

- Designing for Collaboration in Teaching and Learning
- Co-Sponsored Events
- CTL Fellows
- New Faculty Seminar

## DESIGNING FOR COLLABORATION IN TEACHING AND LEARNING

**Collaboration in teaching and learning occurs in many guises, allowing for narrow and expansive definitions.** Two or more people working together to impart knowledge constitute collaboration. More complex forms of collaboration can emerge from interactions among teachers, among learners, among learners and teachers, and among learning communities and others. This year the Center for Teaching and Learning investigates how collaboration can be considered a teacher's design problem. Can the scientific research that evinces the pedagogical value of collaboration help teachers design better habits of teaching, and can learner collaboration stimulate the acquisition of knowledge?



**This fall semester, the CTL will partner with the London Knowledge Lab's Diana Laurillard (professor of learning with digital technology, Institute of Education, University College of London) to explore how collaboration reshapes our knowledge maps and the ways we teach.**

The author of *Teaching as a Design Science*, Laurillard is an internationally recognized advocate of conceptualizing a shift in pedagogy from the intention of imparting knowledge to that of making student learning possible and is, for that reason, an innovator in teacher-led deployment of digital technologies.

**DO YOU HAVE A COLLABORATIVE LEARNING PROJECT YOU WISH TO UNDERTAKE OR TO IMPROVE? Submit a design! Programming this fall will include a multiphase collaboration with Laurillard and the London Knowledge Lab. The phases this fall are an introduction to teaching design concepts and tools, online display and peer review, and CTL workshops focused on the articulation, review and revision of a learning design.**

### OCTOBER 1 Reconceptualizing Teaching through Design Science, *Common Hour, Hallden Hall-North*

Presentation by Diana Laurillard and introduction to the London Knowledge Lab's Learning Designer.

### NOVEMBER 5 Designing for Faculty-to-Faculty Collaboration, *Common Hour, Hallden Hall-North*

Panel presentations and discussion moderated by the CTL, focused on how recent Trinity faculty efforts to structure teaching around collaboration have enhanced teaching and learning. Profiled: HIST 219 Planet Earth (Sean Cocco and Kathleen Kete), PHYS 141 Workshop Physics (Brett Barwick and Barbara Walden)

### DECEMBER 8 and 9 Collaboration Design Workshops *1823 Room, Raether Library and Information Technology Center*

Laurillard's workshops will help faculty in the final phase of conceiving, reviewing, and revising a learning assignment design.

### CO-SPONSORED EVENTS

#### SEPTEMBER 24 Scholarship as Conversation: A New Framework for Understanding the Role of Information in Academic Work, *Common Hour, Hallden Hall-North*

Consider these scenarios: A novice learner enters the discursive practice of a specific field of inquiry; a scholar navigates the complex legal and professional ramifications of the open-access model of publishing; an instructor wants to equip upper-level students with the advanced research skills they need to thrive in their major.

A panel of faculty and students will introduce the new Framework for Information Literacy for Higher Education recently published by the Association of College and Research Libraries (ACRL). The new ACRL framework provides an intriguing and constructive model for engaging researchers at all levels. The panel will discuss how faculty and students think and conduct research and contribute to communities of learning.

### OCTOBER 15 Trigger Warnings and Intellectual Discomfort *Common Hour, Hallden Hall-North*

Panelists: Laura Holt (psychology) and Sara Kippur (language and culture studies)

Moderator: Maurice Wade (philosophy)

Reading: Todd Gitlin, "Please Be Disturbed: Triggering Can Be Good for You, Kids" *Tablet* (March 3, 2015)

Massimo Pigliucci, "The False Dichotomy of Trigger Warnings," *Scientia Salon* (May 28, 2015)

## 2015-16 CTL FELLOWS

**The CTL Fellows program supports full-time faculty undertaking a project of innovation in their teaching.** This year's fellows will sustain a wide-ranging conversation about pedagogy, meeting once per month in a colloquium to discuss their projects as well as observing each other's classes. They will present the results of their yearlong teaching projects at the end of spring semester and prepare a written product to share with the Trinity community. To learn more about their projects, visit <http://commons.trincoll.edu/ctl/2015/04/22/congratulations-to-the-2015-16-ctl-fellows/>.

**Diana Evans**, "Integrating Research Methods in an American Political Parties Course"

**Shane Ewegen**, "The Concrete Universal: Politicizing the Philosophical Classroom"

**Tamsin Jones**, "The Cultivation of Intellectual Habits"

**Sara Kippur**, "Designing a First-Year Seminar That Bridges Life-Writing Studies and Francophone Hartford"

**Michelle Kovarik**, "Improving Laboratory Instruction with Interactive Pre-Lab Videos"

**Tennyson O'Donnell**, "Multimodal and Collaborative Writing"

**Jennifer Regan-Lefebvre**, "Research-Led Teaching in the Liberal Arts Classroom"

**Josh Stillwagon**, "Policy Analysis in the Classroom"

**Prakash Younger**, "Renga: Collaborative Writing Pedagogy"

## NEW FACULTY SEMINARS

**All new tenure-track faculty participate in a seminar program designed to help facilitate their transition to life at Trinity College.** A centerpiece of the center's ongoing efforts with new faculty, the seminars cover a wide range of topics and provide a safe space for new faculty to share ideas and concerns about teaching. CTL also invites veteran faculty from previous years to be part of the group and to provide the perspective of more seasoned junior faculty. This year's returning second-year mentor is Ethan Rutherford, assistant professor of English. The first-year participants are:

**Jen Jack Giesecking**, Assistant Professor of American Studies

**Timothy Landry**, Assistant Professor of Anthropology and Religion

**Rachel Moskowitz**, Assistant Professor of Public Policy & Law

**Robert Outten**, Assistant Professor of Psychology

**Per Sebastian Skardal**, Assistant Professor of Mathematics

**Nicholas Woolley**, Assistant Professor of Economics