

The Craft

A Publication of the Center for Teaching at the University of the South

TEACH & TELL: HOW TO LOVE GRADING PAPERS

On March 8, Stephanie Batkie of the English department and Director of Writing Across the Curriculum hosted a packed-house Teach & Tell entitled: "How I Stopped Grading and Learned to Love Writing Classes."

Here's her secret about grading, or as she likes to call it, "her guilty secret." Instead of spending 40 or so minutes to grade each paper, then have students spend 40 or so seconds reviewing the feedback before never looking at it again, she hosts 30-minute meetings with her students for their paper assignments. By the end of the session, students have a grade on their paper (sometimes through a rubric, sometimes without), and the whole process is more pleasurable for everyone involved. The evaluation of the paper can take many forms, some with rubrics, and some without.

These 30-minute meetings start with a question: "how did the writing go?" Then students talk about their experience with the writing task. Thereafter students read aloud their paper and Batkie periodically jumps in with feedback where relevant. She also uses a highlighting system to keep track of more minor corrections that are worth noting.

The process can be eye-opening for students. Of course, this process helps students catch errors, but it also helps them reflect on their strengths and weaknesses when it comes to writing. And as one of Batkie's students reported, this process is exactly why students come to a liberal arts college.

The audience was sold on the experience as well. Both those in the audience, and those we in the CFT have spoken to lately, have either adopted or expressed interest in adopting the practice.



TEACH & TELL: OLD DOG, NEW TRICKS?

What an embarrassment of riches! In the first of two teach & tells for the month of April, Chris McDonough (Professor of Classics and Alderson-Tillinghast Chair in the Humanities) shared some retooling he recently did in Introduction to Mythology, a course he has taught in some or fashion since 1990. On April 3, faculty gathered to hear about Chris's experimentation with the Blackboard Discussion feature. He says he wanted to bring more student engagement and interaction into a course that was taught traditionally in a "straight lecture" style. He decided to divide students into groups of approximately four. They were instructed to post reflections on provided prompts plus written responses to each other's posts throughout the semester.

Chris shared his syllabus and course objectives, example prompts, a grading rubric that was co-created by Chris and his students, and sample student posts. The students were placed into

four different groups throughout the semester to repeat the process. While Chris admits that it was time consuming to read and comment on all the posts, and that he had to spend some time teaching them how to give feedback on each other's posts, he believes it was a worthwhile experiment that he will try again. He argued that knowing others would read their posts meant that students often put a fair amount of effort into their writing. He also believes the student's level of engagement increased, as many



students showed a personal investment in the topics of the course through their Blackboard posts.

One of the key takeaways from this session is that it's never too late to innovate in a course, even one you've been teaching for almost 30 years! Chris advises that you work with your Faculty Technology Coordinator to learn more about the ins and outs of the Blackboard Discussion feature, and he publicly thanked Adam Hawkins for his help in this course redesign project. Chris has graciously shared his PowerPoint with us, which you can find on our webpage. Thanks for sharing your ideas with us, Chris!

TEACH & TELL: MODELING CROSS-DISCIPLINARY COLLABORATION IN THE SCIENCES



In our second teach & tell of April, we welcomed Kate Cammack (Psychology/Neuroscience) and Brandon Moore (Biology) on April 6. They shared a teaching experiment that they tried with funding from an Innovative Teaching Grant from the CFT: an inquiry-based, cross-disciplinary lab experience that brought together students from Brandon's Biology 275 (Histology and Microanatomy) and Kate's Neuro 359 (Advanced Behavioral Neuroscience).

They began with a compelling argument for breaking down the silos that typically exist between the Sciences on any college campus: a long list of shared core competencies like those outlined by the AAAS (American Association for the Advancement of Science):

- 1. ability to apply the process of science**
- 2. ability to use quantitative reasoning**
- 3. ability to use modeling and simulation**
- 4. ability to tap into the interdisciplinary nature of science**
- 5. ability to communicate and collaborate with other disciplines**
- 6. ability to understand the relationship between science and society**

For Brandon and Kate, the chance to bring students together across the sciences seemed like an ideal way to address competencies 4 and 5, ones that are harder to get at in many traditional courses.

