

<p>Tuesday January 10th 12-1:30pm</p>	<p>Making the Most of Classroom Time The most valuable asset in our educational enterprise is face-time between students and instructors. How can we use that time more effectively and efficiently by delivering content (lectures and demonstrations) with asynchronous media, thus clearing classroom time for student-centered engagement with course content? Presenters include Stephen Powell (Tuck), Joe Hall (Tuck), Josh Kim (MHCDS), Tom Luxon (English), Jon Kull (Chemistry) and Leslie Fall (DMS).</p>
<p>Thursday January 12th 12-1:30pm</p>	<p>Teaching Science Seminar Jennifer Taylor and Morgan Thompson, graduate students in Chemistry and MCB respectively, will discuss the highlights of the National Science Teachers Association conference in New Orleans, LA and introduce some new instructional tools through a hands-on activity by Biomolecular Modeling. This activity could be easily adapted for use in college-level chemistry and biochemistry labs.</p>
<p>Thursday January 19th 12-1:30pm</p>	<p>Where Does the Learning Go? How students implement knowledge about writing in new environments Recent conversations about writing have focused on whether—and how—students can incorporate what they've learned about writing from one task and apply it to another. Learning theorists call this process “transfer.” But what do we actually know about transfer? How does it work? What facilitates it? What gets in the way? Christiane Donahue and other members of the IWR faculty will lead a discussion that will help us better understand transfer.</p>
<p>Tuesday January 24th 12-2pm</p>	<p>Off Campus Programs Information Session DCAL and Off-Campus Programs co-sponsor this Information Session for faculty program directors. Key components of this session include an overview of the responsibilities associated with the role of faculty program director, guidelines for student support, and a discussion of issues relating to health, safety and liability.</p>
<p>Thursday January 26th 12-1:30pm</p>	<p>Reconsidering Our Responses to Student Writing Faculty spend a great deal of time responding to student writing. But are our responses reaching our students, teaching them what we want them to learn? This workshop will begin with the video, “Beyond Red Ink: Teachers Comments through Students’ Eyes,” in which students share their views of instructors’ responses. Participants will then consider their own response strategies, and how these responses might better foster learning.</p>
<p>Tuesday January 31st 12-1:30pm</p>	<p>Our Common Work: Expectations and accountability How can we help students be more accountable for their learning? How much responsibility do faculty have for student success? Do attendance policies work? How does one make a fair decision around extensions for student work? This is a valuable chance for all faculty and staff who support student learning to share concerns and possible solutions focused on student success.</p>
<p>Wednesday February 1st 2:30-4pm</p>	<p>Teaching Language through Films: A multiple intelligence perspective Films are works of art that students experience not just as language learners but also as spectators. How can we help students sharpen their awareness of the visual cultural cues in foreign language cinema, maximizing the value of film for learning language and culture?</p>
<p>Thursday February 2nd 12-1:30pm</p>	<p>Public Listening: An ethic (and etiquette?) Public speaking assumes public listening, but like many assumptions, this one warrants a closer look. What constitutes effective public listening? How (and why) should we model listening in our classrooms? How can we teach our student speakers to create environments where good public listening is encouraged? In this interactive session, Josh Compton, Senior Lecturer in Speech, offers a closer look at the ethics and etiquette of public listening.</p>
<p>Thursday February 9th 12-1:30pm</p>	<p>Teaching Science Seminar: Challenging student pre-conceptions using interactive engagement Everyone has pre-conceived notions about how the world works. We develop (and need) these ideas to make the world predictable as we grow up. However these pre-conceptions often get in the way of effectively learning physics. In this teaching science seminar, we will explore the use of a few strategies such as Just-In-Time teaching, computer simulations and interactive lecture demonstrations that enable students to re-evaluate their ideas of how the world works.</p>

Wednesday February 15th 2:30-4pm	In Search of the Synesthetic Experience in the Language Class The synesthetic experience involves the connection of two or more sensorial perceptions (color and shape; color and taste, smell, etc.). How can we enter the synesthetic field, thus facilitating our students' language learning experience? Hands-on activities will guide us through the discovery of the synesthetic connections between senses and language learning.
Thursday February 16th 12-1:30pm	Carrying Research Capabilities Across Courses Most first-year writing courses include an assignment involving library research. Among the desired outcomes is the hope that these assignments will prepare students for future research. But how can we be sure that what our students learn will be applied to future assignments? Drawing on the experience of faculty and librarians, as well as the research of Project Information Literacy, participants will consider how they might help students extend their research capabilities across courses and disciplines.
Tuesday February 21st 12-1:30pm	Teaching with Information Technology Bob Hawley (Earth Sciences) and peers will discuss the effectiveness of using an iPad, an app called AirSketch, and Relay to capture lecture slides as well as written calculations/illustrations; Tom Jack (Biology) and Christiane Donahue (Institute for Writing and Rhetoric) will discuss a collaborative wiki activity designed to increase Biology students ability to communicate science to a lay audience and increase non-scientists ability to interpret science; DG Webster (Environmental Studies) will discuss student essays and the creation of a webpage showcasing the student work.
Thursday February 23rd 12-1:30pm	Professing our Deepest Convictions How do professors incorporate their own convictions in teaching, especially when the subject matter is controversial? Are there values and convictions that should remain outside the door of the classroom? What are the appropriate boundaries? A panel of distinguished faculty, led by Richard Crocker (Tucker Foundation) will address these questions. Co-sponsored by the Tucker Foundation.
Tuesday February 28th 12-1:30pm	Sustainability in Rauner Rauner Special Collections Library holds many collections that lend themselves to the study of sustainability. The Papers of Donella Meadows, the White Mountains collection, and the Polar research collections are complemented by smaller collections that can provide a deep historical context to today's sustainability movement. College Archivist, Peter Carini, and Special Collections Librarian, Jay Satterfield, will lead a discussion of strategies for introducing these resources into the classroom.
Wednesday February 29th 2:30-4pm	The Digital-creative Language Student: How to unleash the creativity of the digital in the language class Engaging student through social media and digital tools can stimulate the creative use of language. We will explore a variety of uses and applications of collaborative digital tools such as Linoit, social media such as Twitter, and digital visualization platforms such as Many Eyes.
Thursday March 8th 12-1:30pm	Teaching Science Seminar Arthur Zajonc, Professor of Physics at Amherst College, is author of <i>The Dalai Lama at MIT</i> (Harvard UP, 2006), <i>The Heart of Higher Education</i> (with Parker Palmer) (Jossey-Bass, 2010) and <i>Meditation as Contemplative Inquiry: When Knowing Becomes Love</i> (Lindisfarne, 2009). He will lead a discussion of mindfulness practice for learning in higher education. Special Location TBA.

DARTMOUTH CENTER FOR THE ADVANCEMENT OF LEARNING GUARANTEES A SAFE SPACE FOR PROFESSIONAL DISCUSSION.

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