Dear colleagues,

We have a busy week ahead with two candidates for the Provost position on campus AND two wonderful TLC events!! - both on Wednesday Feb. 8 to make it easy for you.

The first will be our **lunch** conversation Wednesday (**Feb. 8 at 12:15 in SD-1**) in the presence of our AUP colleague Maria Medved, who will help us think through the studies reported in Steele’s book ***Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do****.* You’ll find a description of the book below. And YES, even if you haven’t read the book or never will, we encourage you to join us.

The second event of the day is a **Mellon Pedagogical Seminar on co-teaching** facilitated by Elena Berg (**Feb. 8 at 5:00 in C-102**). This will be the first of two seminars on this topic (the second will be the evening of Wed. March 22). During our first meeting, Elena will summarize some of the published research on this topic, and she will invite faculty to share their ideas, experiences, and concerns about co-teaching in all its forms. What approaches have worked best? What are the common pitfalls, and how can we avoid them? What are the administrative hurdles (cross-listing, teaching loads, etc.), and are they surmountable? Is FirstBridge the best forum for co-teaching at AUP, or are there ways of promoting co-teaching beyond FirstBridge as well? One goal of the first session will be to identify potential partnerships that participants would like to develop further, either within AUP or across institutions. During the second session in March, we’ll meet again to discuss drafts of proposals and outline realistic long-term goals for team teaching at AUP. Regardless of whether you have co-taught before, we need your ideas – please join us!

Best wishes for a productive, and not too exhausting, week,

Rebekah, Elena and Russell

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*Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do* by Claude Steele.

As you’ll discover while reading, the book is a first-person narrative of a remarkable series of research studies investigating “stereotype threat”, essentially that people know their performance can confirm a negative view of their group and of themselves as members of the group (e.g. one group can’t sprint, another is intellectually inferior, and yet another can’t do high-level math). The fear of confirming these negative views causes stress, which distracts and often results in weaker performance. Steele unravels the complexities of stereotype threats and guides us in thinking about how to create an environment that reduces threat, consequently reducing stress and distraction, building security and confidence, and supporting performance.

Below you’ll find a short review of the book from *The Harvard Educational Review*.

As you read the book, consider stereotype threats that our students (and ourselves) might be facing here at AUP and how we might move towards creating an environment that reduces the likelihood of stereotype threat.

The *Harvard Educational Review* reviews the book, *Whistling Vivaldi: And other clues to how stereotypes affect us* by Claude M. Steele (2010) (slight title change since the first print run in 2010):

“The author helps us find answers to these questions based on findings from social psychology experiments. Steele’s book sets forth an argument for understanding how contextual factors—not individual characteristics or personal beliefs motivated by prejudice or malice—help explain so-termed ‘racial achievement gaps’ in education and ongoing societal racial and ethnic segregation. The author summarizes research findings that show how the concerns students face as a result of these stereotype threats affect a wide range of educational outcomes. He explains how the threat of a stereotype and the extra efforts required of students who try to dispel it interfere with academic performance. In the later chapters of the book, Steele focuses on how identity threats influence interracial interactions more broadly. He explains how our actions, conscious or not, contribute to persistent racial segregation as, understandably, each of us may retreat to the safety of a more homogeneous environment that does not trigger the risk of a stereotype threat. The findings presented in this book unearth the powerful and prevalent ways in which group identity affects us all and demonstrate the need to acknowledge this fact: we need to be ‘identity conscious’ if we are going to improve race relations across our society” (*Harvard Educational Review, Vol* 80(3), 2010, 427-428. PsycINFO, 2016 APA).

Below is the schedule of TLC events to date

**Digital Humanities Workshops and Consultations with David Wrisley from the American University of Beirut (*Thurs. March 16th and Fri. March 17th).*** We’ll send a detailed schedule of his visit soon. Click the link to read about David’s work: <http://djwrisley.com/>

**Mellon Pedagogical Seminars**

***Wed. Feb. 8, 5-6:30 pm*** (C-102) Co-teaching at AUP Part I, facilitated by Elena Berg

***Wed. Mar. 22, 5-6:30 pm*** (C-102) Co-teaching at AUP Part II, facilitated by Elena Berg

**Two other workshops** (**both Apr. 12**, room TBA)**:**

- Interactive language teaching **(13h30-15h30**), facilitated by Shona Whyte, University of Nice

- Interactive science teaching (**16h00-18h00**), facilitated by Eric Pallant, Allegheny College

**Lunch conversations (12:15-1:15)**

***Wed. Feb. 8*** (SD-1) *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do* by Claude Steele,book discussion, with Maria Medved (books available for all faculty members – see Brenda or Ursula)

***Fri. Mar. 10*** (C-102) Grading group work, with Robert Earhardt

***Wed. Mar. 22*** (SD-1)

***Fri. Apr. 21*** (C-102)