

Teaching and Pedagogy Workshops – May 10, 2012

Sponsored by the First Seminar Program and the Center for Excellence in Teaching and Learning

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| Session 1: 9:30 -- 10:10 am | |
| <p align="center">Discussion FAQs: How to Use a Seminar Format Effectively <i>Glenn Steinberg (English), Loser 106</i></p> <p>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.</p> | |
| Session 2: 10:20 – 11:00 am | |
| <p align="center">Writing Assignments that Help Improve Student Learning <i>Mary Goldschmidt (Writing Program), Loser 004</i></p> <p>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.</p> | <p align="center">Panel Discussion on Interdisciplinary Team Teaching <i>Panelists: Lynn Bradley (Chemistry), Christopher Ault (IMM), Teresa Nakra (Music), Andrea Salgian (Computer Science), Yunfeng (Jennifer) Wang (Mechanical Engineering), Loser 106</i></p> <p>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. More details can be found in the abstracts.</p> |
| Session 3: 11:10 -- 11:50 am | |
| <p align="center">Using Peer Reviewers Effectively: More Student Writing Without More Grading <i>Diane Gruenberg (Tutoring Center), Loser 004</i></p> <p>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.</p> | <p align="center">Using Surveys in the Classroom: Assessing What Matters to You <i>Jason Dahling (Psychology), Loser 106</i></p> <p>This workshop is focused on developing, delivering, and using informal feedback surveys to improve your teaching. 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.</p> |
| <p align="center">Lunch in Loser 123: 12 – 1 pm (Provided by the Liberal Learning Program)</p> | |
| Session 4: 1– 1:40 pm | |
| <p align="center">Making Useful Comments, Not Noise <i>Mary Goldschmidt (Writing Program), Loser 004</i></p> <p>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.</p> | <p align="center">Coaxing Effective Presentations from Our Students <i>Gary Woodward (Communication Studies), Loser 106</i></p> <p>This interactive session will consider when in-class presentations make sense, and offer useful guidelines for helping students become effective presenters and advocates.</p> |
| Session 5: 1:50 – 2:30 pm | |
| <p align="center">Community Engaged Learning: Best practices for New and Returning Faculty Partners <i>Patrick Donohue and Paula Figueroa-Vega (Bonner Center), Loser 106</i></p> <p>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, and many other locations. We will provide concrete examples of successful projects, touch upon the positive data on student impact, and clarify the resources available to support faculty who partner with the Bonner Center.</p> | |

