LEARNING IN COMMON: CREATING CONNECTIONS

Our deep thinking, our scholarship, and our creative projects often require quiet, solitude, and reverie. Yet learning—whether teaching our students or learning from colleagues—occurs best in fluid, dynamic environments where we collaborate with others. How might all of us engage more richly with each other as thinkers, learners, and teachers? As we look ahead to building a Learning Commons at Bates, we invite faculty and staff to come together, to collaborate, and to connect.

8:30 to 9:15
NC 221
Breakfast and Opening

Welcome
Jill Reich, Dean of Faculty

Overview of Conference
Hilary Oakes, Director of Writing

9:15 to 10:15
NC 221
Colloquium with Guest Speakers

How Collaboration Shapes Teaching and Learning
Terra Caputo, Director of Writing, Allegheny College
Nathan Grawe, Associate Dean of the College, Carleton College
Vesta Silva, Director of Speaking, Allegheny College

Terra Caputo (Ph.D, Miami) is an Assistant Professor of English and the Director of Writing at Allegheny College. Caputo coordinates faculty development resources and workshops for Allegheny faculty teaching across the disciplines, with particular attention to writing in the First-Year/Sophomore seminars (a required three-semester course sequence focused on writing and speaking proficiency). She also directs the writing-related resources offered at Allegheny’s Learning Commons.

Nathan D. Grawe (Ph.D, University of Chicago) is Associate Dean of the College and Associate Professor of Economics at Carleton College. He currently co-directs Carleton’s Quantitative Inquiry, Reasoning, and Knowledge (QuIRK) initiative. As director of the program, Grawe has served as principal investigator on grants from the National Science Foundation and the W. M. Keck Foundation. As an economist, Grawe’s research focuses on the connections between family background and future labor education and economic success.

Vesta Silva (Ph.D, Iowa) is an Associate Professor of Communication Arts and the Director of Speech at Allegheny College. As Director of Speech, Silva provides professional development for faculty teaching in Allegheny’s First-Year/Sophomore program. Silva also directs the Speech Center, which provides student peer speech mentoring as part of Allegheny’s Learning Commons.

10:15 to 10:30
Break
10:30 to 11:45
*Concurrent Panels*

**Reasoning from Evidence**
The Bates-Bowdoin Quantitative Reasoning Collaboration
Matt Côté (Chemistry), Eric Gaze (Bowdoin), Meredith Greer (Math), Todd Kahan (Psychology)

*The Bates-Bowdoin Quantitative Reasoning Collaboration will describe a three-year project which began with a focus on the teaching and assessment of quantitative literacy, but which has evolved into an exploration of how reasoning from evidence is employed across the liberal arts and sciences.*

**Writing, Speaking, and Beyond**

**“Promoting Process: Students Preparing for Project Presentations”**
Elizabeth Eames, Melissa Hackman, and Leslie Hill

*What have the faculty team for INDS 100: African Perspectives on Justice, Human Rights and Renewal learned about guiding students towards success in their research posters and accompanying oral presentations for the Mt. David Summit?*

**“Academic Writing in New Media”**
Clarisa Pérez-Armendáriz, Politics

*How can we encourage students to write beyond the genre of the standard academic essay?*

**“Electronic Portfolios: Creating, Collaborating, Reflecting”**
Hillery Oakes, Director of Writing

*Mahara is an electronic portfolio system that can be used not just for collecting student work but for creating multimedia student projects; learn how it might be used by an individual, by a course, and by the College as a whole.*

**Supporting the Senior Thesis: A Roundtable Discussion**
Misty Beck, Writing Specialist
Joanne Cole, Coordinator of Peer Writing
Lee Desiderio, Information and Library Services
Laura Juraska, Associate Librarian

*Join a discussion about support available to individual thesis writers and to the faculty who advise them: the Thesis Café, the Thesis SWAT teams, preparation for the honors defense, and more. Learn what’s being provided, and share your suggestions.*

12:00 to 1:00
*Lunch with Students*

Eat and talk with students who support collaborative learning on campus: Peer Writing Assistants, Math and Statistics Workshop tutors, Technical Writing Assistants, and Peer Science Leaders.

**Presentation**

**Using Lego Mindstorms to Explore Animat Intelligence in the Classroom**
Students from Philosophy 321: The Possibility of Artificial Intelligence

Matthew Chance, Shaina Deutsch, Avi Farber, Daniel Friedman, Benjamin Hughes, Evan Moscou-Lewis, Hong Nguyen, Torben Noto, Keelin O'Connor; Bill Seeley, Instructor

**Remarks**

Pam Baker, Director of Faculty Research and Scholarship
**Putting Ideas into Words: Sequencing Speaking and Writing Assignments to Aid Student Learning**

Terra Caputo, Director of Writing, Allegheny College
Vesta Silva, Director of Speaking, Allegheny College

Coordinated or integrated writing and speaking assignments not only sharpen students’ thinking about key ideas, but also challenge them to consider the ways in which the presentation of such ideas necessarily changes with different audiences, occasions, and modes of communication. In this workshop, we explore the notion of sequencing writing and speaking assignments to help students develop richer and more complex understandings of the connections among course concepts and rhetorical possibilities.

**Quantitative Reasoning in Student Writing: Lessons Learned from “The Stack”**

Nathan Grawe, Associate Dean of the College, Carleton College

Drawing from what Carleton College’s Quantitative Reasoning initiative has learned from reading over 1000 student papers, this hands-on workshop will include an examination of several student papers to provoke conversation on how students use (and fail to use) quantitative evidence in their arguments. The workshop will focus on resources and tips for course and assignment revision. Participants will have time to brainstorm and share ideas about how to better support students’ acquisition of quantitative reasoning.

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**The Learning Commons Planning Team**

*Hillory Oakes, Director of Writing*  
*Joanne Cole, Coordinator of Peer Writing*  
*Grace Coulombe, Director of the Math and Statistics Workshop*  
*Holly Gurney, Associate Dean of Students*  
*Laura Juraska, Associate Librarian*  
*Andrew White, Director of User Services*

*Much thanks to all who provided support for today’s events, especially Jeanne Beliveau, Ted Coulombe, and Dining Services*