

Presentation Abstracts:

1. Discussions: How to Use a Seminar Format Effectively

Glenn Steinberg (English), Loser 106

This workshop will focus on the goals of the seminar format as well as strategies for increasing student participation in class. It will be a very practical guide to managing and improving class discussion both for the novice and the veteran of seminar teaching.

2. Writing Assignments that Help Improve Student Learning

Mary Goldschmidt (Writing Program), Loser 004

This interactive presentation will review model writing assignments from several different types of FSPs to help faculty generate ideas for how to use writing (both formally and informally) to increase student learning.

3. Panel Discussion on Interdisciplinary Team Teaching. Panelists: Lynn Bradley (Chemistry), Christopher Ault (IMM), Teresa Nakra (Music), Andrea Salgian (Computer Science), Yunfeng (Jennifer) Wang (Mechanical Engineering), Loser 106

This panel discussion focuses on the experiences of faculty involved in the development and teaching of two different interdisciplinary courses offered at TCNJ in the past few years. One class is an introductory level freshman seminar (FSP) course and the other was offered at an advanced level, engaging students in team work from four different disciplines.

Lynn Bradley will discuss her experiences in teaching an interdisciplinary freshman seminar course, FSP 141-02, *Photography, Metals, and Dyes: The Chemistry of Creating Art*, which was offered in Fall 2011. In addition, she will describe how the FSP offering has evolved into a study abroad course planned for the summer of 2013 in London. Christopher Ault, Teresa Nakra, Andrea Salgian, and Jennifer Wang will share their insights on the rewards of teaching the *Conducting Robots* course, highlighting results such as increasing student creativity and graduate school outcomes. They will address the challenges of designing a high level interdisciplinary course and the logistics of team teaching with four instructors.

Team Taught Course Information

A. FSP 141-02: *Photography, Metals, and Dyes: The Chemistry of Creating Art*

The course examines questions relating how chemistry and art interface. Students will discuss and investigate topics that help answer the following questions:

- Why does an artist need to understand chemistry?
- How can a better understanding of chemistry change the way artists practice their disciplines?
- What materials do artists use?
- Why do they select certain materials?
- What is the importance of material durability?
- What are the benefits and limitations of green and environmentally friendly chemical methods in art?

Through the exploration of art history, art practice, and the chemistry behind art techniques, students will look at current and past practices in art and explore how the two relate. Three areas of art will form the basis for this discussion: photography, metals and dyes. Hands-on experimental activities will give students an opportunity to discover the relationship between chemistry and the practice of art. Both descriptive and scientific writing will be part of the course.

- B. CSC 470 - *Special Topics in Computer Science: Conducting Robots***
ENG 470 - *Special Topics in Engineering: Conducting Robots*
IMM 370 - *Special Topics in Interactive Multimedia: Conducting Robots*
MUS 370 - *Special Topics in Music: Conducting Robots*

An interdisciplinary project-based course that fosters creative problem-solving approaches, and advances computational thinking skills through an open-ended project requiring the synthesis of knowledge in robotics, interactive multimedia, computer science, and music. Students will work collaboratively to design and develop innovative robotic and graphic systems that can conduct a music ensemble and react to the musicians. Topics to be taught include robotics, visual music, abstract animation, computer vision, data processing, conducting theory, and project management. This course will be taught by a team of professors in computer science, mechanical engineering, interactive multimedia, and music.

Prerequisites: CSC260 and CSC310 with a minimum grade of C,
or ENG212, and ENG272 or MAT386,
or IMM 270,
or declared music major status

4. Using Surveys in the Classroom: Assessing What Matters to You

Jason Dahling (Psychology), Loser 004

This workshop is focused on developing, delivering, and using informal feedback surveys to improve your teaching. While formal evaluations provide useful information, the feedback you receive is not tailored to your personal concerns and comes too late to improve your current courses. We will discuss how informal surveys bridge the gap between your learning objectives and formal evaluations, how to put together a survey that students will actually complete, and what to do with the results to make mid-course corrections, if necessary.

5. Using Peer Reviewers Effectively: More Student Writing Without More Grading

Diane Gruenberg (Tutoring Center), Loser 106

This workshop will share Writer's Place strategies that you can incorporate into your FSP to help students learn how they can talk with classmates about getting started on writing assignments and revise drafts.

6. Making Useful Comments, Not Noise

Mary Goldschmidt (Writing Program), Loser 004

This interactive presentation will review the top five guidelines for giving feedback on drafts of formal papers. Too much feedback on too many different issues (no matter how morally obligated you feel to mark up that paper!) will simply result in students zoning out. Learn how to best target your feedback for maximum gain.

7. Coaxing Effective Presentations from Our Students

Gary Woodward (Communication Studies), Loser 106

This interactive session will consider when in-class presentations make sense, and offer useful guidelines for helping students become effective presenters and advocates.

8. Community Engaged Learning: Best practices for new and returning faculty partners

Patrick Donohue and Paula Figueroa-Vega (Bonner Center) Loser 106

Community Engaged Learning projects provide us with the opportunity to connect the classroom to the world around us in direct and profound ways. We can significantly enhance the educational process while making it possible for students to address an unmet local need - in soup kitchens, homeless shelters, juvenile jails, city schools, urban community gardens, state parks, and many other locations. This workshop will provide concrete examples of successful projects, touch upon the positive data on student impact, and clarify the resources available to support faculty who wish to partner with the Bonner Center.