theories behind this approach, experiment with different methods of implementation, and design tools for assessing effectiveness in engaging underrepresented students. Participants are encouraged to bring the syllabus from a course that they have taught and that they would like to revise to engage a more diverse student group.

**VIEWS**

**Engaging English Language Learners in Our Courses**
Tom Fox, California State University, Chico
Bruce Hornor, University of Louisville
Paul Kei Matsuda, University of New Hampshire

**Friday, February 23, 1:30-3:00**
Hillcrest Dining Room

**Integrating Research into Undergraduate Education**
Shanks 370

**Friday, February 23, 12:45-1:45**
Hillcrest Dining Room

**Friday, February 16, 1:30-3:00**
Teaching and Learning

**Thursday, February 15, 3:00-5:00**
Hillcrest Dining Room

Contact Nancy at npolk@vt.edu by Friday, February 9

**A Work Group Experience**

**Designing Our Courses for Critical Thinking**
Location TBD

**Wednesday, February 7, 3:00–4:30**

For additional biographical information.

Kei Matsuda is Associate Professor of English at the University of New Hampshire. He has written widely on issues of Second Language Writing, and on the politics of English in the classroom. Paul Kei Matsuda is Associate Professor of English at the University of New Hampshire. He serves as Chair of the Symposium on Second Language Writing and has published widely on issues of Second Language Writing in American classrooms. (Visit CEUT’s website for additional biographical information.)
Learning From One Another

Conversations With Faculty
Our colleagues across campus are engaged in work that we can all learn from. In this conversation series, faculty who have been involved in pedagogical development and implementation of innovative approaches will share their experiences and insights. Learn about the possibilities and challenges that they faced, what they found successful, the processes that they employed, and their recommendations for others who may be interested in taking on similar projects. In each conversation session, presentations will be brief, and we will have ample time for questions and discussion.

Don’t miss this opportunity to meet new colleagues, share experiences, and learn from one another. Some real questions that we find together as teachers:

- What are the differences in our roles and perspectives? As faculty at Virginia Tech, how do we respond to the challenges and opportunities of moving beyond the boundaries of traditional disciplines? How might our level of knowledge acquisition and integration of knowledge be informed by a broad, inclusive, socially just, and practical view of the world?

- How do we address and adapt to the culture of misperception and misunderstanding? How do we transcend the dichotomization of truth and do we leverage our experiences to inform our teaching and learning?

- Where do we find evidence of effective teaching and learning strategies? How do we support the development and implementation of such strategies?

- How do we transmit our knowledge to students in a way that is engaging, meaningful, and empowering? How do we encourage students to see the connections between their coursework and their personal lives?

- How do we support students in their development of critical thinking skills and the ability to apply these skills in a variety of contexts?

- How do we ensure that our teaching and learning strategies are informed by the latest research and best practices?

- How do we support students in their development of practical skills and competencies that will be useful in their future careers?

- How do we support students in their development of ethical and social responsibility?

- How do we support students in their development of a sense of purpose and direction in life?

- How do we support students in their development of personal and social relationships?

- How do we support students in their development of a sense of community and belonging?

- How do we support students in their development of a sense of self-efficacy and self-confidence?

- How do we support students in their development of a sense of self-awareness and self-regulation?

- How do we support students in their development of a sense of responsibility and accountability?

- How do we support students in their development of a sense of purpose and direction in life?

- How do we support students in their development of a sense of community and belonging?

- How do we support students in their development of a sense of self-efficacy and self-confidence?

- How do we support students in their development of a sense of responsibility and accountability?

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