



## TEACHING AND LEARNING WORKSHOP

Kalamazoo College

August 28 - 31, 2011

Location: Upjohn Library

“We now understand that learning is a dual process in which, initially, the inside beliefs and understandings must come out, and only then can something outside get in . . . To prompt learning you’ve got to begin with the process of going from inside out. The first influence on new learning is not what teachers do pedagogically but the learning that’s already inside the learner.”

Lee Shulman, “Taking Learning Seriously”: *Change*, 31 (July/Aug/ 1999)

### Workshop Staff

Karyn Boatwright – Psychology [karyn.boatwright@kzoo.edu](mailto:karyn.boatwright@kzoo.edu)

Amy Smith – Assoc. Provost: Curriculum and Faculty Development; English [amy.smith@kzoo.edu](mailto:amy.smith@kzoo.edu)

Paul Sotherland – Assoc. Provost: Teaching, Learning, and Assessment; Biology [paul.sotherland@kzoo.edu](mailto:paul.sotherland@kzoo.edu)

Regina Stevens-Truss – Chemistry [regina.stevens-truss@kzoo.edu](mailto:regina.stevens-truss@kzoo.edu)

### Workshop Goals: Consider teaching “from inside out”

- ❖ Increase our understanding of, and appreciation for, the diversity of learners and teachers
- ❖ Investigate how that diversity affects teaching and learning
- ❖ Explore and expand ourselves as teachers and learners
- ❖ Link our teaching to research on how people learn
- ❖ Develop a common language for teaching and learning
- ❖ Catalyze conversations about teaching and learning among faculty from different points in their careers
- ❖ Foster a dynamic campus culture centered on teaching and learning
- ❖ Situate educating undergraduates within the ‘K’ environment

### Workshop Agenda

#### SUNDAY, AUGUST 28, 2011

4 – 7 p.m. **Informal introduction to the workshop and to each other**

**Attire:** very casual

**Location:** Paul Sotherland’s home, 109 N. Berkley St., Kalamazoo, MI

Directions: from ‘K’ - proceed west (up the hill) on Academy St; turn right on Monroe (at top of hill); turn left on Grand Ave (at bottom of hill); proceed west on Grand until it forks at Prairie (right) and then Grove St. (left); proceed west on Grove; Paul’s house is on the corner of Grove and Berkley. Partners, spouses are invited; child care will be provided.

**Introductions:** Name, Department, and then one of the following

- Describe one important gift you bring to the classroom as a teacher.
- Share the story behind your first or last name.
- With regard to your decision to teach, describe an influential factor and/or teacher.

**\*Preview of Monday’s Microteaching Assignment (more information will be provided at Sunday’s gathering):** teach a 10-minute segment that will introduce your focal course and integrate specific point(s) from Clinchy (1989). Assuming that students “progress” from “Received Knowers” to (at least) “Separate/Connected Knowers” while at ‘K’, imagine that your microteaching audience is composed of students at a “level” commensurate with the level of your course.

Clinchy, B. 1989. On critical thinking & connected knowing. *Liberal Education*, 75(3), 14-19.

**MONDAY, AUGUST 29, 2011**

- 8:15 - 8:45 Coffee, Juice, Granola, Fruit  
Richardson Room (Hicks Center)
- 9:00 -11:30 Orientation to 'K' with "walk-about" introductions to campus personnel/offices
- 12:00 - 12:45 Lunch: Humphrey House Lounge  
Shawarma House Middle Eastern Food (Vegetarian, Chicken and Beef options)
- 1:00 - 3:45 Workshop Sessions for Microteaching Groups (3<sup>rd</sup> floor Classrooms: Upjohn Library)
- 4:00 - 4:50 Debriefing Discussion: Microteaching/Clinchy (3<sup>rd</sup> floor Main Classroom: Upjohn Library)
- 4:50 - 5:00 Discuss guidelines for Tuesday's microteaching segment &  
Sign-up for Wednesday's dinner at home of Mickey McDonald (Provost)

**\*Preview of Tuesday's Microteaching Assignment:** teach a 10-minute segment of your focal course that integrates specific point(s) from Bain and Zimmerman (2009) and promotes "deep learning."  
Bain, K. & J. Zimmerman. 2009. Understanding great teaching. *Peer Review*, 9-12.

**TUESDAY, AUGUST 30, 2011**

- 8:15 - 8:45 Coffee, Juice, Granola, Fruit  
Richardson Room (Hicks Center)
- 9:00 -12:00 Workshop Sessions for Microteaching Groups (3<sup>rd</sup> floor Classrooms: Upjohn Library)
- 12:00 -12:45 Lunch: Dow Lounge (DS 231)  
Chinn Chinn Chinese Food (Vegetarian, Chicken and Beef options)
- 1:00 - 2:50 Debriefing Discussion: Microteaching/Bain (3<sup>rd</sup> floor Main Classroom: Upjohn Library)
- 2:50 - 3:00 Discuss guidelines for Wednesday's microteaching segment

**\*Preview of Wednesday's Microteaching Assignment:** teach a 10-minute segment of your focal course that integrates "learning through experience" (see <http://www.kzoo.edu/college/?p=kplan> and Ayers, 2010).  
Ayers, E. L. 2010. The experience of liberal education. *Liberal Education*, 96(3).

**WEDNESDAY, AUGUST 31, 2011**

- 8:15 - 8:45 Coffee, Juice, Granola, Fruit  
Richardson Room (Hicks Center)
- 9:00 -12:00 Workshop Sessions for Microteaching Groups (3<sup>rd</sup> floor Classrooms: Upjohn Library)
- 12:00 -12:45 Lunch: Olds/Upton Commons  
Martini's Pizza (Vegetarian & Meat options)
- 1:00 - 2:50 Debriefing Discussion: Microteaching/Ayers (3<sup>rd</sup> floor Main Classroom: Upjohn Library)
- 3:00 - 3:30 Wrap-up & Evaluations
- 6:30 pm Dinner at Mickey McDonald's home (attire: informal, casual)  
Partners, spouses are invited; childcare provided; RSVP in Monday's workshop