



LaGuardia Center for Teaching and Learning Professional Development Seminars 2018-19

DEADLINE Monday, April 30, 2018

Full descriptions, dates, and application forms:
<http://www.laguardia.edu/ctl/seminars>

We are happy to announce the 2018-19 program of CTL seminars and mini-grants. In an attempt to provide variety in content and seminar structures, next year we are offering several shorter seminars, as well as programmatic mini-grants. We encourage you to review these options carefully, consult with your chair, and consider applying to one or more of these activities.

The 2018-19 CTL offerings fit into the following categories:

1. Pedagogy-focused seminars linked to the College's diversity, digital learning, and capstone initiatives, as well as long-standing CTL programs such as Writing in the Disciplines.
2. Intensive work on the First Year Seminar, inviting experienced FYS faculty to convene and address recent changes in LaGuardia's student success initiatives. This intensive, department-based work will focus on Business and Health Science in Fall 2018 and Criminal Justice, Psychology, and Liberal Arts: Social Sciences & Humanities in Spring 2019. (A focus on FYS programs in STEM will take place in 2019-20.)
3. Learning Matters Mini-Grants focused primarily on curricular cohesion and assignment development related to the Core Competencies and Communication Abilities. Bringing together teams from programs and departments, the structure will include time devoted to team-based planning as well as short, intensive collaborative learning opportunities around three areas: Digital Communication, and Global and Integrative Learning.

Our faculty's creativity, knowledge and expertise, and deep commitment to our students are on full display in these offerings. One of the CTL's guiding principles is the value of learning collectively in meaningful social contexts that allow us to slow down and think together. That's what our seminars are designed to make happen. To learn more about the offerings, meeting calendars, and expectations for participants, please visit the CTL seminar webpage at <http://www.laguardia.edu/ctl/seminars>.

At the core of CTL seminars is a focus on student learning and success. Many seminars highlight a Learning Matters Core Competency or Ability, helping faculty build students' 21st century learning skills. As always, assignment design and their articulation with disciplinary ways of knowing will shape seminar discussion, strengthening programs' and departments' ability to develop cohesive and effective strategies to help students advance and thrive. We look forward to learning with you!

Meanings of War (an NEH-funded seminar)

In this seminar, participants will consider questions surrounding the aftermaths of war, including topics such as representations of veterans, the lived experiences of refugees, reenactments, memorials, memoirs, and fiction. Throughout the year, we will consider interdisciplinary theories of war and explore the relationship between human nature and military conflict; we will also examine the enduring impacts of war. The seminar will be supplemented by discussions with Performance Studies scholar Dr. Rebecca Schneider (Brown University) and American Studies scholar Dr. John Kinder (Oklahoma State University).

Inquiries: Karen Miller (kamiller@lagcc.cuny.edu), Naomi Stubbs(nstubbs@lagcc.cuny.edu)

Enriching Latin American Studies (an NEH-funded seminar)

This seminar will highlight Latin America's contributions to global history and culture while strengthening LaGuardia's commitment to global learning. The seminar will explore diverse traditions in literature and photography, as well as the historical events that shaped them. The interdisciplinary nature of the seminar will thus address two of our main institutional competencies (global and integrative learning).

Inquiries: Ana Maria Hernández (hernandezan@lagcc.cuny.edu) Will Fulton (wfulton@lagcc.cuny.edu), Hugo Fernandez (hufernandez@lagcc.cuny.edu), Rebecca Tally (rtally@lagcc.cuny.edu)

Designing the Next Generation ePortfolio

In Fall 2017, LaGuardia launched the Next Generation ePortfolio—an engaging new ePortfolio interface with a new learning architecture consisting of a longitudinal, discipline-based “Core ePortfolio” and modular units that can be used by any individual faculty member in any course. The Next Gen ePortfolio sparks individualized digital creativity and builds student excitement while supporting sustained, integrative engagement with learning. To help faculty learn about and incorporate new ePortfolio pedagogy and technology, the Center will offer three exciting mini-seminar options:

1. ePortfolio Fall Mini-Seminar – Connected Learning: Creating Assignments that Catalyze Creativity

How can I start using the new ePortfolio? This seminar will help participants build a free-standing ePortfolio assignment that leverages the exciting capacities of the new interface. It introduces the new interface and the pedagogical principles of integration, reflection, and social pedagogy--the hallmarks of LaGuardia's ePortfolio practice.

2. ePortfolio Mid-Winter Institute – Transform Your Course: Nuts and Bolts

The institute is for faculty who want help building their course ePortfolio and using the new interface to engage students. Participants in this two-day institute will bring a syllabus and course materials. Over the two days, participants will investigate ways to deepen students' ePortfolio learning while revising their syllabus and assignments to better capture their intentional ePortfolio pedagogies.

