

<p><u>Tuesday</u> <u>January 10</u> <u>10-11am</u></p>	<p>FACULTY WORKSHOP: USING GROUP-WORK IN CLASS In this interactive workshop we will discuss when and why to use groups in your courses. Faculty will learn how best to form effective groups and how to design and assess group assignments. This session will be facilitated by Erin DeSilva and Kes Schroer (Educational Technologies).</p>
<p><u>Tuesdays</u> <u>Beg January 10</u> <u>4:30-6pm</u></p>	<p>FACULTY WORKSHOP: FACULTY VOICE GROUP The Faculty Voice Group helps faculty, new and old, 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; contact him for additional information. <i>Sessions meet weekly through the term.</i></p>
<p><u>Thursday</u> <u>January 12</u> <u>12:30-2pm</u></p>	<p>INSTITUTE FOR WRITING AND RHETORIC WORKSHOP: UNDERSTANDING AND TEACHING ANALYSIS AND SYNTHESIS We know that both analysis and synthesis are higher order components in learning taxonomies and that they are essential to a student's development as a college-level reader, writer, and thinker; they are key features of our outcomes. But what exactly are they? And can we tell whether we are teaching them well—or whether we are teaching them at all? This session will consider the nature of analysis and synthesis and how we might devise methods and assignments that will make their purpose and practice sharper for both writing instructors and their students. Facilitated by Professor Christiane Donahue (Institute for Writing and Rhetoric)</p>
<p><u>Friday</u> <u>January 13</u> <u>12:45-1:45pm</u></p>	<p>TEACHING SCIENCE SEMINAR Do our students collaborate more than we would wish on homework problems in science, math and statistics courses? This seminar reviews the evidence for such counter-productive collaboration and presents the outcomes that followed introduction of individual homework problems in an engineering sciences core course. Relevant to all faculty who assign problem sets. Professor Stuart Trembly (Thayer) will lead this session.</p>
<p><u>Monday</u> <u>January 16</u> <u>12:15-1:15pm</u></p>	<p>FACULTY CONVERSATION: TEACHING (AND LEARNING) IN THE CURRENT POLITICAL MOMENT Rev. Osagwefe Uhuru Sekou, the keynote speaker for this year's MLK Celebration, will lead a discussion about the challenges that the current political moment poses for teaching at Dartmouth. Rev. Sekou is an activist, author, documentary filmmaker and theologian who has helped train thousands in nonviolent civil disobedience. He emerged as a central figure in the protests that took place in Ferguson, Missouri. <i>**This event is limited to faculty.**</i></p>
<p><u>Thursday</u> <u>January 26</u> <u>12:15-1:15pm</u></p>	<p>FACULTY WORKSHOP: EARLY COURSE EVALUATIONS TO IMPROVE LEARNING & TEACHING Getting student feedback early in the term has many benefits: it can allow you to identify problems that might otherwise be invisible to you and gives you an opportunity to engage your students in a discussion about how things are going. You will learn about different types of midterm evaluations and craft specific questions for your course. This workshop intended for faculty teaching this term. This session will be facilitated by Erin DeSilva and Adam Nemeroff (Educational Technologies).</p>
<p><u>Wednesday</u> <u>February 1</u> <u>12:40-2:05pm</u></p>	<p>INSTITUTE FOR WRITING AND RHETORIC WORKSHOP: AWARD WINNING WRITING AND SPEAKING: A PANEL OF STUDENT PRIZE WINNERS OF DARTMOUTH WRITING AND SPEAKING CONTESTS Join students who have recently won awards for their writing and speeches at Dartmouth for a roundtable discussion on how they developed their exceptional work. Topics will include the opportunities and challenges of speaking and writing for different audiences, whether competition affects student writing and speaking, and how we can better make space in our classrooms for creative, innovative work. Professor Josh Compton will facilitate this session.</p>
<p><u>Thursday</u> <u>February 2</u> <u>12:15-1:15pm</u></p>	<p>DCAL BOOK CLUB How can a focus on teaching reorient our scholarly work? Speaking about her experience of conceptualizing and editing the volume MLA Approaches to Teaching the Literature of the American Civil War (2016), Professor Colleen Glenney Boggs (English) will lead a lunch-time discussion about ways in which teaching can help faculty rethink our fields of knowledge. <i>Register by January 27th to receive a copy of the book.</i></p>

