

<p>Thursday March 31<sup>st</sup> 12-1:30pm</p>	<p><b>Discussion Session: Naming What We Know-An IWR workshop</b> This will be the pre-meeting for all Writing 2/3, Writing 5, and Humanities 1 faculty who might be interested in joining a spring term research reading group led by Wendy Piper. The text for this group will be Naming What We Know: Threshold Concepts of Writing Studies, a collection of short statements by some of the most active researchers in composition studies on foundational concepts in the field. The book's introduction will be circulated before the session; faculty can join the reading group after the session.</p>
<p>Monday April 11<sup>th</sup> 3-4:30pm</p>	<p><b>New FaculTEA: Video for Flipping and Student Projects</b> Flip a little or flip a lot. Consider using video to deliver course content, learn about techniques and resources that can help. Learn how students can use video for assignments and projects. This workshop will take place in Carson 61.</p>
<p>Friday April 15<sup>th</sup> 12:30-2pm</p>	<p><b>Teaching Science Seminar: Succeeding in Introductory Science Courses from the Perspective of the Teaching Science Fellows</b> The Teaching Science Fellows are recent Dartmouth graduates who help facilitate student learning in introductory courses in Chemistry (Chemistry 5, 6, and 52) and Biology (Biology 12 and 13). Therese Kienemund '15 and Josh Prickel '15 will discuss the strategies they have implemented as well as their insights about how students best learn science and the major roadblocks that students encounter.</p>
<p>Tuesday April 19<sup>th</sup> 8:15-10:15am</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>Tuesday April 19<sup>th</sup> 12-1:30pm</p>	<p><b>Writing The Medical School Composite Letter</b> This workshop is for both new and seasoned Composite Letter writers. Sarah Berger and Annette Hamilton will clarify the purpose and structure of Dartmouth composite letters for the newer writers among you—and share important updates on current evolutions about what medical schools are wishing to see in letters, for all. Supporting letter writers welcome.</p>
<p>Wednesday April 20<sup>th</sup> 12:30-2pm</p>	<p><b>Access to Success: What works when accommodating students with disabilities</b> Students have varied experiences dealing with their disabilities and when asking for accommodations. Come hear a panel of students with disabilities talk about their challenges with learning at Dartmouth. What can faculty do to optimize opportunity without compromising legitimate academic objectives and standards? There is no substitute for hearing about this directly from students!</p>
<p>Tuesday April 26<sup>th</sup> 12-1:30pm</p>	<p><b>Inspiring Inquiry: First-Year Students and the Research Process</b> Introducing first-year students to the rigors of academic research is a perennial challenge for instructors, but also a rich source for collaboration among faculty and librarians. In this session, several pairs of faculty and librarian collaborators will present on the work they do together in first-year writing courses. A roundtable discussion will follow, giving participants the opportunity to share their own experiences and insights about what works (or what doesn't) when teaching research to first-year students. First-year writing faculty and teaching librarians are encouraged to attend, but all are welcome to join in the discussion about teaching students research.</p>
<p>Thursday April 28<sup>th</sup> 4-5pm</p>	<p><b>Learning IgnitED</b> Learning IgnitED is an opportunity for faculty and campus collaborators to share stories about teaching and learning at Dartmouth. These short form talks (~7 min) explore topics such as using learning technology, trying new pedagogies, active/experiential learning, and innovative assignments. This workshop will take place in Arts and Humanities Resource Center, Bartlett Hall, 2nd Floor.</p>

<p>Tuesday May 3<sup>rd</sup> 3-4:30pm</p>	<p><b>Writing The Medical School Composite Letter</b> This workshop is for both new and seasoned Composite Letter writers. Sarah Berger and Annette Hamilton will clarify the purpose and structure of Dartmouth composite letters for the newer writers among you—and share important updates on current evolutions about what medical schools are wishing to see in letters, for all. Supporting letter writers welcome.</p>
<p>Friday May 6<sup>th</sup> 12:30-2pm</p>	<p><b>Teaching Science Seminar: Partnership for Life Science Education (PULSE)</b> The Partnership for Life Sciences Education (PULSE) is a collaborative effort developed and funded by the National Science Foundation (NSF), the National Institutes of Health (NIH) and the Howard Hughes Medical Institute (HHMI) to catalyze adoption of the principles outlined in the 2011 American Association for the Advancement of Science (AAAS) report Vision and Change in Undergraduate Biology Education: A Call to Action. Among the recommendations in the Vision and Change report is a recognition that a 21st century education requires modifications to how science is taught, how academic departments support faculty, and how curricular and infrastructural decisions are determined. The three PULSE Fellows-Marcy Kelly (Pace University), Marcy Osgood (University of New Mexico) and Tom Jack (Dartmouth) leading this session will discuss the progress and impact of the major PULSE initiatives.</p>
<p>Thursday May 10<sup>th</sup> 12-1:30pm</p>	<p><b>Writing and Genre- An IWR workshop</b> What do we know about genres and our students' writing? Perhaps, more importantly, what do we know about genre knowledge and our students' writing? How might genre knowledge inform our teaching and our assignments? In this special session, Dylan Dryer (University of Maine) will lead faculty in examining these questions. We will also consider some methodological problems regarding genre research that can impact writing instruction and learning.</p>
<p>Wednesday May 11<sup>th</sup> 3-4:30pm</p>	<p><b>Teaching in a Big Block</b> Learn how to structure your class meeting to make best use of your time with students (2-3 hours). Explore flipping content, student run sessions, and group work to introduce variety and still accomplish your goals.</p>
<p>Tuesday May 17<sup>th</sup> 12-1:30pm</p>	<p><b>Book Discussion: Blind Spot: Hidden Biases of Good People</b> Written by the psychologists Mahzarin R. Banaji and Anthony G. Greenwald, co-developers of Harvard's Implicit Association Test (IAT), this book explores our hidden biases based on research results from over 14 million IATs. This session is part of the DCAL series on Disrupting Bias in the Classroom. Register by Tuesday, May 10th to receive a copy of the book to read prior to the discussion</p>
<p>Wednesday May 18<sup>th</sup> 12:30-2pm</p>	<p><b>New Faculty Luncheon-Grading for Learning and Assessment: Creating your assessment plan</b> How do you design your course to provide you and your students early and helpful feedback to improve teaching and learning? We will explore assessment options and grading strategies in order to craft an assessment plan for your course.</p>
<p>Thursday May 19<sup>th</sup> 12-1:30pm</p>	<p><b>Intercultural Communication Competence- An IWR workshop</b> This workshop, led by Darlene Drummond, will introduce faculty to one of the latest and most progressive theories to explain intercultural interactions—Mark Orbe's co-cultural theory. Exercises, including a personal cultural assessment, will be conducted to help participants gauge where they are and how their position(s) impact class interactions in a multicultural classroom.</p>

REGISTER FOR EVENTS AT: [WWW.DARTMOUTH.EDU/~DCAL](http://WWW.DARTMOUTH.EDU/~DCAL)

Lunch is provided at all midday events.

DCAL HAS WORKSHOPS FOR FUTURE FACULTY, TOO!

For more information, please visit [WWW.DARTMOUTH.EDU/~DCAL/GRADUATE](http://WWW.DARTMOUTH.EDU/~DCAL/GRADUATE)

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