



2011 Summer Teaching & Learning Workshop

The John S. Kendall Center for Engaged Learning is pleased to introduce the 2011 Summer Teaching & Learning Workshop from May 31 to June 3. As you'll see from the enclosed schedule, faculty will have the opportunity to choose from a variety of sessions, depending on interest or availability. Below is a description of each session, including the day/s and time/s it is scheduled and the additional support faculty who participate will receive. Eligible faculty are invited to apply for as many of the sessions in which they are interested and which do not overlap with each other. For example, on Monday, faculty would be able to participate in either "Creative Class Design" or "Developing Proposals to Support Scholarship and Teaching."

Workshops bring faculty members from across the campus together to generate ideas to enhance pedagogy, focus on particular issues vital to intellectual success, and develop better ways to engage students in collaborative learning endeavors. One of the successes of the summer teaching and learning workshops has been the opportunity for faculty to not only talk with each other about best practices, but also to work individually and collaboratively on course materials or portfolios. Each session during the 2011 workshop will continue this tradition and provide this balance of discussion and individual and collaborative work. Faculty who participate in the sessions will receive a stipend and are invited to join their colleagues for lunch in order to continue conversations, make connections, and share ideas.

To register for the workshop, complete the form on the final page of this document. Please submit three copies of your registration form to the Kendall Center, SSC 119 by Monday, April 18.

WORKSHOP OPTIONS (with days/times sessions will be held)

Creative Class Design: Tuesday 9 a.m. to 3:30 p.m.

Through creative class design, we can provide students with assignments that motivate, enrich learning, and engage higher-order thinking. Workshop participants will explore what helps and hinders creativity and generate creative alternatives to traditional assignments. Participants are asked to bring an assignment or a class discussion topic to redesign during the workshop. Facilitated by Kyle Chambers (Psychology) and Priscilla Briggs (Art & Art History).

Developing Proposals to Support Scholarship and Teaching: Tuesday, Wednesday and Thursday 9 a.m. to 3:30 p.m. (ends 12:30 p.m. Thursday)

This workshop is designed for faculty from across the disciplines who have a funding project in mind that they intend to develop over the course of the summer (e.g., fellowship, instrumentation, research, program support). Workshop topics will include: the elements of writing a compelling proposal; detailed information about primary funding opportunities for faculty in the humanities, the sciences and math and computer science, and the social sciences; interactive panels featuring successful Gustavus faculty grantseekers; a hands-on prospect research session based on a comprehensive electronic data base; opportunities to work on one's project and workshop with divisional colleagues; and consultations with Bob Weisenfeld on project-specific proposal development. Participating faculty are expected to commit to continued work on their proposal as well as participate in two additional summer-time meetings. Facilitated by Bob Weisenfeld and Lisa Wojcik (Institutional Advancement).

Developing Critical Information Literacy Skills Across the Curriculum: Wednesday, Thursday & Friday 9 a.m. to 3:30 p.m.

In this workshop, faculty will have an opportunity to work on a particular course to design or retool assignments to help students learn how to think critically about the literature of their field and the research traditions that inform disciplinary ways of knowing. Participants will also consider which learning outcomes related to using information are common to the program and where students learn how to do those things. Are they sequenced somehow, and are their repetitions or gaps? Does the program even have a common set of expectations for students by the time they graduate? Finally, participants will explore how these skills contribute to our students' lives after college. What are the basic abilities we think all of our graduates should have for understanding issues in areas in which they are not experts? How can we ensure that they all have some opportunities to develop those skills? What role does critical information literacy play in a liberal education and in lifelong learning and engaged citizenship? Facilitated by Barbara Fister and Julie Gilbert (Library).

Prospect Research: Thursday 9 a.m. to 12:30 p.m.

Amidst the literally thousands of funding prospects available for fellowships and other grants, how do I find what most suits my particular project? This workshop provides an interactive tutorial on the COS database, a comprehensive tool to which Gustavus subscribes. Whether you are looking for public or private support in any discipline, or you would like to explore what international funding agencies are possibilities, COS has proven to be an extremely helpful resource. The workshop will focus on the range of funding opportunities and multiple search capabilities available, and provide time to apply what you have learned by conducting your own searches. Facilitated by Lisa Wojcik (Institutional Advancement).

