Scholarship of Teaching and Learning
Showcase Week 2011

Tuesday, October 4 – Friday, October 7

Keynote Address
“Dialogic Pedagogy: Improving Students’ Learning through Faculty Interactions”

Tuesday, October 4, from 12:15 to 1:15pm
Center for Teaching Excellence UNH 3030
RSVP to teachers@lmu.edu

Poster Session and Reception
LMU Faculty SoTL Projects and Summer Assessment Workshop Participants

Tuesday, October 4, from 3:00 to 5:00pm
Third floor skyway outside CTE and Marymount Institute Lounge

SoTL Workshop
“Teach Me What You Know: Strategies for Collaborative Course Design”

Sherry Linkon, Ph.D.

Tuesday, October 4, from 12:15 to 1:15pm
Center for Teaching Excellence UNH 3030
RSVP to teachers@lmu.edu

SoTL/Core Curriculum Event
“Making Connections: Interdisciplinary Teaching at LMU”

Panel Discussion

Thursday, October 6, from 12:15 to 1:15pm
Center for Teaching Excellence UNH 3030
RSVP to teachers@lmu.edu

Quantitative and Qualitative Skills Workshop (QQSW)
Introduction to Sampling and Hypothesis Testing

Andrew Healy, Ph.D.

Friday, October 7, from 2:00pm to 3:00pm
BCLA eClassroom UNH 3212
RSVP to teachers@lmu.edu

Keynote 10/04/2011: “Dialogic Pedagogy: Improving Students’ Learning through Faculty Interactions”

Traditionally, faculty have seen our classrooms as separate, even personal spaces. While we recognize that our courses build on what students have learned from colleagues and help prepare them for future learning, few of us spend much time talking with our colleagues about how we teach. We might commiserate with colleagues about the challenge of getting students to do the reading or to get to class on time, but we don’t talk about the real heart of what we do – helping students develop the ability to use core concepts and methods. We’re even less likely to talk in any depth about how we teach or what we teach with people from other disciplines. This talk will consider why we don’t engage in significant dialogues about teaching and how talking – within and across disciplines -- about what we want students to learn and how we facilitate their learning can help us teach better and enrich our academic lives.

Workshop 10/05/2011: “Teach Me What You Know: Strategies for Collaborative Course Design”

LMU’s new core curriculum invites faculty to develop interdisciplinary courses of several kinds. It builds on a widely-accepted idea that students benefit from interdisciplinary learning and from courses that help them make connections across the curriculum. The idea is wise, but moving from idea to practice is a challenge. While many faculty identify their work as interdisciplinary, they define that concept in many different ways. Others feel uncomfortable teaching outside of their areas of expertise. We don’t think we know enough, or we worry about getting things wrong. So we have a paradox: we want to offer good interdisciplinary courses but we don’t necessarily know how. Team teaching is one way of solving the problem, and when developed thoughtfully, team-taught courses can help faculty gain confidence in working beyond their disciplinary boundaries. Collaboratively-designed courses, whether taught by multiple faculty or taught individually by members of a team that planned the course together, can not only help student learn but also give faculty rich opportunities for expanding our perspectives, developing relationships beyond our departments, and gaining fresh insight on our own fields. To make it work, we need to find ways to frame deep, critical, intentional conversations and to translate those conversations into concrete course plans. Participants in this workshop will learn about and practice some concrete strategies for learning together to design effective and truly interdisciplinary courses.

Sherry Lee Linkon is a professor of English and American Studies, and Co-Director of the Center for Working-Class Studies at YSU. She was a Carnegie Scholar in 1999, and in 2003, she was named Ohio Professor of the Year. Her book Teaching Working Class (University of Massachusetts, 1999) was named one of the ten best academic books of the 1990s by the readers of Lingu Franca magazine. She has published articles and an online course portfolio about her research on teaching interdisciplinary analysis in literary and cultural studies, and she has given workshops and presentations on course design, interdisciplinary learning, teaching working-class students, and approaches to scholarship of teaching and learning at colleges and universities around the country. She recently published a book based on 10 years of SoTL research on students learning in literary studies, Literary Learning: Teaching the English Major (Indiana, 2011). In addition to her work in SoTL, she has been at the forefront of developing New Working-Class Studies. Her interdisciplinary research on representations, place, and ideas about work appears in articles and in her book, Steeltown USA: Work and Memory in Youngstown (Kansas, 2002), co-authored with John Russo. She was the founding president of the Working-Class Studies Association.

To RSVP for events email teachers@lmu.edu or call 310.338.5866
More information is available online at http://www.lmu.edu/cte