Through some shared course objectives and a clever collaborative study design involving a group of helpful mice, Kate and Brandon's students interacted several times throughout the semester to share and compare what they were learning. The semester culminated in presentations at Scholarship Sewanee and further presentations at a national conference. Brandon and Kate shared important "lessons learned" and ways they might adjust the collaboration next time, but both agreed that it was a worthwhile experience for them and for their students. We are grateful to Kate, Brandon, their students, and their mice for sharing this excellent example of active learning and cross-discipline collaboration with us! You can see their PowerPoint slides on our webpage.



ROUND TABLE DISCUSSION ON CAMPUS CLIMATE AND POLITICAL CLIMATE

Many on campus have felt that teaching during the last two years has come with some new and significant political challenges. To delve into this idea more deeply, the Center for Teaching hosted a discussion on March 12 entitled "Campus Climate-Political Climate: A Conversation about Teaching in a New Age (?)."

Present in the room were 18 discussants from a variety of academic disciplines and positions at the university. As Sid Brown of the department of Religious Studies put it, there is a certain "brittleness" and a certain "guardedness" that is present in the classroom these days, even immediately upon entering into the classroom.



Others noticed this as well. Some reported that the current political climate seems to come with students who are on edge with one another or on edge with their professors.

The conversation served as an opportunity to share experiences, to commiserate, without a clear objective in mind. Even still, some in the room suggested some ideas that might alleviate the tension in the classroom.



One approach was to use structured debate, often with assigned roles, so that students can take others' perspectives and develop a sense of empathy. Another approach included using anonymous note cards to get students' impressions about a topic before delving into discussion.

Though these and a few other approaches were suggested, a clear solution did not emerge. What did emerge, though, were notions that this climate probably is not changing soon, and that continued discussion with colleagues may be a helpful way forward.

STUDENTS MEET WITH TEXTBOOK AUTHOR

Written by Celeste Ray

Not many students have the opportunity to meet the author of their internationally-popular textbook. Sewanee students met Dr. Robert Wenke author of *Patterns in Prehistory* in the April 5th session of their World Prehistory course. Having read the text in her own undergraduate World Prehistory class over thirty years ago, their professor, Celeste Ray, employed successive editions of the book in her classes and came to know Wenke two years ago when they participated on a Society for American Archeology panel together. They began exchanging emails about teaching the course. Having retired from the classroom a decade ago, Wenke wished to talk to “millennial” students about how they read the work and how it should evolve for what he claims will be the last iteration.

As part of the course this term, students considered how to evaluate a textbook, what learning tools are most effective for them, and how the information a Prehistory textbook presents must be constantly revised in line with new research and discoveries. Financing his own trip to meet with Sewanee students, Wenke enjoyed a lunch and dinner with students and visited with both sections of the introductory class in which students presented him with typed questions and ideas for revisions. In class sessions, students enthusiastically mixed questions about the text with curiosity about Wenke’s archaeological research on the Great Pyramids at Giza. In this way students both critically assessed the current state of knowledge in a field that was new to most of them, and helped shape what future students will read in the textbook’s next edition.

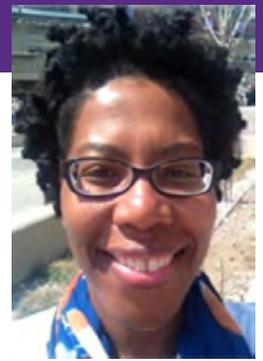


Photo by Buck Butler

PEDAGOGICAL PURSUITS

Written by Courtney Thompson (CFT Advisory Board Member)

Engaged pedagogy necessarily values student expression. (20)



On March 24, 2018, I listened attentively to a speech given by Naomi Wadler, an eleven-year old student at George Mason Elementary School in Alexandria, Virginia during a March for Our Lives rally held in Washington, DC. In her thought-provoking speech, Wadler sought to broaden the discourse on gun violence by acknowledging its devastating impact on African American women and girls. In a matter of minutes, Wadler had disturbed the dominant narrative in which the consequences of gun violence are measured routinely in terms of their effects on boys and men.

