



Pedagogy Luncheons 2014 - 2015

April 14, 2015

Community Based Learning: Prospects for Student Growth

Community based learning (CBL) aims to link what is being taught in the classroom to the surrounding communities in order to foster student learning and development. In this luncheon, members of the CBL faculty learning community will lead a discussion on some of the common questions that arise when considering CBL: What exactly is CBL? How is it used? What are the benefits? What does reciprocity in CBL look like? Facilitated by CBL Faculty Learning Community

March 12, 2015

Team Teaching: Models, Strategies, and Lessons Learned

Most faculty members walk into a classroom as the sole teacher; we are accustomed to teaching alone. However, team teaching is gaining notice in higher education. Many who have taught as part of a team are reporting a renewed enthusiasm for teaching, changes in their own approaches to teaching, and the creation of a learning space where students can explore multiple ways of knowing. Like any teaching strategy, though, its effectiveness depends on how it is designed and implemented. The purpose of this luncheon is to identify different models of team teaching being used on our campus, and to discuss the benefits of team teaching to student learning, the influences of team teaching on our development as faculty, and the challenges of teaching collaboratively. Facilitated by Robyn Cutright, Ellen Swanson, Lesley Wiglesworth, and Kari Young

February 17, 2015

Designing Effective Writing Assignments

In this luncheon, we'll discuss effective ways to design writing assignments from three points of view -- faculty across the curriculum, students, and Writing Center consultants -- to find out how we might better pose questions and frame assignments so that students are most likely to deliberate and to essay in meaningful ways. Facilitated by George Phillips and the Writing Center Consultants

November 13, 2014

Make It Stick: The Science of Successful Learning

Students often feel frustrated when learning is hard. However, as Peter Brown and his colleagues explain in their book, *Make It Stick*, learning is deeper and more durable when it is effortful. The purpose of this luncheon is to discuss strategies for helping students develop study habits that promote understanding, retention, and deep learning. Facilitated by Summer Reading Group Participants

October 21, 2014

Strategies for Grading Effectively and Efficiently

Grading student work can feel tiring and tedious. Yet, providing feedback to students is an important means of helping them to improve. The purpose of this luncheon is to discuss strategies for ensuring that students receive the feedback necessary to improve their learning and performance in the course while still preserving the sanity of faculty. Facilitated by Dina Badie and Peggy Richey

September 25, 2014

From Research to Practice: Improving Student Learning

As all of our HUM 110 students know, theorizing about education goes back to Socrates and before. But much of this theorizing suggests an idealized form that cannot be reached by most, if any, humans. So, as teachers, we are left to struggle with how to translate theory and research on student learning into implementable practice. The purpose of this luncheon is to share information and ideas about how we can use existing research about how students learn to inform our teaching. We will cover such topics as how to get and give student feedback, and how to approach challenging topics from multiple angles to enhance student learning. Facilitated by Mary Daniels and Diane Persellin (Trinity University).



[Desirable Difficulties Bibliography](#)

[Multisensory Instruction Deepens Learning Bibliography](#)