**BU Women’s Colloquium**

**Meeting Minutes**

**10/22/2015**

**Members Present**: Ellen Filgo, Amanda Norman, Carrie Arroyo, Katie Jarvis, Adrienne Harris, Julie deGraffenried, Joan Supple, Benna Vaughn, Allie McCormack, Amie Oliver, Meghan Diluzio, Lisa Shaver, Christina Chan, Ivy Hamerly, Robyn Driskell, Andrea Turpin, Laine Scales, Kristen Pond, Brooke Blevins

**Gender Studies News:**

* University Scholars week is sometime in April. Lisa Shaver would love to involve any students who are doing work on gender/women/equity issues in this week. If you know of anyone, please let Lisa know ([lisa\_shaver@baylor.edu](mailto:lisa_shaver@baylor.edu))

**Issues for Colloquium to Consider**

* Retaining Diverse Faculty: In addition to recruiting diverse faculty, we need plans to help retain diverse faculty. Perhaps we should consider ways that we can help mentor these faculty members.
* Spousal hires: we would like to continue to follow up on this conversation that began last spring.

**Library Symposium Book for Fall 2016**: The Rights of Man

**Teaching Ideas and Tips:** Several members of the colloquium presented various teaching ideas. I have tried to capture the gist of those ideas below. I apologize if I don’t do justice to these ☺

* **Audio/Video feedback via Canvas (Laine Scales)**: There is a feature in Canvas that allows an instructor to provide audio/video feedback to students. Laine has found this to be fairly effective in helping communicate feedback to students.
* **Question Cards (Kristen Pond):** Students come to class with a well articulated question designed to prompt discussion. Students are either chosen at random or assigned ahead of time to put their question on the board for the rest of the class to consider. The question cards are a way to ensure that students have read the material as well as a way to help students develop the habit of mind to constantly ask questions of the texts they are reading
* **Exit Slips/Fast Feedback (Brooke Blevins):** A quick way to engage in formative assessment to see if students are grasping the material. Give students a couple of questions to respond to as they leave class and have them write their answers down on paper. You can use these questions to guide the following class, to clarify misconceptions, reteach concepts, etc. Sample questions might include:
* Name two things you learned in class today?
* Name two things that are still confusing to you after class today?
* Describe how what we learned today relates to something we have learned in the past?
* What ideas did you agree/disagree with in class today?
* **Save the Last Word for Me (Brooke Blevins):** Students choose a quote or several lines of text that stood out from the reading (or even an image). On the front of an index card or piece of paper they write the text they have chosen and on the back they should write a few sentences explaining why they chose that quote - what it meant to them, reminded them of, etc. They may have connected it to something that happened to them in their own life, to a film or book they saw or read, or to something that happened in history or is happening in current events. Assign students to groups of 3 or 4. The first person shares their quote/text/image with the group without commenting on why they chose it. The other people in the group will discuss what they think about that quote. After 2-3 minutes, the person who’s quote is being discussed will then talk about why they chose that quote and have the “last word.”
* **Turn, Write, Talk (Brooke Blevins):** Similar to think, pair, share, in this activity students are given a question, topic, or issue to think about and discuss with a partner. Instead of responding out loud, they write their responses on paper. After 2 minutes of writing, they pass their paper to their partner, who has 2 minutes to write a response to their partner’s thoughts. Partners then exchange papers back and repeat the process one more time. After this period of written interaction, the students then discuss their thinking with one another and then with the class.
* **Blacked Out Poetry (Karon LeCompte):** Blackout poetry focuses on rearranging words to create a different meaning. The author uses a permanent marker to cross out or eliminate whatever words or images in a piece of text that he sees as unnecessary or irrelevant to the effect he's seeking to create. The central idea is to devise a completely new text from previously published words and images, which the reader is free to interpret as he wishes. I have used this to help my students process through big ideas or concepts and to engage in close reading.For instance I used passages from several banned books and had my students use those to create a blacked out poem around the theme of censorship in schools. <http://austinkleon.com/category/newspaper-blackout-poems/>
* **Role Plays (Carrie Arroyo):** Great ways to have students act out various scenarios both real and historical
* **Student Led Teaching (Carrie Arroyo):** Have students become “experts” on a topic or idea and have them teach the class
* **Three Bullet Points (Katie Jarvis):** After students have read the feedback you have provided on their writing, have students write three bullet points of what they intend to address as the modify and revise their work.
* **Help them “get stuck” and then “get unstuck” (Ellen Filgo):** Develop an appropriate level of challenge that will actually cause students to get stuck in some kind of investigation, then help them develop the skills and tools necessary to help them get unstuck
* **First Five (Julie deGraffenried):** Begin class 5 minutes early using a video that is engaging and intriguing. This encourages students to show up to class on time so they can see the video.
* **Name Quiz (Lisa Shaver):** Encourage students to get to know everyone’s name in the class by having a name quiz during the first couple of weeks of class. This ensures that students know each other and creates a more collaborative environment
* **Images on cardstock and Tangible Items (Adrienne Harris):** Print images from the text or associated images on cardstock and post around the room. Allow students to move around and gather an understanding of what is being described. Also, Adrienne regularly uses tangible artifacts to help students understand the concepts.
* **Historical Debate (Andrea Turpin):** Have students pick a side to an issue or controversy or assign sides. Then students have to engage in a debate defending their position. All students have to contribute at least once before anyone can speak a second time.
* **Exploratory Essays (Meghan Diluzio):** Students pick a passage from a reading and then write a short essay detailing why this passage stood out to them.
* **Use Question Marks to Build Suspense (Ivy Hamerly)**
* **Plan Lessons in 10- Minute Blocks (Ivy Hamerly)**

**Future Meeting Dates**

November 18, 11:45am- Penland Private Dining Room

December 8, 8:30am- Breakfast (off campus TBA)