

<p>Oct 1 Thursday 12-1:30pm</p>	<p>Reading to Write, Writing to Read Proceeding on the assumption that students produce their best work when they read as writers and write as readers, instructors from the Institute for Writing and Rhetoric and across the disciplines demonstrate the various strategies they use to teach students to “write their way into” the texts they are reading.</p>
<p>Oct 6 Tuesday 12-1:30pm</p>	<p>Contextualizing Knowledge When doing research, students must be able to place their sources in context before they can understand them, evaluate them, and put them to good use. In this workshop, librarians Peter Carini and Laura Braunstein demonstrate context-building exercises using both primary and secondary sources.</p>
<p>Starts Oct 6 Tuesdays 4:15-6pm</p>	<p>Faculty Voice Group The Faculty Voice Group has for many years been helping faculty, new and old, to improve their speaking voice and presence in the classroom, both for lecturing and leading discussions effectively. James Rice of the Theater Department leads this group. You may contact Professor Rice for additional information.</p>
<p>Oct 8 Thursday 12-1:30pm</p>	<p>Teaching Science Seminar: Desirable difficulty plus the importance of testing for learning Instructors and students have misconceptions about learning and memory and often structure learning situations in suboptimal ways because of those misconceptions. Robert Bjork and his colleagues have compiled decades of research demonstrating these misconceptions and ways to counter them. Their ideas are currently being used in science classrooms in CA. George Wolford from PBS will lead the discussion.</p>
<p>Oct 15 Thursday 12-1:30pm</p>	<p>Creating Contexts for Successful Revision In order to revise their papers, students require an array of skills and knowledge, including a developed sense of purpose, audience, discipline, and medium. In this workshop, participants will consider the revision process as a set of abilities and will share strategies for successful instruction.</p>
<p>Oct 20 Tuesday 12-1:30pm</p>	<p>Studio Seminars—a DCAL Practicum A studio seminar aims to integrate creative and intellectual practices, engaging students in collaborative work, term-long projects, and critical reflection on their individual/collective ambitions and accomplishments. Using the example of a book arts studio seminar taught by Alex Halasz (English) and Lynne Avadenka (book artist, Studio Art), this practicum will discuss bringing "making" and research together, structuring meaningful forms of collaboration, building a learning community through long-term projects, and creating a public occasion of and for student work.</p>
<p>Oct 21 Wednesday 12:30-2pm</p>	<p>Teaching with Information Technology Jonathan Chipman (Geography) presents on using mapping tools across the curriculum; Ivan Abrahamian (Chemistry) talks about presentation capture in a large lecture course; Michael Bronski (Jewish Studies) reports using clickers to facilitate discussion on racial or sexual identities; Josh Kim and Susan Simon (Academic Computing) sum up their use of video mashups in a sociology course.</p>
<p>Oct 22 Thursday 12-1:30pm</p>	<p>Learning by Letting Go Barbara Sawhill (Oberlin College) will speak about a course she teaches in which students articulate their own learning goals and create strategies to meet them while sharing their moments of success (and glorious failures) on their class blogs. Her professional blog chronicled her goals and hopes and fears for the class as the semester progressed. Come share your ideas, fears, concerns, and comments about the (possible? impossible?) connection between a liberal arts education and the creation of capable, connected lifelong learners.</p>

<p>Oct 23 Friday 12:30-2pm</p>	<p>Know Your Copy Rights: Course materials and open courses</p> <p>Learn about copyright issues as applied to course materials. We will cover copyright as it pertains to course materials of all kinds. Since faculty create as well as use course materials, we will also discuss using Creative Commons licenses for your own materials. The workshop will be a mix of discussion, case studies and presentations by faculty, librarians and academic computing specialists.</p>
<p>Oct 26 Tuesday 12-1:30pm and Oct 27 Wednesday 12:30-2pm</p>	<p>Cornell Interactive Theatre Ensemble (CITE)</p> <p>This workshop will highlight successful strategies for creating an inclusive search process- from building the applicant pool and reviewing CV's and references to landing your top candidates. CITE members will give a presentation detailing the conclusion of a search committee meeting as five faculty members discuss candidates for their short list. It will explore issues that arise in the search process and will include an engaging review of the research studies used to develop the scenario. Sponsored jointly by DCAL, the Dean of Faculty Office and the Office of Institutional Diversity and Equity.</p>
<p>Oct 29 Thursday 12-1:30pm</p>	<p>Curiously Enough: Dialogic classroom discussions</p> <p>Classroom discussions can reflect speech at its best—a dynamic and active dialogue of ideas, discoveries, and questions. In this session, Josh Compton will emphasize the role of curiosity in classroom discussions and showcase methods for using professors' and students' curiosity to fuel authentic exchange.</p>
<p>Nov 5 Thursday 12-1:30pm</p>	<p>Community Based Teaching and Learning</p> <p>New(ish) to Dartmouth? New(ish) to community-based learning? Learn from your colleagues and from the Tucker Foundation Director of Service and Education how to include community-based service and research in your courses. Helen Damon-Moore from the Tucker Foundation will facilitate.</p>
<p>Nov 12 Thursday 12-1:30pm</p>	<p>Teaching Science Seminar: Learning goals and assessing success</p> <p>We'll review the New England Association of Schools and Colleges (NEASC) Accreditation recommendations and recent literature on articulating learning goals in science classes and assessing student success.</p>
<p>Nov 19 Thursday 12-1:30pm</p>	<p>Each Journey is New: Creating and sustaining an accessible learning environment</p> <p>Many colleges and universities tend to be reactive, particularly when addressing student accessibility in many dimensions of campus life. As faculty we have an opportunity to aspire to an elevated standard practice far above the baseline expectations and behaviors required by law. Please join us for an interactive workshop designed to inform and expand accessibility practices to enhance student learning at Dartmouth. Presented by Ward Newmeyer, Director of Student Accessibility Service and Gabrielle Lucke, IDE Director of Diversity Training & Education Programs</p>
<p>Dec 3 Thursday 12-1:30pm</p>	<p>Teaching Science Seminar: Group work and cheating resistant assignments</p> <p>Collaboration and group work are often an important part of science classes while quizzes and exams are common forms of assessment. Come prepared to share your ideas on how to design cheating-resistant assignments and exams with input from Judicial Affairs.</p>

Please register on our website: www.dartmouth.edu/~dcal.

Lunch is provided at all midday events.
Problems signing up? Contact dcal@dartmouth.edu

DCAL has workshops for Future Faculty too!

For more information,
please visit www.dartmouth.edu/~dcal/graduate