**John S. Kendall Center for Engaged Learning**

**Faculty Development Day 2010-2011**

**Wednesday, September 1, 2010**

**8:30-8:45 am gathering & refreshments** Heritage Room

**8:45-9:00 am a quick introduction to Kendall**  Heritage Room

**Center staff & opportunities**

**9:00-10:00 am Plenary What Some of our Best Teachers Do** Heritage Room

In "What the Best College Teachers Do", Ken Bain describes the results of a study on the attitudes and practices of the most effective college and university instructors. Please join some of Gustavus Adolphus’ best teacher-scholars, recent recipients of the Edgar M. Carlson Award for Distinguished Teaching, as they describe what they have found to be effective practices that engage our students. Panel: Leila Brammer (Communication Studies), Rick Orpen (Music), Richard Leitch (Political Science), and Paul Saulnier (Physics).

**10:10-11:10 am Concurrent Session I**

**Session 1A: Prompting Authentic Research** Heritage Room

Back in 1982, Richard Larson called the research paper a "non-form of writing," yet a study released in June 2010 found that the traditional research paper is still widely assigned. How can students learn to read and respond to scholarly and primary texts in an authentic and intellectually engaging way? **Bring to this session prompts that you use** - either ones that have worked, or ones you want to work on. We'll spend a few minutes reviewing recent research and then will use the majority of the time to share, compare, and rework assignment prompts with the aim of producing some shareable models. Facilitator: Barbara Fister (Library)

-or-

**Session 1B: Student Learning Outcomes: Writing** St. Peter Room

**Good Objectives, Gathering Good Evidence,**

**Preparing for the Accreditation Visit**

Assessment of student learning lies at the core of the College’s accreditation criteria and will thus be a central focus of our two-year self-study process and this workshop. The session will help faculty to write and refine student learning outcome statements for their courses and departments; we will provide several examples of effective student learning outcomes and discuss how to move from learning outcomes to information gathering to evaluation – the central components of the assessment process. As part of the session, we will also briefly outline the self-study process and the ways in which faculty will be involved over the next two years. **Participants should bring a syllabus and/or department strategic plans**, both of which provide the initial materials from which student learning outcome statements will be generated. Facilitator: Carolyn Dobler (Math & Computer Science), Co-chair, Higher Learning Commission (HLC) self-study steering committee

**Schedule Continues on other side →**

**11:20 – 12:20 pm concurrent Session II**

**Session 1A: Beyond the One-Shot Session:  Partnering** Heritage Room

**with the Library to Develop Student**

**Research Skills**

Although traditional “one shot” library instruction sessions are useful tools for introducing students to specific library resources, they lack the capacity to develop research skills in a systematic way. By emphasizing both classroom and library approaches, as well as successful assessment models, this session will present various approaches at both the departmental and course level to develop research skills throughout students’ college careers. Participants will work with a research assignment, syllabus, or a course or departmental learning outcome to plot ways of working with the library to develop student research skills. **Please bring a research assignment prompt or syllabus to the session as well as ideas about specific research skills you would like to strengthen in your students**. Facilitator: Barbara Fister and others (Library)

-or-

**Session 1B: (Re)Using sources wisely : helping** St. Peter Room

**students integrate information**

**accurately & independently**

What features of assignments, class activities, electronic resource software or syllabi help students accurately incorporate traditional and digital information and avoid the pitfalls of plagiarism? How do you help students understand how to express an independent voice in collaborative projects? In this session, you will explore some of the challenges students face when engaging in scholarly work. Facilitators: Sean Cobb (English), Deborah Goodwin (Religion), and Pamela Kittelson (Biology)

**12:30 pm Lunch, Conversation & Evaluations**