



2023 Fall Forum: Teaching Now Program Schedule and Abstracts

In-Person on Friday, September 22, 2023; Pratt Library, Alumni Reading Room
and Online (Asynchronous)

8:30 - 9:00am

New Faculty Orientation Meet and Greet Breakfast (breakfast provided)

9:00 - 9:20am

Forum Opening

Provost Donna Heiland and the Center for Teaching and Learning

9:30 - 10:20am

CoP/I: Results, Reflections, and Future Potentials

Kim Bobier, Erica Morawski

Communities of Practice/Inquiry (CoP/I) is a mini-grant program from the Center for Teaching and Learning that first ran as a pilot in Spring of 2023. Four communities gathered several times over the semester to pursue a common practice or inquiry. Re/Search analyzed research as an activity unrelated to outputs.

The aim of this group was to find a way to communicate to students the value of exploration, of changing direction, of contradicting our own ideas, and of questioning what we've found during the research and writing process. Deep Listening, despite being small, made considerable strides in facilitating the practice of profound listening using the Case Clinic Protocol. To scale its work, the group wonders if a training module could be developed based on their methodology, which could be made available to other faculty members and students across the university? Reconsidering the Term Project, an HAD-based group, explored practices of running a term project in courses and attended to questions of research, inquiry, creativity and student support. There was also the Film/Video Decolonial Pedagogy Community of Inquiry Fellowship.

In addition to sharing the overall results of faculty flourishing and increased trust within their communities, we'll also use this session to explore take-aways, resources, further questions for inquiry and specific practices that were generated within the CoP/I first semester groups.

10:30 - 11:20am

Storytelling Games Now

Nat Mesnard

Teaching in 2023 is about collaboratively telling new stories. Taking inspiration from independent tabletop roleplaying games, this workshop will explore how these games can inspire innovative pedagogies that resource students to tell these stories: pandemic trauma, hope in the face of climate grief, and



tumultuous, evolving relationships with institutions, ecologies, and one another. In this workshop we will explore examples of tabletop roleplaying games from queer, independent designers, and look at designs from tabletop game developers for safety tools that aim to support groups of players in exploring ways to encounter and cope with tragedy, grief, and oppression without harming players in the process. When are these tools the most effective, and how can we borrow them for use in creative classrooms? After exploring and discussing the games themselves, we'll roleplay together, telling pieces of our own stories, and imagining how this structured form of play might inspire equitable and transformative storytelling across disciplines.

11:30 - 12:20pm

Open Sessions

Join us as we start to reflect on some of the topics generated by our morning Fall Forum sessions. This generative and discussion-based Open Session will be one where participants decide the agenda and break into smaller focused groups accordingly. The CTL will be there to guide everyone along their way!

12:30 - 1:20pm

Lunch Break (lunch provided)

1:30 - 2:20pm

Group Office Hours: Self-Care is Student Care

Christina Katopodis

In this interactive workshop, Dr. Christina Katopodis, co-author of *The New College Classroom* (Harvard UP, 2022), will share strategies for building an engaged, supportive, peer-to-peer learning community online and in person through group office hours. Not all students know the purpose of office hours, and too few come to office hours regularly, missing out on opportunities for mentoring. We need to go beyond listing office hours in terms of available days and times to invite students to come to our office hours and share the purpose and intention of office hours with them to give them the tools they need to succeed. Participants in the workshop will craft their own clear and transparent statements about office hours for their students. They can put these statements on their syllabi.

2:30 - 3:20pm

Relocating Conversation

Ellen Berkovitch

This will be a participatory dialogue about encouraging unexpected encounters. Last year at Reporting the City class, we activated a community engagement site with the Walt Whitman Branch of Brooklyn Public Library. The library attracts homeless residents sheltered nearby, but we hadn't anticipated the arrival (by bus, sent by the governor of Texas) of Spanish-speaking migrants, mostly Venezuelan. Our class time in the morning (9:30-12:20 a.m.) found us taking to the library sidewalk because the patrons/constituents inside were few. There we met community members who reported short-term complaints like noisy, uncaring neighbors. One described a failing local health system. We encountered



several residents of a nearby shelter for domestic violence survivors who all said they'd been wrongly placed (?). What was to occur in this context? A pedagogy of verification and accountability? Or a practice in which all that is not known is the seed.

3:30 - 4:30pm

Open Sessions

Join us as we start to reflect on some of the topics generated by our afternoon Fall Forum sessions. This generative and discussion-based Open Session will be one where participants decide the agenda and break into smaller focused groups accordingly. It will also serve as a closing of the year's Forum, where we might consider 'next steps' for "Teaching Now." The CTL will be there to guide everyone along their ways!

Asynchronous Session (in person, during the Fall Forum)

Imploding our Histories for Future Teaching

Pirco Wolframm

What shaped us when we were taught? How did we become the teachers we are?

What have we adopted and what have we rejected as witnesses of teaching?

Have the influences on our individual approaches to teaching been conscious decisions to accept them?

This asynchronous activity invites you to participate at your own pace reflecting on your personal journeys of becoming an educator. The prompts are an invitation to further deliberate your approaches to your teaching in the future.

Participants will receive a small workbook after sharing their thoughts at the forum to further reflect and articulate intentions.