

## Teaching and Learning Strategies Seminar – Fall 2011

Fridays 1:00 – 2:15, Duffy 114 conference room

### Facilitator:

Stacy Grooters, CTL  
Email: [sgrooters@stonehill.edu](mailto:sgrooters@stonehill.edu)  
Phone: 508-565-1911

### Participants:

Sarah Gracombe, English  
Jared Green, English  
Sean Mulholland, Economics  
Brendan O'Sullivan, Philosophy

**Goals/Structure:** The Teaching & Learning Strategies Seminar is meant to provide you opportunities:

- to investigate a particular teaching project or question of interest to you;
- to reflect on your teaching within a safe, supportive community of colleagues;
- to engage current scholarship on teaching, learning, and pedagogy;
- and, eventually, to share what you've learned with others in the academic community.

The work of the TLSS is two-fold: 1) weekly seminar meetings devoted to discussing scholarly articles on teaching and learning and 2) your work on the teaching project you have proposed. The weekly seminars allow for cross-disciplinary conversation about a range of pedagogical issues, while your project allows you to synthesize what you're reading around a topic specific to your classroom interests/needs.

**Weekly Seminar Meetings:** Below I have suggested a schedule that divides our semester into three parts:

*Part One* consists of readings meant to serve as a foundation for our discussions this semester. I've tried to pick texts that will generalize across disciplines and apply to your different classrooms and projects.

*Part Two* will consist of seminar meetings that you organize (each participant will take responsibility for one meeting). I imagine most of you will organize your week around readings related to your project and the questions you're exploring.

*Part Three* sets aside a couple days for you to report back on the progress you made on your projects and to share what you've learned with your colleagues.

**Teaching Projects:** For the most part, you'll be working on your teaching project independently, though I'm happy to meet with you anytime throughout the semester to talk about ways I can help you with it. On our first day, I will ask you to explain your project to the group, as well as to articulate the specific project goals you hope to accomplish this semester. I encourage you to plan at least one meeting with me early in the semester to discuss your project, so that I can better direct useful resources your way.

**Ground rules:** In the hope of creating a productive learning community for ourselves, I propose the following ground rules for our meetings (these are certainly up for discussion, and I welcome any revisions or additions you'd like to make). We agree:

- to consider the group's work a priority in our schedules (equivalent to the course it's replacing)
- to try to attend all meetings and to notify the group if we have to miss
- to not reveal the personal details of what's shared in our conversations to anyone outside the group without permission, and
- to be generous in considering viewpoints different than our own.

## Suggested Schedule:

Sept 2	Introductions	Discussing expectations/sharing project goals
Sept 9	What are we teaching for?	Dee Fink's "Designing Significant Learning Experiences I: Getting Started" in <i>Creating Significant Learning Experiences</i> (2003)  Also bring to the seminar some description of your learning goals for one of the courses you teach (including any language about course goals/learning outcomes on your syllabus)
Sept 16	Whose knowledge? Whose voice?	excerpt from Paulo Freire's <i>Pedagogy of the Oppressed</i> (1970)  Donald L. Finkel's <i>Teaching with Your Mouth Shut</i> (2000), Chapters 1 & 3 (skim 2 if it looks interesting to you)
Sept 23		Finkel, Chapters 4 & 7 (skim 9 if it looks interesting to you)  excerpt from Amador, Miles, & Peters' <i>The Practice of Problem-Based Learning: A Guide to Implementing PBL in the College Classroom</i> (2007)
Sept 30		Mary Reda's "Learning to See in a Whole New Light: Reimagining Silences in Our Classrooms" in <i>Between Speaking and Silence: A Study of Quiet Students</i> (2009)  Alison Jones's "The Limits of Cross-Cultural Dialogue: Pedagogy, Desire, and Absolution in the Classroom" <i>Educational Theory</i> (1999)
Oct 7	How do students learn?	National Research Council's "How Experts Differ From Novices" in <i>How People Learn: Brain, Mind, Experience, and School</i> (1999)  Daniel T. Willingham's "Critical Thinking: Why is it So Hard to Teach?" <i>American Educator</i> (2007)  Marilla D. Svinicki's "Helping Students Develop Skills, Including Intellectual Skills" from <i>Learning and Motivation in the Postsecondary Classroom</i> (2004)
Oct 14	What drives our students?	Marilla D. Svinicki's "Motivating Students to Learn" from <i>Learning and Motivation in the Postsecondary Classroom</i> (2004)  Claude Steele's "Thin Ice: 'Stereotype Threat' and Black College Students." <i>The Atlantic Monthly</i> 284.2 (1999).  Carol Dweck's "Even Geniuses Work Hard" <i>Educational Leadership</i> (2010)
Oct 21	Spill-over day	We'll hold this day open in case we want to continue any earlier discussions, check in about your projects, or talk about ideas for the coming weeks.
Oct 28	TBD	participant-led discussion
Nov 4	TBD	participant-led discussion
Nov 11	TBD	participant-led discussion
Nov 18	TBD	participant-led discussion
Nov 25	Thanksgiving	No meeting
Dec 2	Reporting back	Two people summarize their project progress
Dec 9	Reporting back	Two people summarize their project progress