

WINTER WORKSHOPS 2018

New Faculty Workshop

Register at <http://go.carleton.edu/312>

Where is the Line in Advising the Whole Students?

Register at <https://go.carleton.edu/e2a>

Teaching and Encouraging Oral Communication

Register at <https://go.carleton.edu/c6e>

How to Nurture Community Partners in North Africa and the Middle East

Register [here](#)

Participatory Action Research (PAR) Winter Workshop

Register [here](#)

Effective and Efficient Feedback: Approaches to Assignment Design and Feedback that Support all Students

Register at <https://go.carleton.edu/122>

Mental Health First Aid

Register at <https://goo.gl/forms/MtqYVERT6LJxImb33>



New Faculty Workshop

Tuesday, November 27, noon to 4:30 p.m., beginning with lunch in Weitz 236

Wednesday, November 28, 8:45 a.m. to noon

Thursday, November 29, 8:45 a.m. to noon

Friday, November 30, 8:45 a.m. to 1:30 p.m., wrapping-up with lunch in Weitz 236

Facilitator: Melissa Eblen-Zayas, Director of the Learning and Teaching Center (LTC)

Location: Weitz 236

The new faculty workshop is an opportunity to reconnect with new faculty colleagues, discuss effective practices with other Carleton faculty and staff, and reflect on your teaching experience at Carleton. The workshop will include presentations about how to design effective writing assignments, create an inclusive classroom climate, employ academic technology to strengthen student learning, and find support for research projects. In addition, participants will have the opportunity to do “micro-teaching,” short sample class presentations, followed by feedback from the group.

Stipend for participation is \$60 per day for eligible participants.

Register at <https://go.carleton.edu/312>

Questions?? Contact Mary Drew (mdrew) or x4192

Where is the Line in Advising the Whole Student?

Thursday, November 29, noon to 4:00 p.m., beginning with lunch

Facilitator: Al Montero, Director of Advising and Faculty Diversity Recruitment

Location: Sayles-Hill 251

This workshop examines an oft-mentioned but poorly conceptualized idea: the imaginary “line” that separates “appropriate” conversation topics in advising sessions from “inappropriate/not the adviser’s job” topics. There is a broad array of philosophies of academic advising in higher education, from the “intrusive advising” approach that imagines no such line to the “proceduralist” view that academic advising ought to focus on the “academic” and not stray into areas of the personal, the emotional, the campus climate, etc. Participants in this workshop will discuss contending perspectives and hear from practitioners at Carleton who have a range of experiences. Specific topics will include the complementarities between academic advising and public health approaches to emotional and mental health in our students, the experiences of residential learning communities (a.k.a. living & learning communities) at Carleton, and the demand by many students today for “authenticity” and “relevance” in their conversations with faculty and academic advisers.

Stipend for participation is \$60 for eligible participants.

Register at: <https://go.carleton.edu/e2a>

Teaching and Encouraging Oral Communication

Monday, December 3, 9:00 a.m.- 3:00 p.m., continental breakfast and lunch provided

Facilitator: George Cusack, Director of Writing Across the Curriculum

Location: Weiz 236

Carleton has made it a priority to promote civil discourse across campus for the past few years. While the civility part of that initiative (justifiably) tends to get the most attention, it’s also worth stepping back and considering how we more literally promote discourse across campus. That is, how do we teach students the oral skills they need to engage productively in academic discussions: to express their ideas articulately, to listen to each other respectfully, to assert themselves appropriately, etc? How can we, as instructors, design experiences that allow students to hone these skills with a minimum of risk and anxiety?

In this one-day workshop, we’ll explore various ways to integrate the teaching of oral performance skills into your classroom pedagogy. We’ll focus separately on the two sides of the participatory coin: class discussion and formal presentations, and along the way representatives from OILL and Disability Services will help us to consider the issues of access and inclusion that these activities raise. Participants will come away with a more focused understanding of the role that oral performance plays in their courses and the ways that they can help students consciously develop their oral skills.

Eligible participants will earn a stipend of \$120.