Since this speech, I have been wondering where this little girl learned to speak her mind so freely and to express her rage so eloquently at the absence of an analysis of violence that centered the experiences of African American women and girls? The obvious answer is at home, but I have pushed myself to think beyond the obvious. Instead, I have been challenging myself to contemplate the possibility that this kind of thinking, which necessitates a critique of the culture even as one struggles to navigate it, might have been learned and cultivated at school, inside a transgressive classroom where students are not only permitted but encouraged to think about the world in ways that sometimes interrogate, subvert, and defy the status quo.

It is the latter possibility that has helped me to better understand the concept of engaged pedagogy that bell hooks examines in her collection of essays aptly titled *Teaching to Transgress: Education as the Practice of Freedom*(1994). This possibility has also enabled me to think about the ways in which this kind of radical pedagogy (if widely adopted and practiced) might alter the academic landscape for the better. hooks observes, “Progressive professors working to transform the curriculum so that it does not reflect biases or reinforce systems of domination are most often the individuals willing to take the risks that engaged pedagogy requires and to make their teaching practices a site of resistance” (21).

Herein lies a call to action for educators and their students. While engaged pedagogy requires teachers to have a certain level of mindfulness about the social climate in which they live and teach, simultaneously, it demands of students a willingness to actively participate in some degree of independent thinking about the world in which they live and learn. Whether it assumes the form of diversifying how students think about a particular issue or a student rethinking his/her position altogether does not matter—the point is equipping students to think critically and in complex ways.

To be sure, the concerns over gun violence in schools are not going away because they are part and parcel of a broader conversation about the gun violence epidemic in this country. What is less certain, however, is the extent to which engaged pedagogy, as bell hooks conceptualizes it, might transform classroom culture in ways that enable students to express their perspectives, ideas, and even reservations more freely. If Naomi Wadler is a representation of this “practice of freedom” that we not only desire for ourselves but our students in matters personal and political, then I have every reason to be more hopeful.

POLS 321—Global Health Governance Visits Atlanta

With a mini-grant from the CFT, the nine students in Dr. Amy Patterson's POLS 321 Global Health Governance class visited Atlanta on March 28, 2018. After an early morning start from Sewanee, the group attended a briefing by Sarah Yoss, MPH, Senior Program Associate in the Mental Health Program-Liberia at the Carter Center. The Carter Center has a long history of working in post-war Liberia on peacebuilding and democratization. In the wake of the 2014-15 Ebola outbreak that left almost 5,000 Liberians dead and over 1,500 Ebola survivors, the organization has expanded to address the need for mental health services in a country with only a handful of mental health experts and high levels of stigma against mental health disorders. To meet these challenges, the Center has worked with the Liberian Ministry of Health to develop training programs for nurses and community education on mental health. Sewanee students had studied both the Ebola outbreak and the obstacles to providing mental health care in low- and middle-income countries, so the presentation deepened lessons learned in the classroom.

After the Carter Center, the group visited the Centers for Disease Control and Prevention's main campus. There the group first listened to a presentation by Laura Tison, a nurse consultant on HIV programs with the Division of Global HIV and TB and the Center for Global Health. Ms. Tison monitors data on treatment adherence among people who are HIV positive in countries that receive funds from the US President's Emergency Plan for AIDS Relief (PEPFAR). Data collected through monitoring of programs enables the CDC to make needed changes that facilitate access to AIDS treatment. For example, Ms. Tison illustrated that evaluating data on treatment adherence from local clinics in Rwanda helped CDC officials evaluate the effectiveness of "test and start" programs. (In "test and start," individuals who test HIV positive are immediately put on treatment, even if they exhibit no signs of health problems.) The presentation aligned with class readings and discussions about PEPFAR's implementation, the role of data in policymaking, and challenges of AIDS treatment access for people in low-income countries.

