Summer Core Course Development Workshop 2012

The Trial of Galileo:
Aristotelianism, the "New Cosmology," and the Catholic Church, 1616-33

Monday, May 7, 2012
8:30 – 9:30am  "Reacting and the General Studies Curriculum", Tony Crider
9:30 – 10:30am  Factions Meet and Take Short Faction Quiz
(Class 3 from pp. 43-44; coffee and snacks available)
10:30 – 11:50am  Holy Office Trial Session 1 (Class 5)

12:00 – 1:20pm  Lunch including Prince Cesi's Party (Class 6)

1:30 – 2:30pm  Holy Office Trial Session 2 (Class 7)
2:30 – 3:00pm  Factions Meet (coffee and snacks available)
3:00 – 3:45pm  Election of New Pope (Class 8)
4:00 – 5:00pm  Galileo Post-Mortem and Reacting Q&A (Class 12)

6:00 – 7:30pm  Dinner (optional)
(if you are interested, please let us know at teachers@lmu.edu)

Immersion -- FYS Model (2 modules)
This workshop allows faculty members to experience a shortened version of a highly effective
and engaging pedagogy used in a large number of First-Year Seminars at other institutions. This
pedagogy can be used in the form presented or with variations as the unifying experience for a
FYS spanning most of the semester or for a limited number of sessions only. It involves close
reading and critical analysis of primary sources, as well as writing and speaking. Detailed
documentation and support material will be made available during the workshops. Participants
will be provided with individualized material before the workshop as preparation allowing
faculty members to experience the FYS model also from a student perspective. The pedagogy
showcased in this module is one that can be adapted also to other classes — the module may
therefore also be of interest for faculty members teaching other classes (not FYS). Participation
in this workshop requires attendance of both modules (morning and afternoon) on the same
day. Seats in this workshop are limited - early registration recommended.
Material:

Role Descriptions
Sample Syllabi

Facilitator:
Tony Crider is an Associate Professor of Physics at Elon University in North Carolina. He received his Ph.D. in space physics and astronomy from Rice University in 1999 and continued his research of gamma-ray bursts as a National Research Council associate at the Naval Research Laboratory. Before moving to Elon, Dr. Crider taught at American University where he coordinated the Multimedia Design and Development program. His interest in science visualization led him to create virtual planetariums, telescopes, and lunar landscapes within the 3D online world of Second Life. In 2006, he co-founded the SciLands, an archipelago of Second Life islands dedicated to science education and outreach. Currently, Dr. Crider is assessing the effectiveness of both Second Life and short “Reacting to the Past” role-playing games in science courses. He is on the Reacting-to-the-Past Advisory Board and has extensive experience facilitating the RTTP Galileo Game. Dr. Crider is also using robotic telescopes and computer modeling to study near-Earth asteroids. His hobbies include playing the guitar, motorcycling, and sharing Flickr photos and YouTube videos.

Concept:
Reacting to the Past (RTTP) consists of elaborate games, set in the past, in which students are assigned roles informed by classic texts in the history of ideas. Class sessions are run entirely by students; instructors advise and guide students and grade their oral and written work. It seeks to draw students into the past, promote engagement with big ideas, and improve intellectual and academic skills.

In most classes students learn by receiving ideas and information from instructors and texts, or they discuss such materials in seminars. “Reacting to the Past” courses employ a different pedagogy. Students learn by taking on roles, informed by classic texts, in elaborate games set in the past; they learn skills—speaking, writing, critical thinking, problem solving, leadership, and teamwork—in order to prevail in difficult and complicated situations. That is because Reacting roles, unlike those in a play, do not have a fixed script and outcome. While students will be obliged to adhere to the philosophical and intellectual beliefs of the historical figures they have been assigned to play, they must devise their own means of expressing those ideas persuasively, in papers, speeches or other public presentations; and students must also pursue a course of action they think will help them win the game.