

Sandmeyer – 6. Activity – Pedagogy Workshops: Participant

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Overview of Workshops:

In the Department of Philosophy Statement of Promotion and Tenure Expectations, it indicates that "committed and effective teaching can also be evidenced by such matters as participation in professional philosophy teaching forums, invited or contributed talks about the teaching of philosophy, teaching-related publications, and grants to promote instructional innovation or pedagogical research." The documents contained here meet reflect my efforts to meet these expectations, particularly (i) **participation in professional philosophy teaching forums** and (ii) grants to promote instructional innovation or pedagogical research.

- Participant, KyCC Service-Learning ELC
 - See my Course Materials for PHI205 Food Ethics in this dossier. In those materials, I discuss how I have been developing a Civic Engagement Project in PHI205 for several years. To deepen the pedagogical impact of that project, I applied for and was accepted to be a participant in the 2021-22 Kentucky Service-Learning Educator Learning Community. This ELC, composed of UK faculty from many different colleges, met for 1.5 hours once a month during the academic year. The ELC curriculum centered in the fall on **service-learning pedagogy**, particularly the model of critical service-learning pedagogy. In the spring the ELC focused on application of theory. Based on work completed in this ELC, I will implement a newly designed critical service-learning project in the spring 2023 run of PHI205.
- Participant, Colby Summer Institute in Environmental Humanities
 - I applied to the Colby Institute to workshop my plan to develop and establish an Environmental Humanities Initiative here at the University of Kentucky. While the scope of this Initiative extends beyond my own pedagogical work, the Initiative is nevertheless fundamental to my pedagogy. My pedagogical work at UK has two fronts. One of those fronts is the work I do in the classroom. The other is the work I do **to build curriculum here at UK**. Apart from my role as director of the Initiative, I am, personally, working to develop an Environmental Humanities undergraduate curriculum at UK. I have created a UK Core Introductory class, which I will teach fall 2022. The next steps are two. First, I will be organizing UK Environmental Humanities Graduate Faculty and their graduate students to create grant-writing resources and other financial assistance for the benefit of graduate EH projects. Second, I will develop a plan for an undergraduate certificate, which will not only amplify the humanities in the Environmental & Sustainability Studies but also extend EH courses offerings to be taught by these UK graduate faculty and their students.
 - For more on the significance of this Summer Institute in my pedagogical work, see also the Service Materials in this dossier.
- Participant, AAPT Teacher's Workshop
 - In the 2019 AAPT Teacher's Workshop, we workshopped effective pedagogical strategy and learning techniques. **See also the Pedagogy Workshop – Organizer materials** in this dossier. I organized a similar workshop at UK.

Sandmeyer, Bob

From: Victoria Vogelgesang <tori.vogelgesang@kycompact.org>
Sent: Wednesday, September 15, 2021 4:53 PM
To: Hoyt, Gail A.; Clancy, Karen; Sheehan, Daniel E.; Morgan, Shauna M.; Chahal, Jasleen K.; Tekeli, Gokce; Ickes, Melinda J.; Wells, JWells; Musoni, Francis; Sandmeyer, Bob; Steelman, Ashley J.; Paynter, Lee A.; Osborn, Holly F.; Ke, Sihui; Grenier, Kelly N.; Campbell-Speltz, Heather A.; Skaff, Karen O.; FW_mch266
Cc: Wilson, Elaine A (Somerset); Stoltzfus, Todd J.; Sandra Louise Mason; Gayle Hilleke
Subject: Kentucky Campus Compact Service-Learning Educator Learning Community

Follow Up Flag: Follow up
Flag Status: Completed

CAUTION: External Sender

Good afternoon, everyone!

Thank you for your interest in the KyCC Service-Learning Educator Learning Community. We are pleased to inform you that you have been accepted to the 21-22 program. As you'll see, we had many applicants from KyCC member institution University of Kentucky so we'd like to thank them for their support.

Please confirm your acceptance by attending our first cohort session on Wednesday, September 29, 4-5:30 pm. We will continue meeting one Wednesday afternoon per month throughout the fall semester (though which week of the month varies to accommodate holidays). You are receiving a series of calendar invitations to reflect this. As a group, we will assess whether to keep or adjust this meeting time for the spring semester.

In preparation for our first meeting, please prepare a ***modified*** Pecha Kucha presentation to introduce yourself and help us get to know each other. Have fun, but do not stress about this - they do not need to be a formal presentation or perfect by any means!

To assist you, you may access the KyCC SL ELC 2021-2022 google drive here: <https://drive.google.com/drive/folders/1XJvIPjkwRN3YwY4fiws0pHTUp3f2zx9R?usp=sharing>

In this drive you will find the tentative agenda, instructions for your Pecha Kucha presentation, and a template for the Pecha Kucha. The Pecha Kucha has to be uploaded in this google folder by Tuesday, September 28th.

If you have any questions, please let me know. I am looking forward to learning together!