After Ms. Tison's presentation, the group toured the museum. The museum has two parts. The first is a permanent exhibit about the CDC's history and public

health campaigns in the USA. (Such campaigns include the response to the polio outbreaks in the 1950s and the CDC's discovery of Legionnaire's disease in 1976.) The second part of the museum is a rotating exhibit, which currently educates visitors about the CDC's role in addressing the 2014-15 Ebola outbreak in West Africa. Our guide highlighted several aspects of the exhibit, including the importance of providing supplies to protect Ebola caregivers, the need for truthful and timely information for the public, and the role of donor countries (like the USA) in providing logistical support. Students even got to try on the stiflingly hot "personal protective equipment" (PPE) which was used by health professionals who worked in the Ebola Treatment Units

in order to protect themselves from infection (See photo). The tour

included many artifacts that CDC officials who had served during the outbreak donated, and it even had a model for an ETU used in Monrovia, Liberia. The tour and discussion reinforced several issues that the students had studied, such as the role of donor nations in public health

emergencies, the ways that local populations perceive health outbreaks, and the jurisdictional politics that can emerge when international donors, host country

governments, and local communities collaborate in disease outbreaks.

The tour also helped students to visualize aspects of the scholarship they had encountered before the visit.

2017-2018
MINI-GRANT
RECIPIENTS



Students try on the personal protective equipment (PPE) used in infectious disease control. Back: Henry Hamlett. Front: Peter Bahr

Finally, the students heard a presentation by Mr. Greg Bautista, a Sewanee graduate who was instrumental in facilitating the visit to the CDC. Mr. Bautista, MPH, is a Health Scientist in the Office of Health Equity, National Center for HIV/AIDS, Viral Hepatitis, STD and TB Prevention. (He is featured in the photo with students.) He spoke to the students about his work examining health equity issues, particularly in terms of access to AIDS care. He highlighted how the research indicated the complexities of accessing care; while minorities in the US often face challenges in accessing care, this was not always the case. In some situations, minorities were better able to access medical services than low-income people. He pointed out that access could be a function of literacy, personality, or overall confidence. Mr. Bautista's presentation highlighted some themes the class had studied, particularly racism and discrimination and their impact on health care provision in the USA. The presentation raised helped students appreciate the intersectional aspects of identity (race, gender, class, sexual orientation, nationality, etc.) and their effects on both a person's health and a person's

ability to access health care.

All four presenters—three at the CDC and one at the Carter Center—spoke about their own educational and work experiences. Each had come to public health from a different background, a fact that helped the current Sewanee students see the variety of career options in global health policy, program management, and education. Each presenter also highlighted the diverse ways people can work in global health. During the museum tour, for example, the guide reported that CDC employs geographers, public relations experts, mathematicians, anthropologists, lawyers, and policy analysts, in addition to epidemiologists, microbiologists, physicians, and nurses. After a last photo and a quick bite to eat, the group piled back into the van and returned to Sewanee. Dr. Patterson and the students are grateful to the Center for Teaching for the mini-grant and to Dr. Patterson's husband Neil who served as driver for the day.



Back row: Peter Bahr, Henry Hamlett, Olivia Whitcomb, Gretchen Steele, Emma McNamara, Ivan Crawford, Greg Bautista (alum), Arthur Speck, Dr. Amy Patterson
Front row: Lambeth Allen & Katherine Beale

WANT TO TAKE YOUR STUDENTS ON A FIELD TRIP, INVITE A GUEST SPEAKER, OR BUY SOMETHING INTERESTING TO USE IN YOUR CLASSES NEXT SEMESTER? APPLY FOR A CFT MINI-GRANT!

ALLIED ACADEMIC PROGRAM SPOTLIGHT

The Babson Center for Global Commerce: Where Sewanee Means Business

Many of today's leaders across a wide variety of industries attribute their success to the critical thinking, writing, speaking and listening skills garnered from their liberal arts education. The Babson Center for Global Commerce is where Sewanee and the business world come together to assist students in preparing for successful careers as principled and capable leaders.

We manage an array of co-curricular programs and an extensive calendar of events integrated with the interdisciplinary business minor to provide students a wealth of business-related and experiential learning opportunities on campus.



2018 Beecken Scholar Recipients

Broad Business Educational Opportunities

Each semester, The Babson Center's calendar of events provides our students with numerous opportunities to develop and grow their business acumen. Our endowed speaker series hosts senior executives from different industries to deliver insight on current trends and points of view in the ever changing world of commerce and business. While on campus, our executive guests connect with students during organized events in open dialogues, at luncheons and less formal gatherings. Direct interaction with senior executives is consistently noted as one of the most valuable experiences The Babson Center provides to the student body.

