCs and other digital resources change or enhance teaching and learning on-campus? What digital resources do you use in your courses? What types of digital resources would you like to develop for your courses?</p>
<p>Wednesday Feb 17th 12:30-2pm</p>	<p>New Faculty Workshop In this interactive workshop we will discuss when and why to use groups in your courses. How to form effective groups and get them ready to perform? What is your role in student group work? How can you design and assess group assignments? How can Canvas and other tools support group work?</p>
<p>Thursday Feb 18th 12-1:30pm</p>	<p>Fear Shot: Inoculating Students against Public Speaking Anxieties before Presentations Decades of attitudinal inoculation research have confirmed that we can protect against persuasive attacks in much the same way we can protect against viral attacks—through pre-exposure to weakened forms of the attack. More recently, inoculation scholars have tried inoculation-based messaging against unconventional attacks, like the temptation to engage in academic misconduct. In this interactive Institute for Writing and Rhetoric-sponsored session, Josh Compton will share preliminary results of a recently completed study on inoculating college students against unhealthy public speaking anxieties prior to their in-class presentations and share ways that we can talk with our students about their speeches, their preparation, and their roles as audience members and classroom collaborators to lead to better speaking and learning experiences</p>
<p>Wednesday Feb 24th 12:30-2pm</p>	<p>Teaching and the Gift of Failure What's the best way to motivate students to own their education and develop resilience? Research has shown that the key to all these things is intrinsic motivation, or motivation that comes from within. In <i>The Gift of Failure</i>, local author Jessica Lahey summarizes the current research on autonomy-supportive parenting and teaching, competence, rewards, praise, and failure. Register by Wednesday February 24th to receive a copy of the book to read before the discussion.</p>

<p>Thursday Feb 25th 12-1:30pm</p>	<p>Teaching Writing, Faculty Disciplines, and Adaptable Knowledge Writing courses at Dartmouth are taught by faculty with a very diverse range of disciplinary backgrounds. Students therefore experience within their first Dartmouth year the need to adapt the reading, writing and speaking knowledge they develop in one course to the new demands of the next course (as well as to courses they are taking outside the first-year writing sequence). This Institute for Writing and Rhetoric session will explore our disciplines and our disciplinary identities as faculty, and the way these identities shape what we value and teach, in relation to what we know from research and practice about how to best foster students' ability to develop writing knowledge they can successfully adapt across contexts.</p>
<p>Friday Feb 26th 9-10:30am</p>	<p>Creative Commons: Using it to share and find creative and educational works Creative Commons is "a non-profit organization that enables the sharing and use of creativity and knowledge through free legal tools." This workshop will show you how to use Creative Commons to license your own work and search for materials that can be used for teaching, presentation, or publication. There will be opportunities for hands-on exploration of Creative Commons as well as time for discussion and questions. Please bring your laptop or device!</p>
<p>Thursday March 3rd 4-5pm</p>	<p>Learning IgnitED Learning IgnitED is a quarterly opportunity for faculty and campus partners to share stories about teaching and learning at Dartmouth. Educators are invited to present short talks ranging from topics such as using a learning technology, trying new pedagogies, active learning, experiential learning, and course (re)design projects. Presenters and topics will be announced in early 2016.</p>
<p>Friday March 11th 12:30-2pm</p>	<p>Teaching Science Seminar: Institute for Cross Disciplinary Engagement Marcelo Gleiser (Physics) will discuss his recent work, funded by a grant from the John Templeton Foundation, to establish the Institute for Cross Disciplinary Engagement at Dartmouth (ICE - http://ice.dartmouth.edu) that seeks to engage both scientists and humanists to explore large unanswered questions. As Marcelo will explain, there will be several opportunities for colleagues on campus to participate in ICE's activities.</p>
<p>Wednesday March 16th 12:30-2pm</p>	<p>New Faculty Workshop In this interactive workshop we will discuss how to make grading a meaningful communication tool about student learning. How do different grading models reflect teaching values? Is there a difference between grading and assessment? We will also address using Canvas and other tools for creating grading criteria and rubrics.</p>

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

Please, no audio or video recording without permission.

<p>REGISTER FOR EVENTS AT: WWW.DARTMOUTH.EDU/~DCAL Lunch is provided at all midday events.</p>	<p>DCAL HAS WORKSHOPS FOR FUTURE FACULTY, TOO! For more information, please visit www.dartmouth.edu/~dcal/graduate</p>
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