**Teaching during an Election Year: Opportunities and Challenges**

**Concurrent Sessions**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Option 1 | Option 2 | Option 3 | Option 4 |
| Concurrent Session I2:15-3:15 | Planning With the End in Mind: Assignment Design Charrette I  | Teaching Civic Engagement: Informing the Journey to Citizen Leadership | Elect to align: Effective whole course design | Teaching Debate Analysis: Pedagogical Strategies for Critical Engagement |
|  | Prince Edward Room | 115 Ruffner | 116 Ruffner | Virginia Room |
|  |  |  |  |  |
| Concurrent Session II3:25-4:25 | Planning With the End in Mind: Assignment Design Charrette II | Contesting Conventions: Meaningful Integrative Learning | Elect to align: Effective whole course design | A Tool Kit for Navigating Difficult Dialogue in the College Classroom |
|  | Prince Edward Room | Virginia Room | 116 Ruffner | 115 Ruffner |
|  |  |  |  |  |
| Concurrent Session III4:35-5:35 | Teaching Debate Analysis: Pedagogical Strategies for Critical Engagement | Contesting Conventions: Meaningful Integrative Learning | Teaching Civic Engagement: Informing the Journey to Citizen Leadership | A Tool Kit for Navigating Difficult Dialogue in the College Classroom |
|  | 108 Ruffner | Virginia Room | 116 Ruffner | 115 Ruffner |
|  |  |  |  |  |

 **Concurrent Sessions Summary**

**Concurrent Session I**

**2:15-3:15**

**Planning With the End in Mind: Assignment Design Charrette I**

Presenters: Linda Townsend, Sharon Emerson-Stonnell, Pamela Tracy, Longwood University

Prince Edward Room

Whether planning for incorporation of the upcoming Presidential election or reflecting on changes to enhance our courses, how are we thinking of the end (student learning objectives) and how will we know if students have achieved the desired results (course assignments)? How might we design or refine assignments to be clear, engaging, and connected? Join your colleagues in an Assignment Design Charrette process. A charrette is an intense and creative design effort within a short period of time. Interacting in small groups and guided by a facilitator, you will have the opportunity to share and receive peer feedback on your course assignment. **This is a two-part workshop that requires pre-registration.**

**Teaching Civic Engagement: Informing the Journey to Citizen Leadership**

Presenters: Jonathan Page, Courtney Addison, Jordan Bynum, Longwood University

115 Ruffner

Civic Engagement provides us with a unique opportunity to impact the lives of students in a very real and practical way. Our workshop will introduce participants to the ideas of Civic Engagement, how its principles can be applied in the classroom curriculum, and how it can be used as a tool to help form the lens of social justice.

**Elect to align: Effective whole course design**

Presenter: Jenny Quarles, Longwood University

116 Ruffner

In Backwards Design faculty start the development of a course with a consideration of the intended outcome or goals. In other words, what do you want the students to be able to demonstrate at the conclusion of the course? From there, you work backwards to design opportunities to demonstrate learning or assessment, learning activities and readings, and finally teaching strategies for reaching the intended outcomes. During this hands-on workshop, participants will define specific and measurable learning outcomes and practice the process of designing a course from the end all the way back to the beginning.

**Teaching Debate Analysis: Pedagogical Strategies for Critical Engagement**

Presenters: Kris Paal and Ryan Stouffer, Longwood University

Virginia Room

Looking for a way to bring the Vice-Presidential debate and other political content into your classroom this fall? In this session, participants will consider two pedagogical strategies that can be used to watch and analyze the Vice-Presidential debate as well as other political communication.

