

Conversations about Teaching: Diverse Students. Diverse Methods. One Mission.

SCHEDULE OVERVIEW

8:30 – 9:00	Coffee and breakfast	Moakley Atrium
8:45	Introductory Remarks, Dr. Dana Mohler-Faria	Moakley Auditorium
9:00 – 10:15	Morning Workshops	
	<ul style="list-style-type: none">• Reading (preparing students for effective reading): Lee Torda• ESL Students: Anne Doyle and Julia Stakhnevich• What Happens in Core Courses: Tom Kling• MCAS as Backdrop to College Experience: Herb Hamilton	Hart 113 Hart 114 Hart 115 Hart 116
10:30 – 11:45	Keynote: Dr. Juanita Johnson-Bailey <i>The Practice, Necessity and Reality of Culturally Inclusive Pedagogies</i>	Moakley Auditorium
12:00 – 1:30	Lunch Roundtables	Burnell Cafeteria
	Table Topics & Facilitators: <ul style="list-style-type: none">• Graduate Student Writing: Michelle Cox and Ann Brunjes• Undergraduate Research: Lee Torda• Service Learning: Jonathan White• Sustainability: Ed Brush & Michele Wakin• Global and Multicultural Studies: Wing-kai To	
1:45 – 3:00	Workshop Session II	
	<ul style="list-style-type: none">• Evaluating Speaking: Melanie McNaughton• Culturally Inclusive Research: Juanita Johnson-Bailey , Donna Drake-Clark, & Mitsunori Misawa• Using Student Writing to Teach Students to Write: Lee Torda & Michelle Cox• Online Learning: Anna Bradfield	Hart 113 Hart 114 Hart 115 Hart 116
3:00 – 4:00	Closing Reception	Cart Conference Room

Please join the facilitators and your colleagues for a wine and cheese end to our day.

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SCHEDULE DETAIL

8:30 – 9:00 Coffee and breakfast
Introductory Remarks, Dr. Dana Mohler-Faria
Moakley Atrium
Moakley Auditorium

9:00 – 10:15 MORNING WORKSHOPS

Session I: *Helping Students Become Better Readers; or, Dealing with the Repercussions of “This is the first book I’ve actually finished.”* Hart 113

This workshop invites faculty to consider the particular skills thoughtful reading requires our students practice and how to help them develop those skills. Participants will think about and share their particular concerns about student reading, consider various kinds of reading-intensive assignments they might include in their classes, and spend time developing versions of such assignments that might fit in well with the requirements and goals of their own classrooms.

Facilitator: Lee Torda

Session II: *Papers with a Foreign Accent? Responding to and Supporting Second Language Writers* Hart 114

In this workshop, participants will analyze several examples of student writing from both native and non-native speakers of English and discuss the intricacy of multi-level response to student texts. The group will then address the question of how best to support second language writers in various courses.

Facilitators: Anne Doyle & Julia Stakhnevich

Session III: *“Didn’t my students learn that already?” Understanding What Happens in the Other Parts of the Core* Hart 115

Faculty participants in this workshop will help develop a guidebook to the actual implementation of central Core Curriculum classes including Writing I & II, FYS, SYS, FLR, FMR, Comm 130, UL WI, and others. Only recognize one or two of those? This workshop's for you! After reviewing the common outcomes defined by the core curriculum, participants will help write a readable guide that explains to students, faculty, parents and alumni where learning outcomes are first introduced and where and how they are reinforced.

Facilitator: Tom Kling

Session IV: *MCAS as Backdrop to College Experience: “Why do my students continue to write the way they do?”* Hart 116

Participants in this workshop will trace the impact of MCAS long essay testing on composition instruction and will, through discussion, explore how this “high stakes” test continues to shape our students’ writing skills. Come share your thoughts and experience.

Facilitator: Herb Hamilton

10:30 – 11:45 **KEYNOTE: Dr. Juanita Johnson-Bailey**

Moakley Auditorium

The Practice, Necessity and Reality of Culturally Inclusive Pedagogies

Professor Johnson-Bailey will draw on empirical research and her 15 years of experience in teaching diversity in higher education settings to address the joys and dilemmas of infusing difference into the pedagogical dialogue. Using a semi-informal participatory style, the talk will incorporate on-going audience questions in an attempt to fulfill the needs of the attendees.

*Dr. Johnson-Bailey's participation is generously funded through the Office of Institutional Diversity and the Nellie Mae Foundation through a Project Compass grant.

12:00 – 1:30 **LUNCH ROUNDTABLES**

Burnell Cafeteria

Enjoy your lunch while joining one of the discussion tables in the Burnell Cafeteria. Tables will be marked with signs indicating the discussion topic. Feel free to move among the tables throughout the lunch session.

