

What is your takeaway?

A sense of collaboration, collegiality, and engaging activities for my students

A renewed vigor for the joy of teaching. A few great teaching innovations as well.

Nick reminded me why we need to bring fun into the Study Hub and how our gaming sessions at the beginning of the Fall Semester brought so many students to see the Hub.

Ideas and strategies to use in the classroom

The rich discussion about making the invisible visible, the feedback from colleagues on how to improve myself, the spirit of self confidence, the energy of growing upward. The discussion about opportunities for students and teachers to develop and grow. I learned many of the student concerns are shared in other disciplines as well (invisible made visible). I also made new relations with faculty from my campus which I hope leads to future collaboration and "talk story coffee hour invisible visible" meetings.

It was great to be reminded about the importance of teaching faculty connecting with student tutors. I will seek out opportunities on my campus for a tutor panel to speak with teaching faculty. This is a valuable endeavor. Coming together to discuss teaching challenges and strategies with other teachers across campuses and disciplines was highly rewarding and beneficial. I appreciated the chance to be recharged and re-inspired through this professional development experience. The mirroring of the Hawai'i Great Teacher Seminar approach on a smaller scale was very effective. Hearing about various approaches different from my own has helped me consider refinement of different strategies and activities in my own classroom.

I will take away the importance of cross discipline collaboration. I believe it is imperative that Math and English work together more often. I also left feeling motivated and energized to take on the rest of the semester.

A better understanding of my role as an instructor.

There was a good mix of new, not so new, and experienced instructors at the summit. It was great to hear what everyone had to share and especially for new Faculty (or even lecturers) this type of PD is beneficial because they seem to get pushed off to teach and know what to do from day 1.

Play games! Use office hours wisely and encourage those least likely to visit.

What would you do differently?

Hmmm...I'm ambivalent because part of what made it easy to converse and connect was the loose style, but at points more structure would have been good to move things forward

Maybe have a few more guests who shares a specific takeaway technique in the afternoon session - David's was great with the mini white boards.

If future grants could provide some incentives, e.g. Starbucks cards, for peer mentors to participate, I think there would be more discussion.

Include more sharing of assignments

I noticed Nick greeted everyone and shook hands before everything started. I tend to be shy but I'd like to try that next time. I also want to do better at ZOOM

I would suggest offering more time for the teaching shares, allowing for various teachers to showcase a small successful aspect of their class. This can be a valuable experience.

Add in an activity that involves us getting up and walking around. My only microscopically small complaint was there was a copious amount of sitting.

Perhaps put bigger signs leading to the conference room.

Maybe, eventually open (or expand) to more disciplines.

This workshop was great! The only tip I'd say is have protein-oriented breakfast or warn that it will be a light or continental breakfast so those who cannot handle that much sugar can plan ahead :)

Any further comments or recommendations?

Just a big thank you for putting the time and effort in to organize this event and bring us all together

A wonderful day! Thank you for organizing it!

At the peer mentor panel discussion, the writing faculty like the writing peer mentors, dominated much of the discussion. I would love to hear more from the math faculty what they want to do and what works. I would always have liked to hear from each CC what works well on their campus and what they wish they could do. One of the peer mentors commented that the discussions and comments from faculty focused mostly on pedagogy and not much else. The mentors did enjoy sharing their experiences and they love eating too. Thank you!

Thank you for your hard work...the pacing of the activities made the day relaxing and energizing!

If we had more time (and there's never more than 24 hours in a day but we still hope for miracles), one idea to have a group photo before lunch and then a sort of collective collaborative group report (like the collected points from our morning session and our last 6-min writing, or even a list of invisible points made visible). This could be something we can take back and share with our colleges, colleagues, friends, maybe even family. At some workshops I've been to we'd be asked to indicate on our name tag what our college and discipline is. This workshop only asked for our name which is great! I think this workshop really made visible that the bottom line is we are all teachers trying to help students. I think the theme of invisible made visible is an important one that should be sustained in future workshops. It is a discussion that needs to happen as it connects classroom to services to larger institution and even beyond the degree/certificate. I also "feel" this theme is one of the energies that could drive inquiry, assessment, and professional development.

I would suggest opening the workshops to faculty beyond Math and English.

We should do these more often!

A very nice experience with a great group of people. I really liked the tutor panel.

Mahalo!