Best,
Tori

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Tori Vogelgesang, Ed.D., MPA
[Kentucky Campus Compact](#)
Like and follow us @KyCampusCompact
on [Facebook](#), [LinkedIn](#), and [Twitter](#)

Sandmeyer, Bob

From: Philosophy Department Email List <ALLPHI@LSV.UKY.EDU> on behalf of Bird-Pollan, Stefan E. <stefanbirdpollan@UKY.EDU>
Sent: Thursday, August 19, 2021 9:10 AM
To: ALLPHI@LSV.UKY.EDU
Subject: FW: KY Campus Compact - Service-Learning Educator Learning Community (ELC)

Hello All,

An opportunity to include service-learning in your courses:

Stefan Bird-Pollan

Associate Professor of Philosophy and
Director of Undergraduate Studies
University of Kentucky

From: DUS College of Arts and Sciences <AS-DUS@LSV.UKY.EDU> on behalf of Bosch, Anna R. <anna.bosch@UKY.EDU>
Date: Wednesday, August 18, 2021 at 9:55 AM
To: AS-DUS@LSV.UKY.EDU <AS-DUS@LSV.UKY.EDU>
Subject: Fwd: KY Campus Compact - Service-Learning Educator Learning Community (ELC)

Dear DUS group, please share this opportunity with your faculty. It sounds like a great opportunity for those who have been considering adding a service-learning component to a course.

Anna
Cc: Chairs, DUS

Anna R. K. Bosch, PhD
Associate Dean for Undergraduate Programs
College of Arts & Sciences
University of Kentucky
Lexington KY 40506

Begin forwarded message:

From: "Stoltzfus, Todd J." <todd.stoltzfus@uky.edu>
Date: August 18, 2021 at 8:11:48 AM EDT
To: UKSLCE@lsv.uky.edu
Subject: KY Campus Compact - Service-Learning Educator Learning Community (ELC)
Reply-To: Service-Learning and Civic Engagement <UKSLCE@lsv.uky.edu>

Kentucky Campus Compact (KyCC) is offering a free yearlong, state-wide Service-Learning Educator Learning Community (ELC). This ELC is open to any KyCC member campus faculty (tenured, tenure track, non-tenure track and part-time), staff, community partners, AmeriCorps members and/or upper-level students that have a co-educator role. UK is a

member of KyCC. This ELC will meet virtually once per month for 1.5 hours for the 2021-2022 Academic Year. Starting with the Fall 2021 semester, KyCC will determine a time based on participants' availability.

This ELC is designed to prepare individuals to teach with service learning. We will learn alongside our colleagues from around the state with presentations, discussions, and guest speakers. Topics will include: an introduction to service learning and critical service learning, goals and learning outcomes, critical reflection, assessment, partnerships, logistics, and more. The first semester will focus on the foundation and theory of service learning and the second semester will focus on each participant's service learning course development.

Registration for the free yearlong, state-wide KyCC Service-Learning Educator Learning Community can be found here:
https://nku.co1.qualtrics.com/jfe/form/SV_5Aorhf6W1WXne3s



Todd Stoltzfus

Program Director for Experiential Education & Service-Learning
University of Kentucky
Stuckert Career Center / Center for Service-Learning & Civic Engagement
408 Rose Street (Room 208)
Lexington, KY 40506
859-257-4673
Todd.Stoltzfus@uky.edu
<https://www.uky.edu/careercenter/>
<http://ServeLearnConnect.uky.edu/>

To unsubscribe from the UKSLCE list, click the following link:

<http://lsv.uky.edu/scripts/wa.exe?TICKET=NzM4MDUwIGFubmEuYm9zY2hAVUtZLkVEVSBVS1NMQ0UgINy%2BgJpoNUBh&c=SIGNOFF>



Service-Learning Educator Learning Community
Session 2 | Agenda October 13, 2021

4:00-5:30 PM EST

Service-Learning and Critical Service-Learning

- | | |
|-------------|---|
| 4:00 - 4:15 | Welcome and introductions <ul style="list-style-type: none">• Remarks by Todd Stolfus, Program Director for Experiential Education & Service-Learning, University of Kentucky• Introductions: Shauna Melissa Morgan, Ming-Yuan Chih, others? |
| 4:15 - 4:45 | Engaged Faculty Curriculum Presentation (Tori) |
| 4:45 - 5:15 | Discussion <ul style="list-style-type: none">• With not for• Co- _____ |
| 5:15 - 5:30 | Announcements? |



KyCC Service Learning ELC

TORI VOGELGESANG, ED.D., MPA
KENTUCKY CAMPUS COMPACT

Agenda

Service Learning 101

- Connection
- Overview of Community Engagement and Service Learning
- Critical Service Learning
- Reflection

Learning Outcomes

Get	Become	Understand
Get to know one and other and ELC's	Become familiar with service learning definitions and best practices	Understand the importance of critical service learning

Goals of ELC:

