

JOHN S. KENDALL CENTER FOR ENGAGED LEARNING 13TH ANNUAL FACULTY DEVELOPMENT DAY WEDNESDAY, AUGUST 28, 2013



Faculty Development Day is a time to reconvene as a learning community and explore effective practices in teaching. With a focus on growth and community-building, faculty are encouraged to learn from one another, to connect with faculty they may not encounter on a daily basis, to share ideas with colleagues, and to re-examine our approaches to teaching.

Today's Faculty Development Day sessions draw upon several recent books and articles on topics of interest to Gustavus Faculty. These texts are identified in the attached schedule and copies of those reading are available from the Kendall Center. If interested in reading any of these texts, whether before or after Faculty Development Day, please contact cblaukat@gac.edu. Quantities are limited.

Schedule

TIME	TOPIC	LOCATION
8:30-9:00 am	Gathering & refreshments	Heritage Room
9:00-9:15 am	Introduction to Kendall Center staff & opportunities	Heritage Room
9:15-10:30 am	Session I: Global Engagement & Internationalization for Everyone?	Heritage Room
	Session II: Encouraging Naked Teaching	St. Peter Room
10:45-noon	Session III: Gustavus & the Landscape of Higher Education	Heritage Room
	Session IV: They Say / I Say	St. Peter Room
noon	Lunch, Conversation & Reflections	Heritage Room

Workshop descriptions on other side→



I Global Engagement & Internationalization for Everyone?

9:15 a.m. - 10:30 a.m.

Heritage Room

How does the goal of campus “internationalization” or “global engagement” relate to our work as faculty? For those whose work focuses on history or culture or who have traveled extensively, the answer may appear obvious. But many of us may struggle to see the connections between internationalization and our own classrooms or scholarship.

This session will examine the idea of campus “internationalization” from the perspective of our work as faculty in our departments and our classrooms. Is “internationalization” an option for everyone? Is the word “internationalization” even useful as an organizing principle? How would “internationalizing” Gustavus enhance or detract from our experience here as faculty? What does “education for the 21st century” look like and how does it compare to what we do in our classrooms? Facilitated by Carolyn O’Grady (Center for International and Cultural Education).

Readings: “We Have Met the Enemy and He Is Us: The Role of the Faculty in the Internationalization of Higher Education in the Coming Decade” and “An Education for the 21st Century.”

II Encouraging Naked Teaching

9:15 a.m. - 10:30 a.m.

St. Peter Room

In *Teaching Naked*, José Bowen argues that higher education is evolving because new technologies “are changing our interaction with knowledge, altering the meaning of social proximity, and increasing expectations of customization.” However, these technological advances shouldn’t necessarily make their way into our classrooms. Instead, Bowen argues that technology is better used “outside the classroom as a way to increase ‘naked’, non-technological interaction with students in the classroom.” In this workshop, we will explore ways in which mobile and web technology can be used outside of class to engage students in the course and how our classes can then be restructured into active learning environments that increase in person interaction and encourage attendance. An overview of Bowen’s argument and ideas can be viewed prior to the workshop at <http://youtu.be/msVxRrLN27Y>. Facilitated by Kyle Chambers (Psychological Science)

Reading: *Teaching Naked*, José Bowen.

III Gustavus & the Landscape of Higher Education

10:45 a.m. - noon

Heritage Room

What is college for? And why so many administrators, with what consequences for faculty? These questions are at the heart, respectively, of two recent important books on higher education: *What Is College For? The Public Purpose of Higher Education* (2012), edited by Ellen Condliffe Lagemann and Harry Lewis, and *The Fall of the Faculty: The Rise of the All-Administrative University and Why it Matters* (2011), by Benjamin Ginsberg. This session will begin with brief summaries of these books as an entree to lively discussion of the issues they raise and our own answers to the questions they take up, especially as those questions relate to Gustavus itself and our roles as Gustavus faculty. Facilitated by Greg Kaster (History).

Readings: Ellen Condliffe Lagemann and Harry Lewis, ed., *What is College For? The Public Purpose of Higher Education* and Benjamin Ginsburg, *The Fall of the Faculty: The Rise of the All-Administrative University and Why it Matters* (both not available)

IV They Say / I Say

10:45 a.m. - noon

St. Peter Room

They Say / I Say, by Gerald Graff and Cathy Birkenstein, is a writing handbook ostensibly designed for college students. Its implied audience is *faculty* frustrated by students’ frequent misreading of complex arguments or their ham-fisted approach to marshaling and presenting evidence. The very act of spotting the “implied audience,” they would say, is something we faculty do almost unconsciously. We approach texts with binocular vision: academics read what’s on the page, while discerning the broader context for an author’s claims, and/or the argumentative undertow. Graff and Birkenstein’s goal is to make the “moves that matter in academic writing” (their subtitle) apparent to students, putting them at students’ disposal. This session will provide an overview of their cookbook approach to student writing, reading, and classroom discussion. We’ll also review and discuss some of the discipline-specific templates they’ve developed to help students become more discerning readers and writers of academic prose. Facilitated by Deborah Goodwin (Religion).

Reading: *They Say/I Say*, Gerald Graff and Cathy Birkenstein.

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John S. Kendall Center for Engaged Learning
800 West College Avenue
St. Peter, MN 56082
gustavus.edu