

Writing: Twelve Lessons with Bethany Reid

We will be using Susan M. Tiberghien's book *One Year to a Writing Life: Twelve Lessons to Deepen Every Writer's Art and Craft*. Though this book bears (in my opinion) a rather unfortunate title, it really delivers on its subtitle. I think that it will address any writer, whether a beginner or someone (like me) who has been writing and teaching writing for years. Tiberghien's voice is another reason to love this book.

At present, I'm considering a model where we will meet formally twice a month, with those who are able meeting on alternate weeks as writing practice (that is, to actually sit together and write for an hour, not necessarily sharing, just finding time for it). I like the idea of fitting ourselves into the studio, but will wait and see for now.

Instructional Technology Seminar, with Sara Frizelle

This seminar will focus on Instructional Technology. This Seminar will explore current issues in Instructional Technology through current and relevant literature. We will not only explore these current issues, we will also take some time to play with emerging technology. Possible seminar topics include:

- * Digital Literacy
- * Classroom Technology Integration
- * Technology and How We Think and Learn
- * Instructional Design
- * Emerging Technologies

Future of Teaching Discussion Group: Surviving In the Age of Technological Possibilities, with Lolly Smith and Elliot Stern

This exploratory group will meet at a time to be chosen by the members to engage in freewheeling discussion about what the path ahead might look like in the next five years. Topics might include the following: new pedagogy and how and whether to adapt it; how to balance student-centered learning and instructor-centered learning; rubbing noses with new instructional technologies and how to decide whether to adapt those technologies; the role of technology in instruction; distance instruction and its unique demands, challenges and opportunities; and identity crises from managing the role of instructor as mentor, coach, parent and model citizen. The group may try to sponsor campus presentations, debates, demonstrations or brown bag forums to discover what our teaching future might hold, what we might want to fight for, and what we might want to leave behind.

Latin American Appreciation, Offered by Alegdy Carrillo-Martin

Module I: Fine Arts, Painting and Sculpture Date: Sept. 24th to Dec. 3rd, 2009

Module II: Music, Popular, Romantic, Symphonic Date: Jan 7th to March 4th, 2010

Module III: Food. From Mexico to Chile and Spain

This lab can be taught in Spanish for those who want practice the language. Or in English if the participants don't speak Spanish.

Each week a new topic will be presented and analyzed. This can be brought by the coordinator or

for any member if this person is interested in it.

The lab will use e-net to present the artwork, recipes, music and musicians, etc. A recognized musician will be invited to talk about the origin of Salsa and about the most important salsaeros in the world.

Food recipes will be shared and some of them can be prepared in the lab.

Diversity Teaching Lab, with *Janice Lovelace and Steve Powell*

The Diversity Lab has spent three years defining and exploring diversity issues in our own lives, in our world and in our work. This lab will welcome new members. We are considering a fresh look at these issues and would enjoy new members who are interested in the kind of exploration and understanding that comes from sustained, meaningful discussion.

Building a Bridge Across the Generations with, Dale Galloway, Kerri Schwab and Stan Goto

How do we bridge the generation gap in the classroom? We now have the Veterans, Boomers, Gen Xers and Millennial students all in the same classroom. What are the unique characteristics that each generation brings into the classroom? These are some of the questions that we will investigate in the Generational Lab. Some additional items that the lab will focus on include:

- What are the identifying characteristics of each generation?
- Why do generations have a disdain for other generations who do not have the same thoughts and ideas as they do?
- Are there any patterns that we can identify by looking at past generations?
- What does it mean to belong to a generation?
- Why the clash between generations (Why don't **they** see it the way **we** see it)?
- What are some of the communication differences between generations?
- How do we prepare for the next generation of students?
- Other areas or items that you would like to discuss.

Through the scholarship of learning, the lab will investigate the generational differences in a classroom setting. The Lab will look at various articles, books, and videos with the possibility of conducting a small research project on campus to get a picture of how Everett Community College sees the generational gap. **The Generations Lab will be open to faculty, staff, and students.**

One other lab being discussed but not yet formally announced is:

Teaching around the World: A discussion with teachers from around the world using elluminate as a meeting space and linking Educators from around the world with EvCC folks, in a discussion about issues and ideas effecting teaching and learning.