- Build university-wide community through teaching and learning
- Increase faculty interest in undergraduate teaching and learning
- Investigate and incorporate ways that diversity can enhance teaching and learning
 - Nourish the scholarship of teaching and its application to student learning
- Broaden the evaluation of teaching in the assessment of learning
- Increase faculty collaboration across disciplines
- Encourage reflection about general education in the coherence of learning across disciplines
- Increase the rewards for and prestige of excellent teaching
- Increase financial support for teaching and learning initiatives
- Create an awareness of the complexity of teaching and learning

Building Faculty Learning Communities p. 10

Qualities necessary for community and ELC's:

1. Safety and Trust
2. Openness
3. Respect
4. Responsiveness
5. Collaboration
6. Relevance
7. Challenge
8. Enjoyment
9. Esprit de corps (pride and loyalty)
10. Empowerment

Building Faculty Learning Communities p. 19

Overview of Community Engagement & Service Learning

Community Engagement



Academic Community Engagement

IN THE CLASSROOM	BEYOND THE CLASSROOM
Civic Learning	Community-Engaged Learning
Dialogue and Deliberation	Community-Based Learning
Participatory Course Design	Participatory Action Research
Experiential Learning **	Service Learning **

SL History

- ▶ **Volunteerism**
 - ▶ Cultivating an ethic of service in students
 - ▶ Giving back, committing to something beyond oneself
- ▶ **Course-based service learning**
 - ▶ Advancing student learning goals and community goals
 - ▶ Reciprocity
- ▶ **Engaged campus**
 - ▶ Community-based participatory research
 - ▶ Campus as anchor institution

SL History

1800s: Jane Addams and Hull House
Early 1900s: Dewey, land grants
1960s: Civil Rights, Peace Corps, VISTA
1980s: Campus Compact and Campus Outreach Opportunity League
1990s: "Scholarship Reconsidered" (Boyer), National and Community Service Act, Learn & Serve
2000s: institutional infrastructure, national agendas (AACU), Carnegie Classification, Critical service learning

Emerging Trends

What does it mean to be educated: "the ability to see connections that allow us to make sense of the world and to act within it in creative and responsible ways"

Preparing students to engage in public problem-solving of complex and ever-changing issues

From the value of individual scholarly efforts to a more collective approach

Faculty rewards

Faculty role as "boundary spanner"

Critical Service Learning

Next-Generation Publicly Engaged Scholars

Millennials & Gen Z

COVID, anti-racism, divided democracy, climate change

Service Learning is a High Impact Practice

Table 2
Relationships between Selected High-Impact Activities and Clusters of Effective Educational Practices

	Level of Academic Challenge	Active and Collaborative Learning	Student-Faculty Interaction	Supportive Campus Environment
<i>First-Year</i>				
Learning Communities	+++	+++	+++	++
Service Learning	+++	+++	+++	+++
<i>Senior</i>				
Study Abroad	++	++	++	++
Student-Faculty Research	+++	+++	+++	++
Internships	++	+++	+++	++
Service Learning	+++	+++	+++	+++
Senior Culminating Experience	++	+++	+++	++

+ p<0.001, ++ p<0.001 & Unstd B > 0.10, +++ p<0.001 & Unstd B > 0.30

Source: Ensuring Quality & Taking High-Impact Practices to Scale by George D. Kuh and Ken O'Donnell, with Case Studies by Sally Reed. (Washington, DC: AAC&U, 2013). For information and more resources and research from LEAP, see www.aacu.org/leap.

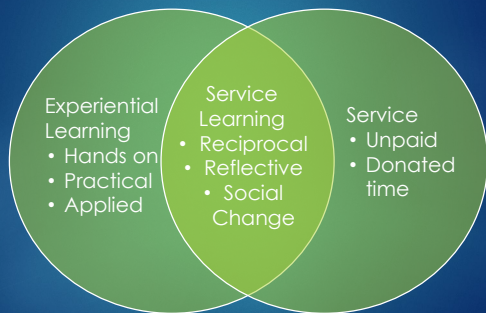
Experiential Learning

- Apprenticeships
- Clinical experiences
- Fellowships
- Field work
- Internships
- Practicums

- Simulations and gaming/role-playing

Student teaching

Service Learning is Unique



Seifer (1998) and Furco (1996)

Service Learning is a Process



iPERCED Model 1999
(Michigan State University)

A Service Learning Definition

Service-learning is a "**course-based, credit-bearing educational experience** that allows students to (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility."