Register at: <https://go.carleton.edu/c6e>

How to Nurture Community Partners in North Africa and the Middle East

Monday, December 3, noon to 3 p.m., beginning with lunch

Facilitators: **Thabiti Willis**, associate professor of African history and Africana Studies, **Sylvia Smith** (journalist), and **Richard Duebel** (filmmaker, photographer, and art director)

Location: Sevy Meeting Room

This workshop explores ways to nurture partnerships with educational, government, and non-government institutions in North Africa and the Middle East (and beyond). It draws from the expertise of two London-based BBC journalists whose work subjects ranging from environment, arts, and culture in the broadest sense in Africa, the Middle East, and their diasporas. During a time in which many governments in the region have cracked down on journalists, the facilitators of this workshop have acquired a wealth of experience in using photography, documentary film, art, and radio. This workshop will feature guide conversations aimed at illuminating pathways for international community partnerships where free speech is not a protected right. Faculty members from all disciplines are welcome to attend the workshop. Colleagues with a keen interest in North African or Middle Eastern politics, culture, arts, or relationships are invited to attend. This half-day workshop will include periods of lecture, small-group and large-group discussions, question-and-answer opportunities, as well as viewings of short documentary films and interviews.

Eligible participants will earn a \$60 stipend.

Register [here](#).

Participatory Action Research (PAR) Winter Workshop

Tuesday, December 4th and **Wednesday December 5th**, 9:00 am to 4:00 pm

Light breakfast and lunch will be provided both days.

Facilitator: **Anita Chikkatur**, Associate Professor, Department of Educational Studies

Location: Weitz 233

Maori scholar Linda Tuhiwai Smith argues that “research is an important part of the colonization process because it is concerned with defining legitimate knowledge.” Participatory Action Research (PAR) is a methodology that aims to work against colonizing research frameworks. It challenges conventional ideas about what is research and who is a researcher by defining research as done with and by, rather than on, communities. At this two-day workshop, you will learn more about PAR principles and about how to build community across social differences that is at the heart of PAR projects. The workshop is open to Carleton faculty and staff and community members from Faribault and Northfield.

Eligible participants will earn a \$120 stipend per day.

Register [here](#) (space is limited so please register by October 15th, 2018)

Effective and Efficient Feedback: Approaches to Assignment Design and Feedback that Support All Students

Thursday, December 6, 9:00 a.m.- 1:00 p.m., refreshments and lunch provided

Friday, December 7, 9:00 a.m.- 1:00 p.m., refreshments and lunch provided

Location: Weitz 235

Carleton faculty and staff are already offering interesting assignments and activities that are designed to give students feedback on their understanding and their skill development. Let's swap stories on those efforts and talk about approaches that can save you time and help your students recognize and apply the feedback they have received. We will discuss the pros and cons of rubrics, fostering metacognition on content and feedback, and giving feedback that supports students where they are.

The Committee for Effective Learning with Technology and the Perlman Center for Learning and Teaching invite you to this workshop over two mornings to explore ways to design activities and assignments that help students make sense of the feedback they receive and which are efficient for instructors.

The facilitators will ask that you...

- bring favorite approaches and tools for providing feedback to students
- share your strategies for helping students respond to and act on feedback
- consider with us the ways technology and other strategies can make this process more efficient

You'll leave this workshop with some tools and techniques for more efficient feedback to students that you can use in Winter Term.

Eligible participants will earn a stipend of \$60 per day.

Register at: <https://go.carleton.edu/122>

Mental Health First Aid

Monday, December 10, 8:00am to 12:30 pm

Tuesday, December 11, 8:00am to 12:30 pm

Facilitator: Janet Lewis Muth

Location: Weiz 236

Most of us would know how to help if we saw someone having a heart attack—we'd start CPR, or at the very least, call 911. But too few of us would know how to respond if we saw someone having a panic attack or if we were concerned that a student, friend or co-worker might be showing signs of depression.

Mental Health First Aid takes the fear and hesitation out of starting conversations about mental health and substance use problems by improving understanding and providing an action plan that teaches people to safely and responsibly identify and address a potential mental illness or substance use disorder. In the Mental Health First Aid course, you learn risk factors and warning signs for mental health and addiction concerns, strategies for how to help someone in both crisis and non-crisis situations, and where to turn for help. Topics covered will include depression and mood disorders, anxiety disorders, trauma, psychosis, and substance use disorders.

The Office of Health Promotion sponsors MHFA training each term. We utilize the "Higher Education" module provided by the National Council on Behavioral Health, which allows us to explore the unique issues facing college students. Specific additions to the general MHFA curriculum include: statistics on college student mental illness prevalence; information about Carleton-specific resources; and discussion about the implications of the emergence of signs and symptoms of a mental illness in the residential college setting.

Stipend of \$120 for the first 25 faculty registrants. Must attend both days.

Register at <https://goo.gl/forms/MtqYVERT6LJxImb33>