Middlebury students engage exciting research projects in a wide range of disciplines, from the sciences to the social sciences to the humanities and the arts. Their inspiration comes from classes, from study abroad, from experiential learning, and from collaboration in faculty research. When we as faculty mentor such student research projects, a particularly fruitful and even reciprocal, teaching-learning experience can emerge. Come join a conversation about that experience and bring your own insights. Pat Manley (Geology) will start us off with the picture of undergraduate research on the national scene and how Middlebury looks from her vantage point as a board member of the Council on Undergraduate Research. Lunch at CTLR following the event.

Wednesday, May 22, 10:30 am to Noon
Davis Family Library 230

**Interview-Based Student Projects: Benefits and Challenges**
Becky Gould, Karl Lindholm, Jamie McCallum, Will Nash, Shauwa Shapiro

Students who conduct interviews as part of a research project or other coursework have an opportunity to deepen their engagement with both the topic and the process of research itself. Whether they are interviewing peers, other members of the surrounding community, or individuals from more distant places, such students also develop skills and attitudes that strengthen personal and community connections. In this cross-disciplinary roundtable discussion we will explore a variety of perspectives on interview-based student research work. Faculty who have experience designing and implementing student-led interviews will have the opportunity to share strategies, experiences, and insights, including practical suggestions for faculty who may want to incorporate interview-based research into a course for the first time. All are welcome. Lunch at CTLR following the event.

Tuesday, May 28, 10:30 am to Noon
Davis Family Library 230

**Focus on First Year**

How can we best plan our First-Year Seminars to help our students make the transition from excellent high school thinkers and writers to excellent college thinkers and writers? What are the best uses we can make of our library, technology, CTLR, and Commons resources? Come share your ideas and jump-start the planning for your upcoming seminar. Lunch at CTLR following the event.

Wednesday, May 29
10:00 am Light refreshments and book display at CTLR 10:30 am to Noon Discussion
Davis Family Library 230

**Year-end Reflections: A Forum for New Faculty**
The window between the end of classes and the start of summer is a great time to reflect upon pedagogical endeavors of the past year. What went well? What could be revised in the upcoming year? What needs revamping? What new approaches look promising? This session is an opportunity to consider such questions through several lenses, including syllabus design, technology and media, and student assignments. We will also consider broader pedagogical topics: for example, aligning courses and curricula with desired learning goals. While the conversation is intended for new and early-career faculty, more seasoned colleagues will be on hand to provide feedback and suggestions. Lunch at CTLR following the event.

Thursday, May 30, 10:30 am to Noon
Davis Family Library 230

**Community-Connected Pedagogies: A Roundtable Discussion Among “Practitioners” and “Explorers”**
Christal Brown, Suzanne Garland, Emily Heyler, Diane Munne, Tiffany Sargent, Hector Vila

The College’s mission statement closes with, “students who come to Middlebury learn to engage the world.” To provide both a framework for engaged learning and a structured experience within this framework, a growing number of faculty intentionally select projects that link course learning goals with real world challenges and opportunities. In fact, this pedagogical approach—combining theory, practice, and guidance—is a cornerstone of the “10 high impact practices” identified through the research of Dr. George Kuh and the Association of American Colleges and Universities. In this workshop, space and time will be dedicated to reflecting with colleagues on the benefits and challenges of community-connected teaching and learning. Whether you are a practitioner or an explorer we invite you to join the conversation—or just come to listen and learn. Lunch at CTLR following the event.

Friday, May 31, 10:30 am to Noon
Davis Family Library 230

**Connections from Afar: Web-based Conferencing**
John Elder, Anne Knowles

It is hard to open a newspaper, magazine, or blog and not read about online education and the transformative potential of technology. In addition to blended or online course models, web-based conferencing applications provide opportunities for faculty to connect and interact with students and colleagues in novel ways: for example, by allowing recent graduates to participate virtually in on-campus classes, or by recording a presentation that is deliverable via the web. We invite you to join this conversation with John Elder and Anne Knowles as they relate their experiences using web-based meeting environment called Adobe Connect and discuss their assessment of such tools in the curriculum. Lunch at CTLR following the event.

Monday, June 3, 10:30 am to Noon
Davis Family Library 230

**Are Middlebury Students Prepared for College-level Quantitative Thinking?**

In the fall of 2011, 93 first-year students completed a 10-question quantitative mini-assessment that includes a sampling of topics from (primarily) pre-college mathematics and quantitative reasoning. In light of the College’s mission to “engage students’ capacity for rigorous analysis and independent thought within a wide range of disciplines and endeavors,” the students’ performance raises important questions, among them: (1) do students entering Middlebury with the quantitative knowledge and skills necessary to succeed in their desired course of study? and (2) to achieve their desired goals at Middlebury (and beyond), do students have sufficient opportunities to enhance their quantitative abilities, and do they avail themselves of these opportunities? In this session, faculty across several departments who took part in this pilot study will discuss preliminary findings and explore potential next steps.

Lunch at CTLR following the event.

Tuesday, June 4, 10:30 am to Noon
Davis Family Library 230

**Annual Grant-Writing Workshop**
Deborah Evans, Jonathan Miller-Lane, Brett Miller

The workshop will focus on writing grant proposals for humanities and social science research or pedagogical projects, but the general advice about proposal preparation will apply to all types of grant proposals. The faculty panelists will provide insights about crafting successful proposals and advice about the actual process of grant-writing. There will be an opportunity to look at and learn from successful grant proposals. This is a workshop that has value even if you’ve come to one in the past because the experience (and thus what you learn) depends in large part on the participants. Lunch will be provided for continued discussion and networking.

Wednesday, June 5, 9:30 am to 12:30 pm
Axinn 220

**Why Smart Students Struggle in College**
Presenter: Melissa King, Educational Consultant, Learning Curve, LLC

Why do bright students who performed well in high school struggle in college? How is it that articulate, engaging, and seemingly interested students can fail to show up, meet deadlines, write papers, read effectively, or perform well on exams? This presentation will explore several key factors that contribute to this struggle, including undiagnosed learning problems and more generally, factors of the developing young-adult brain. Through case studies and other examples we will examine the reasons behind such behaviors, consider important warning signs, and discuss practices for faculty to facilitate the success of all students. Lunch at CTLR between the morning and afternoon sessions.

Melissa M. King, M.Ed., is a Vermont licensed Special Educator and Educational Consultant who has taught and evaluated children and adults with learning disabilities for more than 20 years. In 2004, with Learning Specialist and School Psychologist Mary C. Wright, M.A., Melissa established the Educational Consulting firm Learning Curve, in Essex Junction, VT.

Thursday, June 6
Note: You may attend either or both sessions.
10:30 am to Noon
Session 1: Developmental factors related to learning, learning difficulties, and executive functioning behaviors
1:00 to 2:00 pm
Session 2: Strategies to identify and support students who are struggling
Davis Library 201

**New Faculty**

Friday, June 7
8:30 am to Noon
Davis Family Library 230

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