Bringle, R. and Hatcher, J. A Service Learning Curriculum for Faculty. The Michigan Journal of Community Service Learning, Fall 1995, pp 112- 122

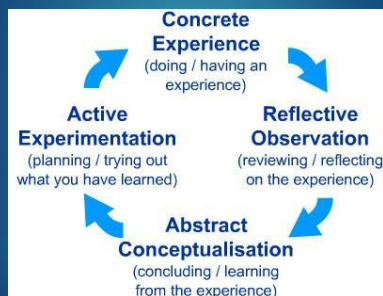
Service Learning is Reciprocal

"Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the **mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.**"

(Carnegie Foundation for the Advancement of Teaching, 2013)

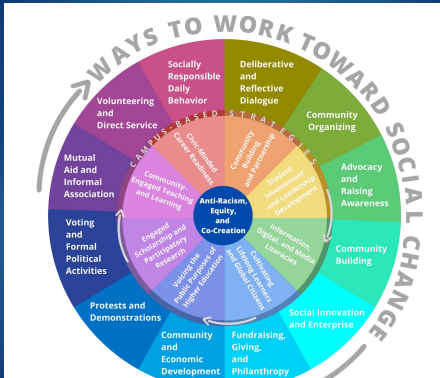


Service Learning is Reflective



Kolb
1984

Service Learning makes Social Change



Service Learning Achieves Outcomes



Civic Agency



Interpersonal Growth



Course Content



Professional Skills

The Case for Service Learning: Faculty Benefit

- Increased satisfaction with quality of student learning
- Motivation to increasingly integrate service learning more deeply into more courses
- More lively class discussions and increased student participation
- Increased student retention of course material
- Increase in innovative approaches to classroom instruction
- Increased opportunities for research and publication
- Increase in faculty awareness of community issues
- Bonus: Collegiality!

Eyler, Janet, Dwight Giles, Christine M. Stenson and Charlene J. Gray (2001), Fleischauer, J.P. & Fleischauer, J.F. (1994), Kendall, J. C. and Associates (1990), Hollander, Elizabeth, John Saltmarsh, and Edward Zlotkowski (2002).

Key Practices

- Reforming the role of the teacher or instructor as a facilitator of knowledge rather than a controller of knowledge.
- Ensuring that learning by doing is at the center of discovery.
- Engaging the learner in ongoing critical reflection on what is being experienced for effective learning.
- Ensuring that learners help to direct and shape the learning experiences.
- And ensuring that new knowledge, concepts, and skills are linked in meaningful ways to the learner's personal experiences.

The Case for Service Learning: Community Benefit

- Volunteers
- Building capacity for positive social change
- New energy and creativity
- More personal attention for clients
- Strengthening or expanding services and programs
- Connecting to university resources
- Building connections to other partner agencies
- Bonus: It works! When done well, students are prepared, accountable, meet expectations, etc.

Loyola University New Orleans -
<http://www.lvno.edu/engage/benefits-service-learning-communities>

Challenges

- Service learning grows from mixed motives
 - Service a "means to an end" rather than an end in itself.
 - Defined by the academy rather than the persons served.
 - Accountability resides in the academy rather than the community.
 - Exclusive focus on learning, rather than serving.
 - University = public relations
 - Students = "easy A", feel good, resume boost
 - Agencies = free labor, prestige

Why Service Learning is Bad? John Eby, Jeffery Howard, Editor. MJCSL, University of Michigan, pages 16-19.

Challenges

- Based on a simplistic understanding of service.
- "Everybody can be great. Because anybody can serve." (MLK)
- "To help another human being may sound like a very simple process. Actually it is one of the hardest things that anyone can be called to do." (Allan Keith-Lucas)
- Potential harm = insufficient training, orientation, and reflection.

Challenges

- Encourages diversion of agency agendas
- Other potential ways to do harm:
 - Students must serve on schedules dictated by the college calendar, sports events, classes, availability of transportation, and their many personal commitments.
 - Safety and liability considerations impact what they can do.
 - When service learning is done within a course, activities must fit with course objectives.
 - Many students have little experience working with people different from themselves or little exposure to the issues involved in their service activity.
 - Many professors are experts in their disciplines but not in community service or cross cultural relationships.
 - Short-term commitment can negatively impact those served.

Challenges

- Teaches a false understanding of need.
 - Needs = Deficits
 - Reside in individuals and not systems
- Teaches a false understanding of response to need.

Needs/Deficits



Assets

BUILDING COMMUNITIES FROM THE INSIDE OUT

A PATH TOWARD FINDING AND MOBILIZING A COMMUNITY'S ASSETS

P. KRETZMANN · JOHN L. MCKNIGHT

Asset-Based Community Development

- Approach pioneered by John McKnight and John Kretzmann at Northwestern University (1993)
- ABCD helps communities become stronger and more self-reliant by discovering and mobilizing all of their local assets around an issue.
 - Individuals
 - Associations
 - Institutions

A Community

UNEMPLOYMENT TRUANCY

DYSFUNCTIONAL FAMILIES WELFARE DEPENDANCE

CHILD ABUSE BULLYING

CRIME ILLITERACY

MENTAL HEALTH GRAFFITI

ALCOHOLISM HOMELESSNESS

DRUG ABUSE EARLY SCHOOL LEAVERS

A Community

Local Institutions

Businesses Churches Schools

Citizens Associations

Civil Events Youth Clubs

Gifts of Individuals

Youth Artists

Local Treasure Chest of Talents

Seniors Elders Community Volunteers

Charitable Groups Cultural Groups

Hospitals Community College

Source: Vitalizing Communities Facilitator Guide, 1999. J. Allen, S. Cordes, and J. Hart, p. 23

If you have come here to help me, you are wasting your time.