VALUE-ing Learning Outcomes: Friday 9 a.m. to 12:30 p.m.

Rubrics are tools for assessing student learning using a set of criteria and standards that are linked to student learning outcomes. The VALUE program (Valid Assessment of Learning in Undergraduate Education) of the Association of American Colleges and Universities (AAC&U) developed 15 rubrics by teams of faculty across the country. A few of the skills addressed in the rubrics include written communication, oral communication, critical thinking, inquiry and analysis, and problem solving. In this workshop, we will present the basic concepts of rubrics using the VALUE rubrics as examples. Participants will construct a rubric for a learning outcome for a course or for a program. In common interest groups, participants will adapt a specific VALUE rubric to their needs. Facilitated by Carolyn Dobler (Mathematics & Computer Science).

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time	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9 to 10:30 a.m.	<p>Developing Proposals to Support Scholarship and Teaching</p> <p>Creative Class Design</p>	<p>Developing Proposals to Support Scholarship and Teaching</p> <p>Developing Critical Information Literacy Skills Across the Curriculum</p>	<p>Developing Proposals to Support Scholarship and Teaching</p> <p>Developing Critical Information Literacy Skills Across the Curriculum</p> <p>Prospect Research</p>	<p>VALUE-ing Learning Outcomes</p> <p>Developing Critical Information Literacy Skills Across the Curriculum</p>
10:30 to 10:45 am	Break	Break	Break	Break
11 a.m. to 12:30 p.m.	<p>Developing Proposals to Support Scholarship and Teaching</p> <p>Creative Class Design</p>	<p>Developing Proposals to Support Scholarship and Teaching</p> <p>Developing Critical Information Literacy Skills Across the Curriculum</p>	<p>Developing Proposals to Support Scholarship and Teaching</p> <p>Developing Critical Information Literacy Skills Across the Curriculum</p> <p>Prospect Research</p>	<p>VALUE-ing Learning Outcomes</p> <p>Developing Critical Information Literacy Skills Across the Curriculum</p>
12:30 to 1:45	Lunch	Lunch	Lunch	Lunch
2 to 3:30 p.m.	<p>Developing Proposals to Support Scholarship and Teaching</p> <p>Creative Class Design</p>	<p>Developing Proposals to Support Scholarship and Teaching</p> <p>Developing Critical Information Literacy Skills Across the Curriculum</p>	<p>Developing Critical Information Literacy Skills Across the Curriculum</p>	<p>Developing Critical Information Literacy Skills Across the Curriculum</p>



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Registration Form

Deadline: *Monday, April 18, 2011*

Name: _____

Department: _____

Years at Gustavus: _____

Yes, I'd like to participate in (you may check more than one, but the times cannot overlap):

- Creative Class Design: Tuesday 9 a.m. to 3:30 p.m.**
(Stipend: \$150)
- Developing Proposals to Support Scholarship and Teaching: Tuesday, Wednesday and Thursday 9 a.m. to 3:30 p.m. (ends 12:30 p.m. Thursday)**
(Stipend: \$400)
- Developing Critical Information Literacy Skills Across the Curriculum: Wednesday, Thursday & Friday 9 a.m. to 3:30 p.m.**
(Stipend: \$400)
- Prospect Research: Thursday 9 a.m. to 12:30 p.m.**
(Stipend \$75)
- VALUE-ing Learning Outcomes: Friday 9 a.m. to 12:30 p.m.**
(Stipend: \$75)

*** Stipends may be taken as taxable income, applied to professional travel, or used for course development materials. Use of the funds must occur between June 3, 2011-May 31, 2012.**

Please provide a short (200-word) explanation of your interest for each of the workshop(s) you have checked above. For the "Developing Proposals" workshop, please indicate the idea for which you intend to pursue support.

**Please submit three copies of this application to the Kendall Center, SSC 119 by
*Monday, April 18, 2011.***