



Fall 2005 Mellon Salon

Thursday, 10 November 2005
Morrison Library – 101 Doe Library
4:00 to 6:00 p.m.

GOALS

- to convene Mellon Fellows from the three cohorts to share their experiences implementing changes in their courses and assignments
- to share good practices and strategies for advancing research opportunities in undergraduate coursework
- to generate ideas for engaging students' interest and commitment to the learning goals of the class
- to entice students to engage in the course beyond grades and requirements
- to reflect on and contrast the ways in which different course assignments are designed
- to strengthen personal connections among Mellon Fellows and between Fellows and Mellon Partners

A G E N D A

Facilitators: Mary Kelsey and Brian Powers

4:00 Sign in

4:10 Welcome & Introductions

4:15 Presentation by Brian Powers (10 minutes)

4:25 Presentation by Mary Kelsey (10 minutes)

4:35 Small group discussions

4:55 Facilitated large discussion; reporting results of small groups

5:25 Wrap up | Summary of significant findings

5:30 Networking | Socializing

Discussion Questions

- Please break into small groups of 3-4 people.
- Choose one of the following questions to discuss.
- You will have 20 minutes to spend in small group discussion followed by 20 minutes of reporting back to the group as a whole.

- Q1 What approaches have you tried to engage students' commitment to the learning goals of your class?
- Consider any of the following groups: the overworked, the unit grabbers, the requirement fillers, the under-prepared, the overwhelmed?
 - Which approaches with these groups have worked and why?
 - Which approaches have been less successful and why do you think they have been less successful? What modifications might you make to insure success?
- Q2 What elements of your course challenge students to question their preconceived notions of the topics covered by your course?
- ... to question themselves?
 - ... to question how the world works and the role that knowledge plays in it?
 - If students are discomforted by a challenge to previously held assumptions, how do you deal with this?
- Q3 What approaches have you taken to help students understand the relevance and importance of independent research?
- How do you help students overcome their apprehensiveness about the research process?
 - How much guidance do you offer to launch them on their independent research?
 - How do you keep them interested in research that unfolds over an extended period of time?
 - What are some of the barriers that inhibit student involvement in active, research-based learning and how do you help students to overcome them?
- Q4 What role might student collaboration and teamwork play in the research process and how might you build collaboration into the research assignment?