But if you have come because your liberation is bound up with mine, then let us work together.

~ Aboriginal activists group, Queensland, 1970s

Critical Service Learning

Asset-Based Approach

Core principles of social justice and equity

Respect for the community and its individuals

Paradigm shift – savior mentality

Paradigm shift – community-driven vs. research-driven, funder-driven

Conceptual framework/tools to understand communities

Source: Presentation at the Campus-Community Partnerships for Health CPH Summer Service-Learning Institute ~ June 2005

Critical Service Learning

Traditional Service-Learning	Critical Service-Learning
Charity orientation	Social Justice orientation
Service to an individual	Service for an ideal
Course learning outcomes	More complex thinking and reasoning
Skills for participation	Skills for making change
Transactional partnerships	Transformative partnerships
Reflection related to coursework	Reflection also related to larger social issues
Serve FOR	Serve WITH
Example: Serve a meal at a homeless shelter	Example: Advocate for solutions to "food deserts"

Tania D. Mitchell,
2008

Course Development

Emphasis on a need-based approach can hinder good community relations and effective outcomes.

Rather than designing your SL course with an exclusive focus on community needs, place a more balanced emphasis on community assets and strengths.

This approach helps students view communities as multi-faceted entities, not just places with endless deficits.

Balanced Perspective – Syllabus Example

This example involves a community organizing project among the elderly poor in San Francisco's Tenderloin District.

Although the Tenderloin suffers from a plethora of unmet needs, it also has many strengths on which to build, including multiculturalism. The Tenderloin has for years had its own multi-language newspaper. Several large and widely respected churches, a comprehensive and progressive local health center, and an active neighborhood planning coalition and housing clinic were among the "building blocks" identified by organizers as potential supporters, allies, and advocates in the effort to create an environment in which residents could become empowered (Minkler, 1997).

Ideas for Action



	Develop and model cultural competence.
	Provide and consistently enforce an inclusivity statement in your syllabus.
	Take an inventory to understand the culture of your class.
	Actively facilitate and monitor class discussion.
	Encourage your students to learn about the culture of the people that they are serving.
	Explicitly challenge stereotypical assumptions.
	Incorporate texts, guest educators, and assignments that encourage students to reflect.
	Develop pre-service orientations for the course and activities.
	Provide and discuss in the course socio-demographic data.
	Assist students in learning about and incorporating culture into service.

*Service Learning Curriculum Development Resource
Guide for Faculty, California State University, pg 19*

REFLECTION

1. Questions? What struck you? What do you want to know more about?
2. Discussion:
 - With not for
 - Co- _____

Sandmeyer, Bob

From: Ayla Fudala <arfudala@colby.edu>
Sent: Tuesday, March 24, 2020 1:06 PM
To: Sandmeyer, Bob
Subject: Colby Summer Institute

Dear Dr. Sandmeyer,

Congratulations! You have been selected to join us at the 2020 Summer Institute in Environmental Humanities at Colby College. We received 127 highly qualified applicants from 14 countries spread over 5 continents, but we were extremely impressed by your qualifications and work in the environmental humanities, and hope we can meet you in person this summer.

The Institute is scheduled to take place August 1st to 7th at the Bill and Joan Alford Main Street Commons in downtown Waterville, Maine. The Institute will include lectures, seminars, and break-out workshops. In the current Coronavirus situation, however, we are already discussing contingency plans (such as a remote version) in case travel and large gatherings are still restricted in mid to late summer. Nevertheless, while we are trying to prepare for every eventuality, we are also proceeding in the hopes that the virus will be under control by then.

In order to retain your place at the Institute, please confirm by April 15th that you plan to attend. As part of your confirmation, you must send a registration fee of \$200. In the event that we cannot hold the Institute in Waterville as planned, or if travel is prohibited or strongly discouraged in/from your region, we will of course refund this fee. To pay online, please follow this link: <https://colbyevents.regfox.com/summerinstitute2020>

Feel free to reach out if you have any questions or concerns.

Best wishes for the coming months,

The Environmental Humanities Subcommittee of the
Center for the Arts and Humanities

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Ayla Fudala
Environmental Humanities Program Coordinator
Center for the Arts and Humanities
Colby College

Sandmeyer, Bob

From: Ayla Fudala <arfudala@colby.edu>
Sent: Wednesday, May 6, 2020 9:37 AM
To: Sandmeyer, Bob
Subject: Colby Summer Institute Postponement

CAUTION: External Sender

Dear Dr. Sandmeyer,

I hope that this email finds you and your loved ones safe and well. Congratulations again on your acceptance to the Colby Summer Institute in Environmental Humanities. We feel honored that you chose to join us in Maine this August.

Unfortunately, due to the rapid spread of COVID-19, we have decided to postpone the 2020 Summer Institute. Given the continuing uncertainty, we feel that it would be unsafe to invite you all to travel from across the world to join us in Maine this August. The good news is that we have commitments from all three seminar leaders that we can reschedule the Summer Institute for **Sunday, August 1st to Saturday August 7th 2021**. We plan for the Institute to be the same in every respect, with seminars, lectures, workshops, and a trip to Allen Island.