**Concurrent Session II**

**3:25-4:25**

**Planning With the End in Mind: Assignment Design Charrette II**

Presenters: Linda Townsend, Sharon Emerson-Stonnell, Pamela Tracy, Longwood University

Prince Edward Room

Whether planning for incorporation of the upcoming Presidential election or reflecting on changes to enhance our courses, how are we thinking of the end (student learning objectives) and how will we know if students have achieved the desired results (course assignments)? How might we design or refine assignments to be clear, engaging, and connected? Join your colleagues in an Assignment Design Charrette process. A charrette is an intense and creative design effort within a short period of time. Interacting in small groups and guided by a facilitator, you will have the opportunity to share and receive peer feedback on your course assignment. **This is a two-part workshop that requires pre-registration.**

**Contesting Conventions: Meaningful Integrative Learning**

Presenters: Lee Bidwell and David Lehr, Longwood University

Virginia Room

What do we mean by integrative learning?  How do we create learning experiences that are meaningful for students and instructors?  This informal discussion is an opportunity for participants to explore integrative teaching and learning.  Focusing on current political events/issues, participants will reflect on their own disciplinary knowledge and work together to design integrated courses and learning experiences.

**Elect to align: Effective Whole Course Design**

Presenter: Jenny Quarles, Longwood University

116 Ruffner

In Backwards Design faculty start the development of a course with the intended outcome or goals. In other words, what do you want the students to be able to demonstrate at the conclusion of the course? From there, you work backwards to design opportunities to demonstrate learning or assessment, learning activities, and finally teaching strategies for reaching the intended outcomes. During this hands-on workshop, participants will define specific and measurable learning outcomes and practice the process of designing a course from the end all the way back to the beginning.

**A Tool Kit for Navigating Difficult Dialogue in the College Classroom**

Presenter: Quentin Alexander, Longwood University

115 Ruffner

This session will cover helpful tips about ways to prepare for, navigate through, and debrief after difficult dialogues in the college classroom. The presenter will share tips about ways to introduce controversial topics, how to engage as an unbiased facilitator, and how to affirm and validate students’ experiences during difficult dialogues. Attendees will participate in a hands-on round table discussion about issues surrounding difficult dialogues, engage in a case study to create a “tool kit” to navigate such discussions, and will leave with a myriad of instructional strategies that will assist them with accomplishing this task.

**Concurrent Session III**

**4:35-5:35**

**Teaching Debate Analysis: Pedagogical Strategies for Critical Engagement**

Presenters: Kris Paal and Ryan Stouffer, Longwood University

108 Ruffner

Looking for a way to bring the Vice-Presidential debate and other political content into your classroom this fall? In this session, participants will consider two pedagogical strategies that can be used to watch and analyze the Vice-Presidential debate as well as other political communication.

**Contesting Conventions: Meaningful Integrative Learning**

Presenters: Lee Bidwell and David Lehr, Longwood University

Virginia Room

What do we mean by integrative learning?  How do we create learning experiences that are meaningful for students and instructors?  This informal discussion is an opportunity for participants to explore integrative teaching and learning.  Focusing on current political events/issues, participants will reflect on their own disciplinary knowledge and work together to design integrated courses and learning experiences.

**Teaching Civic Engagement: Informing the Journey to Citizen Leadership**

Presenters: Jonathan Page, Courtney Addison, Jordan Bynum, Longwood University

116 Ruffner

Civic Engagement provides us with a unique opportunity to impact the lives of students in a very real and practical way. Our workshop will introduce participants to the ideas of Civic Engagement, how its principles can be applied in the classroom curriculum, and how it can be used as a tool to help form the lens of social justice.

**A Tool Kit for Navigating Difficult Dialogue in the College Classroom**

Presenter: Quentin Alexander, Longwood University

115 Ruffner

This session will cover helpful tips about ways to prepare for, navigate through, and debrief after difficult dialogues in the college classroom. The presenter will share tips about ways to introduce controversial topics, how to engage as an unbiased facilitator, and how to affirm and validate students’ experiences during difficult dialogues. Attendees will participate in a hands-on round table discussion about issues surrounding difficult dialogues, engage in a case study to create a “tool kit” to navigate such discussions, and will leave with a myriad of instructional strategies that will assist them with accomplishing this task.