

**SCHEDULE**  
**Winter Conference 2025**

**Monday, Dec 8, 2025**

|                           |                             |   |   |
|---------------------------|-----------------------------|---|---|
|                           |                             | <b>WEITZ 236</b>  | <b>WEITZ 235</b>  |
| <b>9:00 am - 10:30 am</b> | <b>Concurrent Session 1</b> | <a href="#"><u>What is Reading For and How Do We Teach It?</u></a><br>Presenter: <b>Sonja Anderson</b> , Associate Professor of Religion; <b>Cindy Marrero-Ramos</b> , Assistant Professor of Philosophy and Gender, Women's, and Sexuality Studies; <b>Jay McKinney</b> , Assistant Professor of Cognitive Science; <b>Lin Winton</b> , Director of the Quantitative Resource Center and Lecturer in Biology | <a href="#"><u>A Primer into Open Education Resources- Where to Find Them and How to Collect Them</u></a><br><b>Presenters: Wiebke Kuhn</b> , Director of Academic Technology; <b>Ariel Kay</b> , Reference and Instruction Librarian for Arts and Copyright; <b>Amy Rachuba</b> , Bridge Electronic Resources Librarian              |
| <b>10:30 - 10:45 am</b>   | <b>Break</b>                |   |   |
| <b>10:45am - 12:15 pm</b> | <b>Concurrent Session 2</b> | <a href="#"><u>Welcome to the Meta-verse: Learning about Scholarship of Teaching and Learning</u></a><br>Presenters: <b>Rou-Jia Sung</b> , Associate Professor of Biology; <b>Vera Coleman</b> , Senior Lecturer in Spanish; <b>Sarah Deel</b> , Senior Lecturer in Biology; <b>Adam Loy</b> , Associate Professor of Statistics  | <a href="#"><u>A Primer into Open Education Resources - How to share them with Carleton students and the world</u></a><br><b>Presenters: Wiebke Kuhn</b> , Director of Academic Technology; <b>Ariel Kay</b> , Reference and Instruction Librarian for Arts and Copyright; <b>Amy Rachuba</b> , Bridge Electronic Resources Librarian |
| <b>12:15 - 1:00 pm</b>    | <b>Lunch</b>                |   |   |
| <b>1:00 - 2:30 pm</b>     | <b>Concurrent Session 3</b> | <a href="#"><u>Gradescope - Making your Grading Life Easier</u></a><br>Presenter: <b>Don Vosburg</b> , Academic Technologist of Learning Innovation   | <a href="#"><u>Integrating Systems Thinking Into Your Work - Day 1</u></a><br>Presenters: <b>Deborah Gross</b> , Professor of Chemistry; <b>Ellen Iverson</b> , Director of SERC; <b>Cailin Huyck Orr</b> , Associate Director, SERC  |
| <b>2:30-2:45 pm</b>       | <b>Break</b>                |   |   |
| <b>2:45-4:15 pm</b>       | <b>Concurrent Session 4</b> | <a href="#"><u>Reconsidering Library Research Skills</u></a><br>Presenters: <b>Hannah Chapman Tripp</b> , Reference & Instruction Librarian for STEM and Data; <b>George Cusack</b> , Director of AI Academic Initiatives; <b>Sean Leahy</b> , Reference & Instruction Librarian for Social Sciences and Data   | <a href="#"><u>Co-Creating Knowledge Across Carceral Boundaries: A Participatory Research Workshop</u></a><br>Presenter: <b>Anita Chikkatur</b> , Professor of Educational Studies; <b>Sinda Nichols</b> , Director CCCE; <b>Travis Sands</b> , <b>Emily Oliver</b> and <b>Isak Tranvik</b> , Metro State/TREC                        |