We deeply regret that we have had to make the decision to postpone the Summer Institute. As disappointing as it is, however, we believe that it is the safest choice for everyone. We would appreciate it if you would let us know if you are still interested in attending the Institute in August, 2021. As accepted applicants, your spot is guaranteed if you choose to join us. If you are unable to come next year, we understand, and thank you for taking the time to apply.

Whether or not you plan to come next year, we would be happy to refund your \$200 registration fee. If you have already paid the registration fee, and would still like to attend the Summer Institute next year, you can choose to leave the registration fee with us rather than paying again next year. If you would like a refund, please let us know before May 15th.

Thank you again for your application to the Summer Institute. We hope to see you in August 2021!

Best wishes,

The Colby Summer Institute in Environmental Humanities Organizing Committee
Kerill O'Neill
Keith Peterson
Christopher Walker
Ayla Fudala

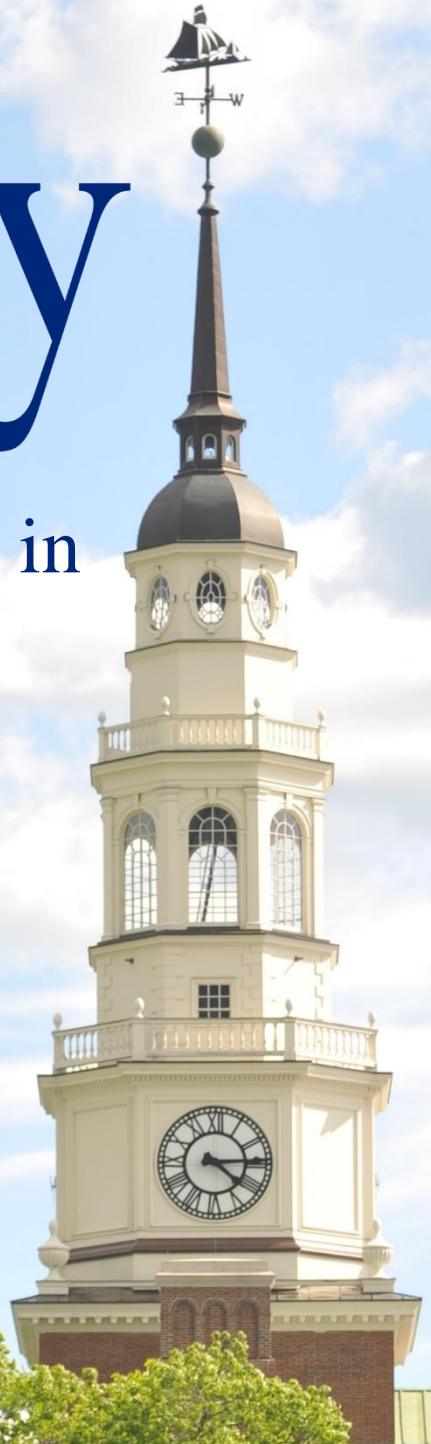
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Ayla Fudala
Environmental Humanities Program Coordinator
Center for the Arts and Humanities
Colby College

Colby

Summer Institute in Environmental Humanities

Schedule
August 2021



Sunday, August 1st

- 1:00 pm: Registration opens, Alfond Commons lobby
6:00 pm: Meet and Greet with drinks, appetizers, and pizza, Chace Forum

Monday, August 2nd

- 9:00 am: Registration, Alfond Commons lobby
10:00 am: Stacy Alaimo Seminar: "Science Studies and the Blue Humanities," Chace Forum
12:00 pm: Lunch break
1:30 pm: Breakout Workshops, Chace Forum, 205, and 405
3:00 pm: Break
4:00 pm: Bishnupriya Ghosh Lecture: *The Blood Files: Epidemic, Medium, Milieu*, Chace Forum
6:00 pm: Reception, SSW Alumni Center
7:00 pm: Opening Dinner, SSW Alumni Center

Tuesday, August 3rd

- 10:00 am: Bishnupriya Ghosh Seminar: "Microbial Life and the Media Question," Chace Forum
12:00 pm: Lunch break
1:30 pm: Breakout Workshops, Chace Forum, 205, and 405
3:00 pm: Break
4:00 pm: Imre Szeman Lecture: *Solar Life*, Chace Forum
7:00 pm: Krushil Watene Spotlight Lecture: *Kaitiakitanga: Māori Philosophy and Intergenerational Justice*, Chace Forum

Wednesday, August 4th

- 8:00 am: Meet in Alfond Commons lobby
8:15 am: Bus to Port Clyde departs
10:00 am: Boat to Allen Island departs
10:30 am: Allen Island excursion, lunch provided
2:45 pm: Meet at boat dock
3:00 pm: Boat to Port Clyde departs
3:30 pm: Bus to Alfond Commons departs
8:00 pm: Open Mic Night with drinks and appetizers, Downtown Arts Collaborative

