

The Learning Community

Newsletter of Perlman Center for Learning & Teaching

"The essential purpose of the LTC is to develop programs to promote faculty and student reflections on and conversations about teaching and learning, thus enhancing even further the quality of student learning and faculty vitality."

FALL, 2013

- News from a New LTC Director
- Mentoring New Faculty at Carleton
- Meet the LTC Fellows for 2013-14
- Student Research Celebration

News from a new LTC Director, Fred Hagstrom

I took over as LTC Director in July, but I had been a part of planning for this year by participating in a number of events in the past academic year. I attended the new faculty winter workshop last year, and I sat in on planning meetings with the LTC advisory committee. I want to publicly thank Louis Newman for being so helpful in this transition. I had only a superficial idea of the role of the LTC director when I accepted the offer to take this on, but Louis was patient and helpful in getting me up to speed. I want to invite anyone in the community to visit with me if you have ideas for what the LTC should be doing. I don't see any huge change coming during my time as director, but I am certainly open to suggestions from people who might want to see the programming move in particular directions. It is clear that Carleton has some serious decisions to make regarding how changing technology will affect teaching, and these will be dominant issues for the LTC in the next few years. One of the book groups for fall term focused on this issue, as did several of the weekly lunch programs. The LTC is the place where these issues can be discussed effectively. It is important that a variety of voices weigh in on these important decisions that could affect our teaching environment in the future.

Mentoring New Faculty at Carleton

Each year at the faculty retreat we hear lovely introductions of our new colleagues, and then we all get so busy that we might not actually get to know them for years. One of the main reasons I was pleased to be offered the opportunity to direct the LTC was because it would be a chance to meet and work with new faculty. I have always felt that the LTC helps to break down some of the isolation that happens at Carleton when everyone gets so busy in his or her own part of the College. It is a place where you share experience and ideas with faculty and staff in ways that go beyond our usual interactions. This is certainly true when it comes to meeting our new colleagues. The LTC is involved in several programs that are intended to help new faculty members get a good start at Carleton: I had primary responsibility for the new faculty orientation that took place just before new student week; I have arranged and will facilitate a year-long series of small group mentoring events that have presentations by faculty members who have been at Carleton for some time; I will lead the winter workshop for new faculty members with a co-facilitator; I serve as mentor to a number of the first year faculty, and I am in touch with colleagues who mentor that other new members. All together this means that the LTC is very much involved in helping our new colleagues to do well at Carleton. And personally, it is just what I wanted, a means to meet these new people who will have much to offer to our community.



Perlman Center
for
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Meet the LTC Student Fellows for 2013-14

The LTC Fellows are a group of students who are chosen to serve a helpful role in the LTC. Their main job is to be student observers in classes. Any faculty member can request to have classes observed or taped. The Fellows go through a training process and if asked, first meet with the professor to determine what sort of things they could look for in offering feedback. They know that confidentiality is important, and they do this job with a good sense of responsibility. In addition, they also will do several projects over the course of the year. They have a strong interest in teaching and are glad to be involved with the work of the LTC. They are a lively group and are fun to work with. We meet regularly, and I appreciate having them as a link between the LTC and students. Below are some short introductions so that you can get to know them. If you have any interest in having them observe your class, please contact us at the LTC.



Will Biagi

Will Biagi

Will is a senior Spanish major and Educational Studies concentrator from the northern suburbs of Chicago. He is thinking about going into teaching after Carleton, but that could change tomorrow. While the future is uncertain, he cannot wait to make the most out of his last few months on campus.



Charlie Cross

Charlie Cross

Charlie Cross is a Senior Religion major, from San Antonio, TX. He is particularly interested in emerging forms of spirituality and the intersections between spirituality and education. The past two summers he has taught with the [Break-through Collaborative](#) in Santa Fe, NM.



Minji Jang

Minji Jang

Minji is junior Philosophy major from Busan, South Korea. In addition to her job as a student fellow, she also manages Asia house and works the ITS helpdesk. She loves Broadway musicals and pretty much all kinds of live stage performances, fantasy fictions, prime numbers and pink elephants.