Tuesday, Dec 9, 2025

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|                    |                      | <b>WEITZ 236</b>   | <b>WEITZ 235</b>   |
| 9:00 am - 10:30 am | Session 5            | <a href="#">Finding Value and Meaning in Learning in a World with AI</a><br>Marc Watkins, Assistant Director of Academic Innovation, Director of the Mississippi AI Institute, Lecturer of Writing and Rhetoric at the University of Mississippi         |  |
| 10:30 - 10:45 am   | Break                |  |  |
| 10:45am - 12:15 pm | Concurrent Session 6 | <a href="#">AI Developments You Should Know About</a><br>Presenters: <b>George Cusack</b> , Director of AI Academic Initiatives; <b>Wiebke Kuhn</b> , Director of Academic Technology; <b>Don Vosburg</b> , Academic Technologist of Learning Innovation | <a href="#">Reflective Writing in the Mirror: The Form, Function, and Value of Reflective Writing at Carleton</a><br>Presenter: <b>Bill North</b> , Professor of History   |
| 12:15 - 1:00 pm    | Lunch                |  |  |
| 1:00 - 2:30 pm     | Concurrent Session 7 | <a href="#">AI Workshop: Developing Students' Critical AI Literacy</a><br><b>Marc Watkins</b> , Lecturer in Composition and Rhetoric and Assistant Director of Academic Innovation, University of Mississippi  | <a href="#">Integrating Systems Thinking Into Your Work - Day 2</a><br>Presenters: <b>Deborah Gross</b> , Professor of Chemistry; <b>Ellen Iverson</b> , Director of SERC; <b>Caillin Huyck Orr</b> , Associate Director, SERC |
| 2:30-2:45 pm       | Break                |  |  |
| 2:45-4:15 pm       | Concurrent Session 8 | <a href="#">Build your own AI Bot</a><br>Presenter: <b>Don Vosburg</b> , Academic Technologist of Learning Innovation  | <a href="#">Moodle 4.5 - What to Expect</a><br>Presenters: <b>Carly Born</b> and <b>Em Palencia</b> , Academic Technologists   |

Wednesday, Dec 10, 2025

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|                    |           | <b>WEITZ 236</b>  |
| 9:00 am - 12:00 pm | Session 9 | <a href="#">Values, Strategies and Best Practices for Integrating Sustainability into Your Courses and Curriculum</a><br>Facilitator: <b>Lindsey Lyons</b> , Director of Sustainability Learning, Dickinson College |
| 12:00 - 1:00 pm    | Lunch     |   |
| 1:00-5:00 pm       |           | Values, Strategies and Best Practices for Integrating Sustainability into Your Courses and Curriculum<br>Facilitator: <b>Lindsey Lyons</b> , Director of Sustainability Learning, Dickinson College                 |

**Monday December 8, 2025**

Concurrent Session 1

9:00-10:30 am

**A Primer into Open Education Resources - Where to find them and how to collect them**

**Presenter: Wiebke Kuhn, Director of Academic Technology; Ariel Kay, Reference and Instruction Librarian for Arts and Copyright; Amy Rachuba, Bridge Electronic Resources Librarian**

*Stipend: \$50 for eligible participants*

Textbook costs have stabilized but still continue to increase. While Carleton supports students with textbook costs, using open educational resources may save students and the college some funds and provide access to a broader range of learning resources. Take time to explore open educational resource libraries like LibreTexts and the Open Textbook Library. Hear examples of how colleagues are using OER

*This session is co-sponsored by the Division of Inclusion, Equity and Community and fulfills the IDE community education expectation.*

**What is Reading For, and How Do We Teach It?**

**Presenter: Sonja Anderson, Associate Professor of Religion; Jay McKinney, Assistant Professor of Cognitive Science; Lin Winton, Director of the Quantitative Resource Center and Lecturer in Biology**

*Stipend: \$50 for eligible participants*

Do scientists and historians read texts for the same reasons? Do they use the same skills? How do they teach their students to read? Faculty and staff from different fields will showcase their approaches to reading.

