



Friday at the Center: April 29, 2005

Call for Papers

The Kuyers Institute for Christian Teaching and Learning at Calvin College announces a call for papers for a conference on "Spirituality, Justice, and Pedagogy," to be held Sept. 22-24, 2005. The keynote speaker will be Dr. Nicholas Wolterstorff, whose educational writings draw close connections between teaching for justice and the biblical concept of shalom. Paper proposals are invited that deal with the connections between spirituality, justice, and any aspect of teaching and learning. The due date for proposals is May 15, 2005. Proposal should consist of a 400-word abstract and a 50-word abstract (for the program, in case the proposal is accepted). For more information see <http://www.calvin.edu/scs/2005/conferences/kuyers/cfp.htm>.

Senior Faculty Seminar 2006

ANY tenured faculty member is welcome to enroll for the Senior Faculty Seminar (SFS) to be held in the spring quarter of 2006, on Thursdays, from 10:30 to 11:50. Funds are available from the Lilly SERVE program to pay for an adjunct replacement of five credits to allow you time to read, think, and write. A weekly lunch is provided as well as all the books. Ask SFS alums Bill Woodward, Chris Sink, Robbin O'Leary, Gary Fick, David Diekema, Mike Roe, Sandra Hartje, or Ross Stewart about their experiences, if you are wondering if the seminar is right for you. Interested? First check with your department chair and dean, and then send me an email.

Graduate Faculty Lunch Reprisal?

Are any graduate faculty members interested in meeting again for lunch and continued conversation about the challenges and opportunities of Christian graduate education? I'm thinking about hosting another lunch on Tuesday, May 17, from noon until 1:30, if there is sufficient interest. Let me know if I should proceed.

Spring Teaching Tips

The middle of the term provides an excellent opportunity to get some feedback on your courses. And I'm not talking about midterm exams. Take five minutes at the end of a class and ask your students to respond anonymously in writing to two questions: 1) what activity in this class has helped you learn the most so far? And 2) what could be done to help you learn more? Quickly reading over these responses will give you a good sense of what adjustments might be made for the rest of the quarter for a more successful learning experience. This exercise tells your students that learning is important to you (and should be to them) and gives you some formative input without evaluative pressures.

I hope your Frisbees are soaring!

SUSAN

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