



Friday @ the Center: March 2, 2007

Jurgan Moltmann Faculty Book Circle

In preparation for next fall's Day of Common Learning's keynote speaker, Professor Jurgan Moltmann, the Center's spring Faculty Book Circle will read Moltmann's *The Source of Life: The Holy Spirit and the Theology of Life*, under the capable guidance of Kerry Dearborn, School of Theology. This Book Circle will meet April 2, April 23, and May 14, from 3:30 to 5:00 p.m. In *The Source of Life*, the great German theologian reflects on his experiences as a prisoner of war in the context of a theology of life renewed by the Spirit. He explores how in the Spirit we embrace both the presence of God as well as community with people and all living things. Taking part in this book circle would be excellent preparation for proposing a Day of Common Learning seminar and will give you the opportunity to reflect on the ways in which Moltmann's theology speaks to your discipline. Please contact Jaclyn Stockton (stockj1@spu.edu) by March 9 if you would like to participate. The Center will provide you with the brief (148 p.) book before spring break.

Teaching 101 Workshop

The Center will offer a basic overview of teaching for newer teachers as well as those more-seasoned pros who would enjoy talking about teaching and refreshing some of their pedagogical tools. "Teaching 101" will be held on Saturday, March 24, from 9-2 p.m. in the Library Seminar Room. Coffee and lunch are provided, and the workshop will cover

- What is Good Teaching?
- Who are your Students?
- Facilitating Learning: Course Planning
- Facilitating Learning: Rapport
- Facilitating Active Learning
- Lecturing and Learning

Contact me by March 16 to register. This workshop is open to all full, part-time, and adjunct faculty. There is a maximum of 12 participants.

Last Week of Class Letdown? Some Strategies:

At this point in the quarter, everyone is tired—you, your students, your cat—ok, your cat is always tired, but you know what I mean. Nonetheless, the concluding day(s) of class are critical transition points, offering significant opportunities for learning. The following end-of-term strategies are adapted from a list compiled by Michael Dabney, the faculty developer at Hawai'i Pacific University:

- *Keep the energy high.* By the final few classes it is too late to teach much new material. However, it is not too late to influence student attitudes toward the course, the discipline, you, and

the institution. Many authors suggest that the final class meeting is a key student retention milestone, and they recommend ending a course with the same high energy with which we start it.

- *Encourage students to complete the course evaluations.* Explain that doing this is an excellent way to begin to review the class in preparation for the final, and that their input helps you in designing future class structures, assignments, and learning activities.
- *Summarize content.* Plan a summary discussion or sharing about the course content, major concepts, skills or attitudes taken from your class. Some instructors like to offer a bullet-point checklist of key concepts and sub-concepts, which they distribute to students and use to plan a student-generated review session.
- *Ask students to advise others.* One professor suggests: use part of a class session to ask each student to write an authored (or anonymous) “legacy” item: *What advice would you give future students to achieve success in this class?* Assemble suggestions as a handout for future students in your class. Current students see this as a meaningful contribution to your class culture, new ones value peer counsel from the front lines, and you’ll be amazed by what students are learning—from you and from each other—both inside and outside your curriculum.
- *Look to the future in the discipline.* Summarize the role of the course in your discipline, how it feeds, fits, and supports other courses in the curriculum.
- *Give public thanks.* From every teaching experience, we learn from our successes and challenges about how to run the show better next time. Acknowledgement of your students’ contributions to your growth is a powerful model of gratitude.
- *Celebrate* in ways that are appropriate for the class. Donuts, brownies, and Skittles are popular. I often give my students a poem that speaks to the season or the material of the class; others may want to play a song.
- *Highlight the bigger picture.* Help students to step back from the detail of the course to see how it fits into their continuing development of a worldview, of character, and of competence.
- *Plan for future classes.* Take the time to jot down on your copy of the syllabus ideas for future changes in the class, as well as a notation on what worked well and what didn’t work as well.

“Writing for Everyone” will return next quarter. Don’t forget the Walls Lecture next Thursday!

Shalom,

Susan

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