Concurrent Session 2

10:45am - 12:15 pm

**A Primer into Open Education Resources - How to share them with Carleton students and the world**

**Presenter: Wiebke Kuhn, Director of Academic Technology; Ariel Kay, Reference and Instruction Librarian for Arts and Copyright; Amy Rachuba, Bridge Electronic Resources Librarian**

*Stipend: \$50 for eligible participants*

You have identified your OER - now what? What are the next steps to make these materials available to students while honoring the colleagues who have created these resources in the first place? You did not find anything that is quite right for what you want to teach and are ready to create your own OER. What steps do you need to consider, what publishing tools are available to you, and how do you share the tools with not only your Carleton students but potentially with the world? And, how would you convince your colleagues and others that using OER is the way to go?

*This session is co-sponsored by the Division of Inclusion, Equity and Community and fulfills the IDE community education expectation.*

**Welcome to the Meta-Verse: Learning about Scholarship of Teaching and Learning**

**Presenter: Rou-Jia Sung, Associate Professor of Biology; Vera Coleman, Senior Lecturer in Spanish; Sarah Deel, Senior Lecturer in Biology; Adam Loy, Associate Professor of Statistics**

*Stipend: \$50 for eligible participants*

Have you ever wondered if a new activity, assignment, course organization, grading approach, etc was "working"? How to improve an existing idea? What students are taking away from their experience in your classroom?

This workshop will introduce participants to the Scholarship of Teaching and Learning (SoTL) as a powerful way to reshape how we think about our teaching and student learning. Examples of SoTL projects from across the College will be shared as a springboard for discussion. Following a panel discussion, there will be an opportunity for brainstorming ideas for future exploration. This workshop will build a community of interested individuals for potential future initiatives in Winter/Spring designed to help bring your SoTL ideas to fruition!

### Concurrent Session 3

1:00 - 2:30 pm

#### **Gradescope - Making your Grading Life Easier**

**Presenter: Don Vosburg, Academic Technologist of Learning Innovation**

*Stipend: \$50 for eligible participants*

Gradescope is a web-based grading platform that can help streamline your grading while helping you provide more consistent, equitable feedback to your students. Whether you're teaching STEM-related subjects, languages, or literature, if your assignments include handwritten work, equations, diagrams, or code, this tool may be helpful for you. Bring your laptop for exploring how Gradescope can automate repetitive tasks, offer detailed feedback more quickly, and review their rubric-based grading system. This workshop is intended for those who are new or might consider themselves beginners to Gradescope.

#### **Integrating Systems Thinking Into Your Work - Day 1**

**Presenters: Deborah Gross, Charles "Jim" and Marjorie Kade Professor of the Sciences; Ellen Iverson, Director of SERC; Cailin Huyck Orr, Associate Director, SERC**

*Stipend: \$50 for eligible participants*

As we work with students on increasingly complicated and complex real-world problems (e.g., climate change, poverty and hunger, evolving higher education) that include interconnected components and the potential for emergent behavior, it becomes necessary to situate these problems within one or more systems. This could mean looking at a specific carbon flux within the global carbon cycle, thinking about a particular educational opportunity within a complex social network, or many other examples. On Day 1 of this workshop, we will introduce participants to the tools needed to work with complex systems with students in a variety of contexts and levels, and we will include a range of examples. The emphasis will be on how creating systems diagrams (whether qualitative, quantitative, causal, or other) can help you and your students engage with topics that are often too big or too challenging to conceptualize.

### Concurrent Session 4

2:45 - 4:15 pm

#### **Reconsidering Library Research Skills**

**Presenters: Hannah Chapman Tripp, Reference & Instruction Librarian for STEM and Data; George Cusack, Director of AI Academic Initiatives; Sean Leahy, Reference & Instruction Librarian for Social Sciences and Data**

*Stipend: \$50 for eligible participants*

The landscape around students' use of the library and their ability to navigate scholarly research has shifted drastically over the last few years. Students are coming into college as less proficient and adaptable readers, while at the same time new technologies are changing the ways they identify and interact with sources. In this session, we'll discuss the library research skills we want students to develop, the ways new technology might facilitate or complicate their learning, and the kinds of assignments we can design in response.

