



## **Pedagogy Luncheons 2012 - 2013**

April 16, 2013

### ***Effectively Using and Managing Small Groups in the Classroom***

Group work has the potential to actively engage students and foster deep student learning. However, group work does not automatically lead to student engagement and enhanced learning nor is it without challenges. During this luncheon, we will discuss how and when group work can help us to meet our learning objectives, how we can structure collaborative learning opportunities to promote student learning, and approaches to managing the many challenges that may arise. Facilitated by January Haile and Lesley Wigglesworth.

March 7, 2013

### ***Developing and Encouraging Intelligent Reading Skills***

Many students report having read assigned materials prior to class, but their preparation is not evident to faculty. Part of this disconnect may stem from students simply not knowing how to read effectively; many students have not had experience engaging with texts. In this luncheon we will identify and discuss strategies that can be used in classes to motivate and promote effective reading. Facilitated by Helen Emmitt and Mary Gulley.

February 14, 2013

### ***Listening to the Writing Center***

Writing Center consultants see papers from all across the College, and they sometimes have special insight into what students are struggling with. In this luncheon we'll talk with Writing Center consultants about what they have been working with students on this year and how we can use their insights to clarify and help students meet our expectations. Facilitated by John Kincaid and student writing consultants.

November 15, 2012

### ***From Scantron Forms to Oral Exams: Using different exam structures to assess student learning***

Hearing the word "exam" conjures images of dedicated and not-so-dedicated students hunched over a scantron answer form or blue book. However, there are multiple models of exams including, but not limited to, multiple choice, essay, open book, collaborative, and oral. The purpose of this luncheon is to discuss different exam structures and how different types of exams can help us to effectively assess student learning. We will identify different types of exams being used on our campus and discuss how to choose an exam structure that meets your teaching and learning needs. Facilitated by Ken Keffer and Peggy Richey.

October 30, 2012

### ***Responding to Teaching and Learning Challenges***

Teaching is never static, and challenges arise no matter how long one has been teaching. Advances within our disciplines, technological changes, pedagogical innovations, different students, group dynamics, and many other factors combine to create new situations and challenges to teaching and learning. The purpose of this luncheon is to collectively acknowledge and discuss some of our teaching challenges. We will highlight select challenges, harvest what we have learned from past experiences to help us respond to such challenges, discuss strategies for preventing similar challenges, and remind ourselves that all faculty face challenges.



September 20, 2012

***Beginning and Ending Class: Effectively using the first and last five minutes of class***

We are often particularly attentive to the opening and closing of the course. Before the start of each semester, we frequently spend a lot of time crafting an engaging and purposeful first class meeting. Similarly, we pay particular attention to our last class meeting. However, how we start and end each class meeting is important, too. The purpose of this luncheon is to discuss our goals and strategies for beginning and ending class meetings. We will share our strategies for using the first and last minutes of class to set the desired tone, prepare students for the learning process, promote processing or reflection, and/or prepare them for upcoming meetings or assignments. Facilitated by Mark Lucas and Julie James.