Roundtable One: *Graduate Student Writing*

Questions (among others) up for discussion at this roundtable:

- What are the differences between graduate and undergraduate level writing?
- What are some effective strategies for fostering graduate level writing?
- What particular needs to ESL writers have at the graduate level?
- What are reasonable expectations for graduate level writing?
- What ideas do we have for creating graduate-level writing support?

Facilitators: Michelle Cox & Ann Brunjes

Roundtable Two: *Undergraduate Research*

Undergraduate Research has taken off on our campus, but getting involved in it can, for some, feel overwhelming or just out of sync with classroom and professional priorities. This roundtable talks about the many, many ways you can incorporate undergraduate research in your classroom (from the first year to the most senior seminar) and beyond the classroom into your scholarly life. Information will be available on the range of possibilities UR can open up to individual students and entire classes, as well as ways to fund them.

Facilitator: Lee Torda

Roundtable Three: *Integrating and Innovating Service Learning Components for Your Courses*

Are you unsure what Service Learning is and want to learn more? Are you familiar with SL but unsure if it fits with your courses or how to fit it into your courses? Are you having difficulty locating partner organizations in the community? Have you started to create your SL course, and now would like to run your ideas by someone with experience in teaching these types of courses? Do you have a current SL course that you would like to improve, revise, or further? This roundtable will focus on all of the above and other questions regarding your SL work.

Facilitator: Jonathan White

12:00 – 1:30 **LUNCH ROUNDTABLES (continued)**

Burnell Cafeteria

Roundtable Four: *What's Sustainability Got to do With It?*

This roundtable will examine innovative ways of integrating sustainability into classroom teaching. We will offer examples of lesson plans from multiple departments and discuss how to share teaching ideas across disciplines. We will also ask roundtable participants to help us conceptualize what a minor in sustainability might include, ways of integrating sustainability into the core curriculum and into our research and outreach activities.

Facilitators: Ed Brush and Michele Wakin

Roundtable Five: *What do faculty and students learn from Study Abroad and International Studies Programs?*

There has been a gradual increase of faculty study tours and area studies programs promoting international education on campus. Participants in this roundtable will share their experiences in teaching study tours and developing international studies on campus. What have these programs meant to faculty and students in their scholarship, teaching, and learning? How can we better incorporate study abroad into the curriculum? What are some of the challenges of promoting these activities? How can we further internationalize the campus under the constraints of funding and space?

Facilitator: Wing-kai To

1:45-3:00 **AFTERNOON WORKSHOPS**

Hart Hall

Session I: *Effectively Creating and Assessing Speaking Intensive Assignments*

Hart 113

Feeling uncertain about effectively assigning speech grades? New to teaching speaking intensive courses? Not sure what the difference between an "A" speaking assignment and a "B-" speaking assignment looks like? In addition to exploring some of the unique considerations tied to speaking assignments, potential assignments, and grading rubrics, this workshop offers a hands-on, how-to orientation in grading BSC student oral presentations and talks. Primed with an assignment and grading rubric, participants will review video examples of BSC student speeches (obtained with student consent) to familiarize themselves with the practicalities of grading speaking assignments.

Facilitator: Melanie McNaughton

Session II: *Culturally Inclusive Research = Comprehensive, Accurate, & Holistic Inquiry*

Hart 114

Three researchers, with specializations in feminist research, critical race theory, and queer critical theory will discuss ways to make quantitative and qualitative research inclusive. The workshop facilitators provide examples and exercises to demonstrate how to be more representative in design, sampling, and analysis.

Facilitators: Juanita Johnson-Bailey, Donna Drake-Clark, and Mitsunori Misawa

Session III: *Using Student Writing to Teach Students How to Write*

Hart 115

This workshop invites faculty to consider the various student texts widely available on the BSC campus (*Embracing Writing*, *The Undergraduate Review*, and *The Bridge*) and how they might be used to help new writers become better writers—generally and in their future disciplines. Faculty will leave with a copy of at least one of the journals and will spend time in developing reading/writing assignments that rely on student writing as one of the primary teaching texts.

Facilitator: Lee Torda and Michelle Cox

1:45-3:00 **AFTERNOON WORKSHOPS (continued)**

Hart Hall

Session IV: *No Tricks; Just Teaching: Pedagogy Online*

This workshop will invite participants to consider the ways teaching in an online environment challenges our existing notions of what the space of the classroom actually is, the possibilities for how we can help our students learn, and teaching methods that engage our students completely. We will look at the challenges of teaching online as well as the ways the environment allows us to do truly innovative and interesting things with our students.

Facilitator: Anna Bradfield

Hart 116

3:00 – 4:00 CLOSING RECEPTION

Cart Conference Room

Please join the facilitators and your colleagues for wine, cheese and other refreshments to end our day.