#### **Co-Creating Knowledge Across Carceral Boundaries: A Participatory Research Workshop**

**Presenter: Anita Chikkatur, Professor of Educational Studies; Sinda Nichols, Director CCCE; Travis Sands, Emily Oliver and Isak Tranvik, Metro State/TREC**

*Stipend: \$50 for eligible participants*

Participatory Action Research (PAR) is a framework for conducting research and generating knowledge centered on the belief that those who are most impacted by research should be the ones taking the lead in framing the questions, the design, the methods, and the modes of analysis of such research projects. The proposed workshop is an opportunity to explore the concept and application of PAR within the teaching and learning context of the Transformation and Reentry through Education and Community (TREC) program at Metro State University. This program provides students who are currently incarcerated and students who were previously incarcerated with a pathway to earn a Bachelor of Arts degree.

The proposed workshop is an opportunity to explore potential reciprocal partnerships between Carleton College faculty, staff, and students and the TREC program by: (1) by providing an opportunity to meet TREC staff and students as well as faculty from a range of local universities and colleges involved in the program; (2) by offering Carleton community members the chance to learn about PAR as a potential framework for conducting community-based research and (3) by providing an opportunity for them to learn more about possible ways that they can collaborate with TREC.

Torre, M. E. (2009). PAR-Map. Retrieved from <http://www.publicscienceproject.org/files/2013/04/PAR-Map.pdf>

**Tuesday, December 9, 2025**

Session 5

9:00 am- 10:30 am

**Finding Value and Meaning in Learning in a World with AI**

**Presenter: Marc Watkins** is an educator and researcher at the University of Mississippi who specializes in the intersection of artificial intelligence and education. He directs initiatives to explore AI's impact on learning, leads faculty training on AI literacy, and advocates for a balanced approach to integrating AI in education. In [his Substack, Rhetorica](#), he regularly addresses the challenges that AI technology and its proliferation present for education and the development of an engaged, critically thinking society.

In his keynote talk, he'll address the challenges that generative AI presents for students' learning and discuss ways to engage AI and promote critical AI literacy that lead students to value learning and find meaning in their academic work.

*Stipend: \$50 for eligible participants*

Concurrent Session 6

10:45am - 12:15 pm

**AI Developments You Should Know About**

**Presenters: George Cusack, Director of AI Academic Initiatives; Wiebke Kuhn, Director of Academic Technology; Don Vosburg, Academic Technologist of Learning Innovation**

*Stipend: \$50 for eligible participants*

In this session, Academic Technology and AI Initiatives will discuss some of the new AI features that are appearing in platforms we and our students use every day. From browser extensions to AI "agents" that will locate and cite sources automatically, AI tools are offering to "help" students in sophisticated and intrusive ways, and their integration into common platforms make them increasingly hard for even conscientious students to avoid. As faculty and instructional staff, it's in our interest to pay attention to the new capabilities these tools offer, so we can help our students make informed choices about how to use and resist using them.

**Reflective Writing in the Mirror: The Form, Function, and Value of Reflective Writing at Carleton**

**Presenter: Bill North, Professor of History**

*Stipend: \$50 for eligible participants*

Over the 2024-2025 academic year, Carleton College had a pilot grant from the Educating Character Initiative at Wake Forest University which provided curricular development grants to faculty who wanted to incorporate or enhance or refine the role of reflective writing in existing or new courses. In this panel a selection of grant recipients (we gave out 17 awards) from across our disciplines will reflect on the meaning of reflective writing in their pedagogy (what does it offer faculty and students?), leading considerations in assignment design, and—if they have run the assignments—their sense of the gains and areas for refinement. Q&A and a potential "workshop" component would allow participants to focus the discussion on specific needs, course structures, etc.

