Teaching Ethical Reasoning, Collaboration, and Oral Communication: A working session for faculty teaching in the General Education Program

Friday, January 3, 9am – noon
117E DeVos Center, Pew Grand Rapids Campus

As you put the final touches to your Winter Term course syllabi, you are invited to workshop your plans with a small group of colleagues. If you are teaching ethical reasoning, collaboration and/or oral communication in your course, you might be interested in hearing and seeing how others are approaching:

- assignment design
- timing of assignments during the semester
- assessing students’ prior knowledge
- scaffolding of skill development
- student handouts
- grading rubrics and other assessment strategies
- working outside of your comfort zone
- helping students work outside of their comfort zones

Participants will help structure this morning session – please RSVP and indicate your areas of interest here.

All faculty are invited to participate, even if you are not teaching a general education course this coming semester. If you are interested in a confidential individual consultation on these topics – or any other teaching/learning topic, for that matter – do not hesitate to contact us at ftlc@gvsu.edu.
Orientation for New SWS Teachers

**Kay Losey, SWS Director; Professor, Writing**

*Tuesday, January 7, 4-5pm, 1247 Kirkhof Center or Friday, January 10, 3-4pm, 488C Devos Center*

Designed for new SWS faculty, this workshop provides a basic overview of the goals of the SWS program and the requirements of SWS-designated courses. In addition, it offers examples of how the SWS requirements might be fulfilled, including assignment ideas, ways to incorporate writing instruction into classes, and suggestions for dealing with the “paper load.” An informal question and answer session will conclude the workshop.

Participants will leave with a wealth of resources, including numerous handouts, a book, and a list of useful websites.

Asking Questions about Teaching and Student Learning: A conversation and workshop with Derek Bruff, Director, Center for Teaching, Vanderbilt University

*Wednesday, January 8, 3-5pm, 300 Kennedy Hall of Engineering, Pew Grand Rapids Campus*

Do you have questions about your teaching? About how students are learning in your courses? Are your students as engaged, motivated and committed to their education as you would like? If you modify your syllabus or assignments, flip your classroom, or increase collaborative learning, for example, how do you know if your new approaches are working? Are you already engaged in a systematic study that addresses such questions? If any of these questions intrigues you, please join us – and a very special guest – to take your study or answer-seeking efforts to the next level. The process of critical reflection and study of teaching and learning is a natural parallel to the critical thinking that we work so hard to develop in our students.

Not surprisingly, there is an art and a science to asking good questions and getting good answers. We invite you to join the growing conversation about asking the right questions, choosing appropriate evidence, and analyzing evidence in a manner consistent with the traditions of the Scholarship of Teaching and Learning. Derek Bruff joined us earlier this year as a keynote presenter at the 5th Annual Scholarship of Teaching and Learning Academy. We are delighted that he will be traveling to West Michigan again to engage in another interactive session with faculty. Bring your ideas, plans, data, or just yourself.

Derek is director of the Vanderbilt University Center for Teaching and a senior lecturer in the Vanderbilt Department of Mathematics. He
3) Why do you wish to participate in the FLC?

**Using Portfolios Effectively to Impact Instruction and Student Learning**

The Literacy Studies program in the College of Education will host this Teaching Circle during Winter 2014. As a program, we require our reading candidates to construct portfolios of work completed throughout the program. The selected work highlights the candidates learning processes and exhibits their ability to demonstrate the learning standards established by our accrediting agency (International Reading Association). In this teaching circle, we seek to explore how we effectively use these portfolios to understand, assess, and evaluate student learning outcomes. Therefore, we will look at student work/data within the portfolios, unpacking how we insure students meet the learning objectives. Our intent is to have specific lenses for each meeting, exploring the portfolios from this specific lens and narrowing our conversation around pivotal data pieces/student work examples. Ultimately this review process will provide us space to grow through dialogue, collaborating and sharing, thus strengthening our program. That is, through dialogue we can look at student learning in an in-

consults regularly with faculty in a variety of disciplines about educational technology and other teaching and learning topics. Derek’s research interests include classroom response systems (“clickers”), visual thinking, student motivation, and social pedagogies. He blogs on these topics at derekbruff.org, and his book, Teaching with Classroom Response Systems: Creating Active Learning Environments, was published by Jossey-Bass in 2009. Derek has taught at Harvard University and has a Ph.D. in mathematics from Vanderbilt University.

**Save the Date: Winter 2014 Academic Advising Forum: Dr. Kristen Renn, Michigan State University**

*Thursday, January 30, 2 – 4pm*
*Grand River Room, 2250KC*

Kristen Renn is professor of Higher, Adult, & Lifelong Education (HALE) in the Department of Educational Administration at Michigan State University. Since August 2013, she is also Associate Dean of Undergraduate Studies and Director for Student Success Initiatives, providing leadership for MSU’s Neighborhood Engagement Center initiative. She is a faculty member in the Student Affairs Administration MA program and teaches courses related to student development, diversity and equity, and higher education foundations in the HALE PhD program and HALE MA program. Prior to coming to MSU, she was assistant professor of higher education and qualitative research at Southern Illinois University Carbondale, a policy analyst for the Massachusetts Board of Higher Education, and, for ten years, a dean in the Office of Student Life at Brown University. A Mount Holyoke College alumna, she received her PhD in Higher Education from Boston College.

Dr. Renn’s research interests include identity and identity development in higher education; mixed race college students; women in higher education in the US and global contexts; new professionals in student affairs; and lesbian, gay, bisexual, and transgender issues in higher education. She received an MSU College of Education Excellence in Teaching Award. A grant from the Spencer Foundation supported her international study of women’s postsecondary institutions. She is co-PI of the National Study of LGBTQ Student Success. Dr. Renn is Associate Editor for International Research and Scholarship for the Journal of College Student Development. She is a member of the Governing Board of ACPA-College Student Educators International and received the association’s Senior Scholar Award in 2011.

**Creating a syllabus for a new course**
depth manner, reflecting on our own practices and pedagogy, learning from each other. If you’d like more information about this Teaching Circle, feel free to contact Elizabeth Stolle (stollee@gvsu.edu).

Meeting dates/times:
Tuesday, January 21
1-3pm
Tuesday, February 25
9:30-11:30am
Monday, March 17
9:30-11:30am

For the complete article follow this link.