

From: Brenda Torney
Sent: Monday, September 11, 2017 2:54 PM
To: Faculty
Subject: TLC News

Dear Colleagues,

We ended last year's *TLC Weekly* with the following:

“Which brings us to discussions, conversations, on-going dialogue. The TLC is all about that – talking about what we do, sharing ideas, helping each other be more time efficient, and making our teaching experiences richer.”

Our plan this year is to continue in this spirit. We'll be sending you the *TLC News*, bi-weekly (every other Monday), with a teaching tip to try out or an article to reflect on. We welcome ideas from you - tips, links, concerns, thoughts, or results of your own experiments (successful or not, comic or not – toute expérience sera la bienvenue !).

Our tip this week comes from James Lang, the author of *Small Teaching* (2016), who emphasizes the importance of reflection in the learning process and makes suggestions as to how teachers can encourage this reflection in their students.

We've chosen to highlight Lang's "Minute Paper". The simplest form of this activity involves wrapping up the class period a few minutes early and asking your students two questions:

- What was the most important thing you learned today?
- What question still remains in your mind?

The first question requires students to reflect on the material. The second encourages students to reflect on their own understanding of or confusion about the material.

James Lang describes how he manages this activity and uses student responses:

“On my campus, most students do not bring laptops to class, so I might ask them to answer those two questions on a half-sheet of paper. Reading their responses, even if I don't grade them, will give me a quick picture of how well the class went. If everyone writes down as the most important point of the day a throwaway example I gave, I know I have some work to do. Likewise if everyone expresses the same question in the second part of their answer, I know how I have to start the next class. But even if I don't collect what they write, and simply stroll around and ensure pens are moving on paper, students will still benefit from some retrieval and reflection at the end of class.

If students in your classes are on various electronic devices, you might create a discussion thread in your course-management system and ask them to post their responses to these questions at the end of every class period. In this model students can read each other's responses, and you can throw the thread onto the screen at the beginning of the next class period to highlight answers that either nicely captured the main point of the previous class or raised questions that need answering."

We encourage you to give the "Minute Paper" a try and if you do, let us know how it goes.

Lang's book is available online through the AUP Library:

<https://voyager.aup.edu/vwebv/holdingsInfo?searchId=12&recCount=20&recPointer=1&bibId=183517>

A special report on Lang's book can be found in the *Chronicle*:

<http://www.chronicle.com/specialreport/Small-Changes-in-Teaching/44>



[Small Changes in Teaching - The Chronicle of Higher Education](http://www.chronicle.com/specialreport/Small-Changes-in-Teaching/44)

www.chronicle.com

In this series, James M. Lang argues that simple changes in our pedagogy — in things like course design, classroom practices, and communication with students &mdash ...

We're also including dates of upcoming TLC events here, so mark your calendars!

TLC Lunches (Tues. 12-1:15) – Bring your lunch.

12, 26 Sept. (**Tomorrow, 12 Sept., the TLC lunch will be held in ARC**, Grenelle ground floor.)

10, 24 Oct.

14, 28 Nov.

Mellon Pedagogical Seminars (Wed. 5-6:30) – Wine and cheese will be served.

11 Oct.

15 Nov.

And as always, don't hesitate to contact us if you have questions, need anything concerning your teaching, or would like to meet with us.

Wishing you all a productive and enjoyable second week of classes,

Your TLC

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