<p>Thursday February 9 12:15-1:15pm</p>	<p>TEACHING SCIENCE SEMINAR: WHAT CAN YOU DO TO KEEP STUDENTS IN STEM MAJORS? Retention of a more diverse population of students in STEM majors is an issue at Dartmouth and many other universities. In this session, we will read case studies about students who faced struggles in STEM classes at Dartmouth—written by Dartmouth faculty—to identify specific strategies that you can adopt to ensure that all students pursue their intended majors. Professor Lisa Baldez (Government/LALACS/DCAL) will lead this conversation.</p>
<p>Tuesdays February 14 & 21 9-10am</p>	<p>FACULTY WORKSHOP: PREPARING YOUR SYLLABUS Are you preparing a new course or revising one that needs a makeover? These sessions will walk you through a course design process that can save you time and make the semester go smoothly. We will help you craft a syllabus that clearly communicates what students will learn and be able to do by the end of the term. This workshop is intended for faculty. Sessions will be facilitated by Prue Merton (DCAL), Scott Millsbaugh and Adam Nemeroff (Educational Technologies).</p>
<p>Wednesday February 15 12:40-2:05pm</p>	<p>INSTITUTE FOR WRITING AND RHETORIC WORKSHOP: TIME CRUNCH: THE OPPORTUNITIES AND CHALLENGES OF WRITING COURSE DESIGN Our academic terms are 47 days long. The brevity of our terms shapes our students' experience of our classes, perhaps especially when we assign longer, multiple-draft writing assignments. We ask our students—and ourselves—to accomplish a lot in nine weeks. In this session, we'll discuss some challenges peculiar to our short terms. What kinds of difficulties can we expect our students to encounter because of our system? What kinds of pedagogical questions are raised by those difficulties? And how can we adapt our teaching to give every student a real chance at success? We'll consider the perspectives of students and faculty and discuss strategies for simultaneously addressing multiple learning outcomes. This discussion will be led by Nick Van Kley (Institute for Writing and Rhetoric)</p>
<p>Monday February 20 1-2pm</p>	<p>DYNAMIC ASSESSMENT IN LANGUAGE TEACHING Professor Raquel Hidalgo Downing (U Complutense) will discuss the use of student portfolios as a tool for assessment in language courses. Adapting ethnographic research methods (interviews, participant observations on their own experience in the target language and culture, surveys, oral/written histories), portfolios allow instructors to design authentic assessment materials, and allow students to identify strategies to develop competence in the target language and culture, to reflect on and assess their own progress, and to connect formal and experiential learning.</p>
<p>Thursday March 2 12:30-2pm</p>	<p>INSTITUTE FOR WRITING AND RHETORIC WORKSHOP: UNDERSTANDING AND TEACHING SOURCE USE Join Professor Christiane Donahue (Institute for Writing and Rhetoric) for a discussion of how to help students understand the work of entering into dialogue, in their writing and speeches, with sources they read. We'll begin by discussing what research tells us about this dialogue and the challenges it poses for different kinds of writers, and then discuss practical strategies for teaching students how to engage in the dialogue in ways that satisfy college expectations.</p>
<p>Monday March 6 12:45-1:45pm</p>	<p>TEACHING STUDENTS RESEARCH: VISUALIZING HISTORY: AN APPROACH TO USING DATA IN THE SOCIAL SCIENCES AND HUMANITIES CLASSROOM Are you interested in integrating data analysis and visualization techniques into your classroom, but are not sure where to start? In this session, Emily Merchant (History) will present on her QSS 30.05/HIST 90 course “US History through Census data” and the ways that she and James Adams, Data and Visualization Librarian, supported students in deriving meaning from historical census data through the use of the programming language R. Faculty from across the disciplines are encouraged to attend and consider possible applications in their own classroom.</p>

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

Please, no audio or video recording without permission.

<p>PLEASE REGISTER FOR EVENTS AT DCAL.DARTMOUTH.EDU Lunch will be available 15 minutes before the start of all midday events.</p>	<p>DCAL HAS WORKSHOPS FOR FUTURE FACULTY, TOO! dcal.dartmouth.edu/services/graduate-students-and-postdocs</p>
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