Optional Evening Activity: visit the "Taste of Waterville" Festival at the Head of Falls

Thursday, August 5th

- 10:00 am: Imre Szeman Seminar: "Extractivism: On the Cultures of Resource Extraction,"
Chace Forum
- 12:00 pm: Lunch break
- 1:30 pm: Breakout Workshops, Chace Forum, 205, and 405
- 4:00 pm: Stacy Alaimo Lecture: *Out of our Depths: Science, Aesthetics, and Global Visions of the Deep Sea*, Chace Forum
- 7:00 pm: Film Screening, *Gunda* (2020), Railroad Square Cinema

Friday, August 6th

- 10:00 am: Creative Writing Workshops, Alford Commons
- 12:00 pm: Lunch break
- 2:30 pm: Guided Walk through Colby Arboretum
- 4:00 pm: Guided Tour, Colby Museum of Art
- 5:30 pm: Outdoor Reception, Johnson Pond
- 6:30 pm: Lobster Bake, Johnson Pond

Saturday, August 7th

- 8:00 am: Breakfast, Chace Forum
- 9:00 am: Concluding Discussion, Chace Forum
- 10:00 am: Institute concludes
- 11:00 am: Check Out

Our sincere thanks to the **Andrew W. Mellon Foundation**, whose generous grant made possible the Colby Summer Institute in the Environmental Humanities, and to the **Up East Foundation**, whose partnership with Colby College enabled on site learning at Allen Island.





« All Events

This event has passed.

AAPT Workshop

February 16, 2019

This workshop is an excellent opportunity to develop teaching skills, as well as get familiar with some of the best literature in teaching and learning scholarship.

It will be facilitated by the following pedagogically minded philosophers:

- Stephen Bloch-Schulman, Elon University
- Betsy Decyk, Cal State Long Beach
- Melissa Jacquart, University of Cincinnati

For more information on these teaching and learning events, please visit the AAPT's website.

+ [GOOGLE CALENDAR](#) + [ADD TO ICALENDAR](#)

Details

Date:

February 16, 2019

(2019-02-16)

Event Categories:

Organizer

Chris Blake-Turner

Email:

chrisbt@live.unc.edu



Seminars & Workshops on Teaching and Learning in Philosophy

One of the AAPT's initiatives is to foster excellence in the teaching of philosophy by offering faculty development workshops and seminars on focused on teaching and learning in philosophy.

One-Day Workshops

Modeled on our Summer Seminar described below, the AAPT is now running one-day workshops on teaching and learning. Past workshops have been held at the Pacific APA, Carnegie Mellon University, San Francisco State University, California State University at Long Beach, Loyola University in Chicago, the University of Wisconsin, and the University of Western Ontario.

Like the summer seminar, participants will read some of the best literature regarding how learning happens, how to design maximally effective courses, and how to improve classroom practice. The goal is not only to provide tips, although we will provide some along the way. Rather, the seminar is designed to enhance participants' ability to make effective pedagogical choices. The interactive sessions provide opportunities for participants to reflect with colleagues on how to individualize evidence-based best teaching practices to one's own idiosyncratic teaching contexts. Participants will learn how to identify and select challenging and transformative learning objectives and how to design and assess sequences of learning activities to make the achievement of those goals highly likely. The friendships and collegial relationships begun here can last a lifetime.

Comments from Past Participants:

"The seminar shifted and honed the way I think about and practice teaching in substantial ways"

"Inspiring, fascinating, and incredibly helpful"

"A must for anyone who cares about students"

"An intensive boot-camp for learner-centered education"

"Not at all like the typical (mostly useless) 'teaching orientation' that most graduate students get"

"A surreal experience in which one is surrounded by many philosophers who place teaching before research"

Sandmeyer, Bob

From: Stephen Bloch-Schulman <ssschulman@elon.edu>
Sent: Friday, January 11, 2019 12:55 PM
To: Sandmeyer, Bob
Subject: Re: Application - AAPT Workshop on Teaching and Learning in Philosophy
Attachments: Dweck-Yeager-MindsetsThatPromoteResilience (KH reading).pdf; Graff The Problem Problem.pdf; Shulman-Counting-and-recounting.pdf; Dotson - Concrete Flowers-1.pdf; Jacquart_2018_Backward_Course_Design_Handout.pdf

Dear Bob,

Congratulations!

You have been accepted into the American Association of Philosophy Teacher's Workshop on Teaching and Learning, at UNC Chapel Hill, February 16th.

In

this email, we will try to give you all the information you need to be prepared for the workshop, including the reading list (readings are attached to this email), a bit about the structure of the day, how the readings and structure relate, and logistics.

This makes for a long email, but we are hoping that giving you everything you need in one email be maximally useful.

