



Conversations on Teaching 2017 - 2018

April 2 - 6, 2018
"Open Classes"

From stimulating lectures to shared discussions of difficult readings or concepts, students need the challenges that come from classroom teaching. These challenging intellectual experiences are critical for preparing students for lifetimes of learning in and out of the classroom. As such, six of our colleagues will open their classrooms to other Centre College faculty and staff. These open classes are meant to inspire discussions about how we engage students in the learning process across the disciplines.

A list of open classes, class times, and room numbers as well as a brief description of the day's topic will be circulated at a later time. Faculty and staff who wish to attend one of these classes must sign up with the link that will accompany the list of classes. Sign-ups are on a first come first serve basis, so if interested, please sign up immediately!

All participants are invited to a celebration reception on Friday, April 6 at 4:00 pm. This reception will provide a venue for the faculty who have opened their courses to have discussions with their guests.

February 22, 2018; 11:20am - 12:20pm in the Ewen Room, Campus Center
"Embracing Technology? Digital Futures of the Professoriate"

Presenter: Dr. Lauren Herckis, Simon Initiative Research Faculty, Carnegie Mellon University

The development and delivery of college classes is a core practice of the professoriate. Central to both institutional and faculty identity, the practice and goals of instruction are differently defined by instructors, administrators, and students. Teaching priorities, approaches, and practices valued by faculty are often notably different from those promoted in institutional policy. As a result, institutional and individual strategies are often at odds, and identity is constantly (re)negotiated in terms of a contested practice. This research, focused on the cultural landscape of the professoriate, applies a mixed-methods approach to identifying the barriers and affordances to the successful implementation of evidence-based instructional tools and practices, and has implications for practice, for students, and for policy.