3. ePortfolio Spring Mini-Seminar – FYS to Core: Launching Next Generation ePortfolio Practice

How can Next Generation ePortfolio practice transform student experience in the First Year Seminar? Deepening our ePortfolio pedagogy, can we use the qualities of the new interface to help students find their voices and build new identities as learners? This mini-seminar will emphasize how the FYS launches the Core ePortfolio and establishes a practice that students will take from FYS to capstone.

Inquiries for all: Michele de Goaes-Malone (mmalone@lagcc.cuny.edu), Demetri Kapetanakos (dkapetanakos@lagcc.cuny.edu), Pablo Avila (pavila@lagcc.cuny.edu)

Putting it All Together: Capstone Courses at LaGuardia

As a High Impact Practice, the Capstone aims to be “a crowning experience at the end of a sequence of courses with the specific objective of integrating a body of relatively fragmented knowledge into a unified whole” (Durel, 1993). Participants will develop their program specific goals for the Capstone as a vital, summative practice for students. Exploring ways to use the new Core ePortfolio to support integrative learning, digital communication, and Capstone pedagogy, faculty will together discover ways to strengthen the Capstone experience, helping students engage in synthesis and transition to career and advanced education.

Inquiries: Dahlia Elsayed (delsayed@lagcc.cuny.edu), Pablo Avila (pavila@lagcc.cuny.edu)

New to College 2018-19: Rebooting the First Year Seminar

The First Year Seminar first launched during the Spring 2014 semester in two departments, and has since grown to include nearly all LaGuardia majors. The FYS has been highly successful in building retention and student success. *Rebooting the FYS* will engage experienced FYS faculty in an in-depth, discipline-based examination of these changes and engage their FYS teaching experience to recraft the course.

Participants will be required to design and conduct an inquiry project during the implementation semester. Project findings will be collected and shared with the larger FYS community.

Inquiries: Ellen Quish (equish@lagcc.cuny.edu)

Focusing on Students

LaGuardia’s students represent diversity broadly—of geographic and cultural backgrounds, lived experiences, academic histories, and other characteristics that create a “classroom ecology” that provides opportunities and challenges to our pedagogies. The seminars listed here focus specifically on the dynamics of the diverse LaGuardia classroom.

1. Language across the Curriculum

This CTL seminar will introduce participants to teaching language across the curriculum (LAC), an approach that supports the language development of students in all disciplines. Our goal is to help our students understand the complex vocabulary and disciplinary conventions necessary to learn the content of, and participate in the discourse of, the discipline. During the seminar, we will develop strategies for teaching academic language and implement lessons with language objectives in our classes.

Inquiries: Leigh Garrison-Fletcher (lgarrisonfletcher@lagcc.cuny.edu), Ellen Quish (equish@lagcc.cuny.edu)

2. Culturally-relevant Pedagogy

LaGuardia’s diverse faculty and student population provide the groundwork for some transformative developments in student learning. In this seminar we will explore how recognizing and building on the capital students bring from their own cultures can challenge deficit thinking and promote student educational success in higher education. We will engage in interactive activities, identify relationships between theory and praxis, and reflect on these issues to arrive at methodologies that promote inclusive classrooms.

Inquiries: Florence Kabba (fkabba@lagcc.cuny.edu)

Faculty Scholars Publication Workshop

In this year-long faculty development seminar, designed to assist LaGuardia faculty with their scholarly writing, faculty scholars seek to complete current academic writing projects and place them in external, peer-reviewed journals. LaGuardia faculty scholars from various disciplines—ranging from Accounting to Communication Studies, from Mathematics to English, from Health Sciences to Sociology —come together to read, critique, and support one another’s writing within their respective fields.

Inquiries: Nancy Berke (nberke@lagcc.cuny.edu), Michele Piso Manoukian (mpisomanoukian@lagcc.cuny.edu)

Writing in the Disciplines

The semester-long Writing in the Disciplines seminar explores strategies for improving student writing and using writing as an active learning tool. Faculty will develop and test writing-intensive assignments that can help students learn course content and develop Core Competencies and Abilities, and revise syllabi to create a Writing Intensive course. Seminars are facilitated by interdisciplinary teams of LaGuardia faculty and Graduate Center Writing Fellows. Faculty interested in teaching Writing Intensive courses, such as Urban Studies and Capstones, must complete the seminar to receive Writing Intensive certification.

Inquiries: Evelyn Burg (burgev@lagcc.cuny.edu), Michelle Pacht (mpacht@lagcc.cuny.edu), Ros Orgel (roslyno@lagcc.cuny.edu)

Learning Matters Mini-grants

The LaGuardia Center for Teaching and Learning is pleased to invite program directors, course co-coordinators, and other faculty to apply for up to \$10,000 in Learning Matters Mini-Grants for the 2018-19 academic year. Funding will support program-led efforts to strengthen Global and Integrative Learning and Digital Communication in program courses and curricula in one of two tracks: Academic Programs and a focus on Gen Ed/Pathways Course assignments.

Inquiries: Cristina Di Meo (cdimeo@lagcc.cuny.edu)

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