Ta'Sierra Johnson

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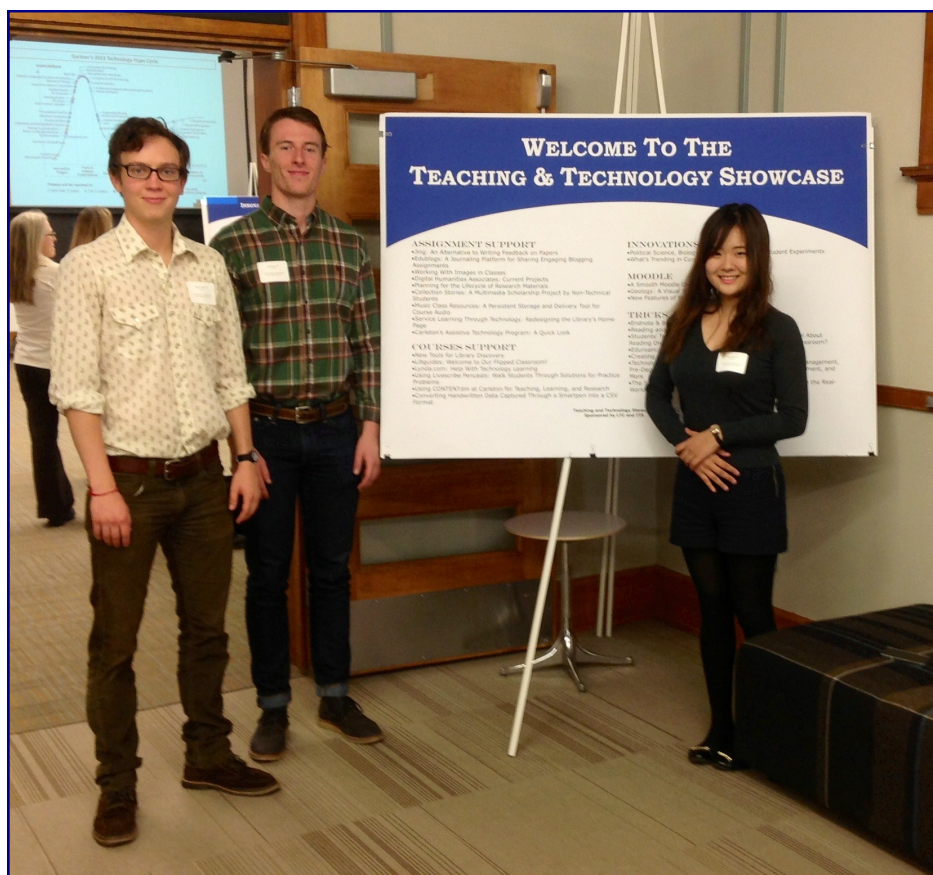
a Junior English major. I am from Chicago, IL, the best city ever, and I hope to be a teacher after graduation. I spent this summer working in Faribault teaching 4th graders in a summer S.T.E.A.M. (Science, Technology, Engineering, Art, and Math) program. In addition to being a LTC fellow I am also president of Students for Education Reform, an education group on campus.



Maddie Ulanow

Maddie Ulanow

Maddie is a junior Political Science major returning from a semester abroad in Amman, Jordan. Aside from learning Arabic, she is a member of J Street U and the Model UN team at Carleton, and tutor with the Uplift program at Faribault Middle School. In her spare time she enjoys swing dance, watching movies, baking brownies and playing in the snow.



Student Observers—L-R: Charlie Cross, Will Biagi, and Minji Jang as they welcome visitors to the Teaching & Technology Showcase, held October 23, 2013.

Student Research Symposium & Celebration

On October 23rd we held the student research celebration in Weitz Commons. This was a large event featuring around 80 students showing examples of work they have done over the summer, supervised by seventeen

The sciences have been having a comparable session for some years, but recently the event became open to students from all disciplines when responsibility for the event moved to the Office of the Dean. The LTC does logistics and coordinates the organizing of the event. The science departments have been open to adapting a proven model and opening it to include students from across the College. It is fair to say that the model of the poster session does not fit some disciplines such as the humanities as well as it does the sciences and social sciences, but we can also do more to change the culture in the non sciences to encourage students in those fields to take advantage of forums like this to showcase their work.

The work done by our students on summer research projects is quite impressive. It is clear that there is a great deal of active learning going on in the summer, both on campus as well as through opportunities our students receive to work away from campus. The research celebration is well attended, with faculty and students meeting students who stand by their poster, explaining their projects. The LTC has copies of a booklet that gives details on each of the student projects. There is also a listing of all of the students who participated, along with their project titles, [by clicking here](#)

