



Friday @ the Center: October 6, 2006

Race and Pedagogy Brown Bag Lunch

When we think about diversity and reconciliation issues in the classroom, we often think about content and curriculum. But what does race have to do with pedagogy? Bring your lunch to the Library Seminar Room on Oct. 10, from 12 to 1, to hear a panel of SPU faculty and staff discuss the insights they gained at the recent national conference on “Race and Pedagogy” at UPS. Coffee, tea, and cookies will be provided. Sponsored by the Diversity Committee and the Center for Scholarship and Faculty Development.

Day of Common Learning Update

The Day of Common Learning breakout sessions are now posted at <http://www.spu.edu/depts/csfd/dayofcommonlearning.asp>. (Scroll down for a complete listing.) Once again it will be difficult to choose which two sessions to attend—a panel discussion of *The World is Flat?* What global issues women face? What the Bible says about poverty? Can we fight the worldwide spread of germs? Can Christians and Muslims peacefully exist? What do SPU students gain from studying overseas or participating in SPRINT? These are only a few of the highlights. Why not check to see if any of the sessions have special pertinence for a class you are teaching and encourage/urge/reward your students for attending as a way of helping students think interdisciplinarily about the material in your course?

The October Grant Advisor

The October edition of *The Grant Advisor* is now available and can be accessed through on-campus computers at <http://www.grantadvisor.com/tgaplus/>. The monthly newsletter contains 20-25 full program reviews and over 300 listings of grant and fellowship programs, organized into eight academic divisions (fine arts, humanities, sciences, social sciences, education, international, health, and other).

Book Circle Openings

This quarter's faculty book circles meeting each still have a few openings for participants. Book Circle 1, considering *The Art of Reading Scripture*, will meet on Thursday, Oct. 19, Nov. 9, and 30, from 12-1 p.m. Book Circle 2, discussing *Gender and Grace*, will meet on Monday, Oct. 16, 30, Nov. 13, and 27, from 1-2 p.m. If you are interested in receiving a free copy of either book and joining in the discussion, please contact me as soon as possible.

Strategies to Control Mr. or Ms. Beaver

We all know who he or she is—the student who has something to say on every topic during a discussion—Mr. or Ms. Beaver (let's be gender inclusive). What are effective ways to deal with an overly talkative student? First and most obviously, don't call on that student first, but wait to see if anyone else will contribute. If not, solicit responses. Scan to the room for nonverbal eagerness, and note, "Julie, you look like you want to say something." Or state, "Let's hear from some of you who haven't said anything yet." Another strategy is to zero in on one row, saying, "Let's hear a brief comment from everyone sitting in this row on this issue." That's a bit less threatening than calling on a particular student, although I'm notorious for doing just that, too. It's also possible to make the issue of who is talking and who is not a topic of discussion. You might assign a few students to observe a discussion and then have them report on who talked and who didn't, and then ask the class why this is and how they feel about it. It's also effective to ask Ms. Beaver to chat briefly with you after class, so that you can explain that you very much appreciate her insights and eagerness to participate, but that you need to try to involve more of the class. Tell her that there may be times that you deliberately won't call on her in order to open up the discussion. The last time I had this conversation with an insightful and enthusiastic Mr. Beaver, he sheepishly said, "You know, some other profs have said the same thing." Learning how to conduct oneself in a discussion or conversation is one of those social skills that we teach in our classrooms that can have an impact on many areas of our students' lives.



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