Additionally, our ongoing training workshops help sharpen analysis and evaluation skills as students prepare for careers in financial services, the CFA exam or graduate school. Various trips we organize include Go For It! excursions to area businesses, student investment conferences and Sullivan Foundation gatherings centered on community service and positive impact on society. Finally, our Beecken Scholarships send select students to summer business bridge programs at leading institutions nationwide including Dartmouth and the University of Chicago.



Class of 2018 Carey Fellows in New York



Class of 2019 Carey Fellows in Chicago



Class of 2020 Carey Fellows



Class of 2021 Carey Fellows

The Carey Fellows Honors Program

The Babson Center also manages The Carey Fellows Program. This unique offering is designed for students seeking an immersive business experience as a part of their Sewanee education. Students minoring in business that achieve and maintain certain academic requirements apply for consideration as entering freshmen or sophomores.

Seminar coursework during the junior and senior year examines today's leading business issues and debates. The program also includes meeting with Sewanee alumni at companies such as Google, Facebook, CBRE, The Wall Street Journal and Estee-Lauder during annual trips to Chicago and New York.

Notably, during the junior year, Carey Fellows depart campus for a paid 15 week internship at one of the Babson Center's partner companies nationwide. This program feature is regularly recognized as unique and valuable component of the entire program.

David Shipps, the Director of the Babson Center and Gwendolyn Whitfield, our new assistant Dean for Business Education, are examining new ways for both curricular and co-curricular offerings can provide a robust foundation of business educational and experiential learning. We invite you to participate in the many activities available throughout the year to learn more about business at Sewanee!

OUTSIDE THE GATES

UPCOMING OPPORTUNITIES

JUNE 1-3

ATLANTA

TEACHING PROFESSOR CONFERENCE

Choose from more than 80 concurrent sessions in the following areas:

- Learner-Centered Course Design
- Student Engagement
- Teaching Specific Types of Students
- Instructional Vitality: Ways to Keep Teaching Fresh and Invigorated
- New Faculty
- Teaching and Learning with Technology
- Grading and Feedback that Promotes Learning
- Scholarship of Teaching and Learning (SoTL)
- Faculty Development

You can also participate in plenary sessions, poster sessions, optional preconference workshops, and a welcome reception.

Join faculty from all around the country at this well-known conference!

PLANNING FOR 2018-2019:

WE NEED YOUR HELP!

The CFT is looking for six undergraduates to join our first student advisory board. We are looking for students who:

- Are thoughtful in the ways they engage with peers, faculty, and staff.
- Are forthright in expressing their opinions and ideas.
- Take an active and reflective role in their learning.
- Work well in collaborative settings.
- Represent a diverse range of backgrounds, abilities, interests, experiences, and perspectives.
- Are dependable and reliable.

[Click here for a quick and easy form to nominate 1 or more student\(s\) for this opportunity to lend their voices to conversations happening in the CFT.](#)

The CFT wants your feedback on the "big picture" of how things have gone for the Center this year.

If you have attended one or more of our events/programs, please click here to give us your feedback about how things have gone for you. Doing so should only take about 5 minutes.

THE ADVISORY BOARD

CONGRATS TO RAE MANACSA!

The Center for Teaching is proud and pleased to announce that Professor Rodelio (Rae) Manacsa will assume the position of **Interim Co-director of the CFT** while Prof. Jordan Troisi is on research leave in 2018-2019. Rae brings a wealth of experience and energy to the position, as one of the original members of the task force that re-imagined and relaunched the CFT in 2014. He has served on the Advisory Board ever since (and apparently can't get enough of us).

Rae has shown his passion for and dedication to teaching through his popular courses in the Politics department and his participation in conferences and workshops on campus and around the country. He is highly knowledgeable about Sewanee's academic and faculty culture, the value of the liberal arts experience, and the higher ed landscape more broadly. He firmly believes in the mission of the CFT: to encourage and promote teaching excellence among our faculty. We are delighted to have him serve in this new capacity.

Please join us in congratulating him!



HEIDI
SYLER



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MANACSA



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PUCKETTE



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OUR WEBSITE AND CALENDAR