We

will start with a short overview of the workshop and its guiding philosophy, in part, based on backward design (see the Jacquart handout for an introduction to backward design if you don't already know about it). We then move into three longer sessions, one on goal-setting (led by Betsy Decyk), one on pedagogy, i.e., the activities to help students meet those goals (led by Melissa Jacquart), and one on assessment, i.e., how students and faculty can know to what extent students met the goals and how to improve to better meet them in the future (led by me, Stephen Bloch-Schulman). We then have a bit of time for teaching tips. And then we wrap up the day (well... we wrap up the formal workshop. Hopefully you will join us for dinner... more on that below).

The

readings we would like you to read to prepare for the workshop are:

Melissa

Jacquart, "Backward Course Design Model Handout"

Gerald

Graff, "The Problem Problem and Other Oddities of Academic Discourse"

Kristie

Dotson, "Concrete Flowers: Contemplating the Profession of Philosophy"

Lee

Shulman, "Counting and Recounting: Assessment and the Quest for Accountability"

David

Yeager and Carol Dweck, "Mindsets that Promote Resilience: When Students Believe that Personal Characteristics Can Develop"

All

are attached to this email.

We

see these readings as useful in “jumpstarting” your thinking and our workshop discussions. Therefore, you do not need to remember all the arguments, examples and other details of each paper. We are hoping you will read with the big picture in your sights.

A

word from Betsy about the readings she will be using for the goal-setting portion of the day:

Please

use the Jacquart, Graff, Dotson, and Yeager and Dweck readings to think about the following:

1.

Formulating goals (Backward Design Model Handout - Jacquart)

a.

How do I want to see my students change and grow because of this course?

b.

What “stepping stone goals” are needed to get there (linking goals and pedagogy)

c.

How can I frame the goals to allow for assessment and revision (linking goals and assessment)

2.

Reflecting on goals (which may lead to revision or the choosing of different goals)

a.

Are there assumptions hidden in my chosen goals that I need to consider? (Graff;

Dotson)

b.

What challenges (Graff) or impediments (Dotson) to learning do these goals pose for my students? How can I become more aware of these?

c.

How can I create a robust learning environment where everyone can grow and thrive? (Dotson; Yeager and Dweck)?

A

word from Melissa about the readings she will be using for the pedagogy portion of the day:

I'll

also be drawing on the Graff and Dotson. Pay particular attention to the student experiences and reflections, and reflect on the following: Are these experiences or attitudes similar or different from your own? How do we recognize when our perceptions and expectations may be different than those of the students in our philosophy classes? How could shifts in framing, content, and practice help?

I'm

also asking you to read about at least one of Elon's Signature Pedagogies from their department website, and/or one Engagedphilosophy interview (but feel free to read more!). I'm asking you to do this just as a way to introduce some different kinds of pedagogies, and they will be a great jumping off point during the workshop as we talk about what we do in our classrooms to help students meet our goals.

And

a word from me about the readings we will use during the assessment portion of the day:

The

Shulman article, as you will quickly see, was written for a different audience and for different purposes than we will be using it for for our workshop. But the principles and ways of thinking, habits of mind and especially of heart that he uses to think about assessment, which can often lack these virtues, serves, I believe, as a model for how we can bring the human and humane to assessment practices.

Lodging

If

you need lodging, the [Hampton Inn](#) is in a good location and reasonably priced. If you'd prefer to be put up with a UNC grad student, please get in touch with Chris Blake-Turner, whose details are below.

Transport

If

you need rides to or from the airport (RDU), or train or bus station, please get in touch with Chris Blake-Turner, who'll be able to help you get picked up and dropped off.

Logistics

The

workshop will be in room 213 of Caldwell Hall, which is at [240 East Cameron Avenue](#).

There is free parking available in the adjacent Caldwell Lot, and on Emerson Dr (you can see where both of these are by clicking the link to Google maps in the previous sentence).

The

workshop will start at 8.30am. Breakfast (coffee and pastries) will be provided. There'll also be lunch provided when we break for that later on in the day. After we finish at 5pm there'll be a pay-as-you-go dinner to which all are welcome. The location is

TBC, but it will be close to Caldwell Hall.

Accessibility

We

want the workshop and the materials to be fully accessible. Unfortunately, the room where we're planning to meet is only accessible by going up a flight of stairs. (This is true of all the rooms in the Philosophy Department building at UNC, something the members of the department are not happy about but that is hard to change.) The advantage of the room is that it's a good seminar space, but we can change the location if needed. In general, please let either Chris or Stephen know if it would be helpful for you to have any accommodations to make the workshop accessible to you.

Questions

If

you have any questions about logistics, please get in touch with Chris Blake-Turner at:
chrisblaketurner@gmail.com
or 720-339-5176.

If

you have questions about the workshop materials or activities, I would be happy to answer them.

Thank

you,

Stephen,

on behalf of the AAPT facilitator team and Chris Blake-Turner, the host/liaison

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Stephen Bloch-Schulman

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From: Stephen Bloch-Schulman

Sent: Wednesday, January 2, 2019 4:51:28 PM

To: Sandmeyer, Bob

Subject: Re: Application - AAPT Workshop on Teaching and Learning in Philosophy

Bob,

Very glad for your interest.

I will be getting back to everyone next week.

More soon,

Stephen