Concurrent Session 7

1:00 - 2:30 pm

**Integrating Systems Thinking Into Your Work - Day 2**

**Presenters: Deborah Gross, Professor of Chemistry; Ellen Iverson, Director of SERC; Cailin Huyck Orr, Associate Director, SERC**

*Stipend: \$50 for eligible participants*

As we work with students on increasingly complicated and complex real-world problems (e.g., climate change, poverty and hunger, evolving higher education) that include interconnected components and the potential for emergent behavior, it becomes necessary to situate these problems within one or more systems. This could mean looking at a specific carbon flux within the global carbon cycle, thinking about a particular educational opportunity within a complex social network, or many other examples. Day 2 will provide participants a chance to integrate a systems approach into an existing or planned course, student assignment, or project. Participants will make progress for their own work, peer review or provide advice, learn about new resources, and leave with an action plan to implement with their students.

**AI Workshop: Developing Students' Critical AI Literacy**

*Stipend: \$50 for eligible participants*

**Presenter: Marc Watkins** is an educator and researcher at the University of Mississippi who specializes in the intersection of artificial intelligence and education. He directs initiatives to explore AI's impact on learning, leads faculty training on AI literacy, and advocates for a balanced approach to integrating AI in education.

This session will be a hands-on workshop that applies the ideas Marc discusses in his keynote. He'll help faculty develop policies, activities, and assignments that engage AI in ways that prioritize learning, discovery, and critical thinking. Faculty should come with ideas, questions, or pedagogical challenges they want to address during the session.

## Concurrent Session 8

2:45 - 4:15 pm

### **Build your own AI Bot**

**Presenter: Don Vosburg, Academic Technologist of Learning Innovation**

*Stipend: \$50 for eligible participants*

Roll up your sleeves and bring your ideas (and your laptop!)—this hands-on workshop invites participants to design and build bots that support an academic function. You will begin by brainstorming use cases for student-, staff-, and faculty-facing bots, identify key guardrails, and then move into active build mode using Gemini Gems or Amplify Assistants. Whether you are thinking of a bot to help students prepare for an assignment, aligning course units with Universal Design for Learning principles, or helping you generate interview questions, this session is designed to help you get from idea to testing a prototype. While you do not need bot creation experience, this is a workshop for folks who already have some experience with using Gemini or other LLMs.

### **Moodle 4.5 - What to Expect**

**Presenter: Carly Born and Em Palencia, Academic Technologists**

*Stipend: \$50 for eligible participants*

In December 2025, Carleton is moving to Moodle 4.5. While this upgrade is relatively minor, we want to give you space to explore the new features and (re)discover existing features. We will focus on how to integrate external communication tools, such as Google Meet or Slack, how to use Moodle Assignment for multiple drafts of the same paper, advanced grading techniques using rubrics, and tips for using Moodle more efficiently and effectively. We will also have plenty of time to discuss your ideas, suggestions, and questions! Bring your syllabus and laptop, and let's build your courses for next term!

**Wednesday, December 10, 2025**

Session 9

9:00 am - 5:00 pm

**Values, Strategies and Best Practices for Integrating Sustainability into Your Courses and Curriculum**

**Presenter: Lindsey Lyons, Director of Sustainability Learning, Dickinson College**

*Stipend: \$200 for eligible participants*

Explore the benefits and best practices of using sustainability as an interdisciplinary or place-based lens in your teaching. This workshop convened by the LTC, Sustainability Office, Environmental Studies and CCCE will be facilitated by Lindsey Lyons, Director of Sustainability Learning at Dickinson College, will provide Carleton participants with tools, case study examples, and explore place-based opportunities on our campus and surrounding community. You'll engage with experts and colleagues around how sustainability education can strengthen learning in the arts, humanities, social sciences, and sciences while opening doors to more effective teaching and learning connected to sustainable futures. We'll include examples from Carleton faculty who share how they have integrated sustainability into their own courses.

Participating faculty will be eligible for a [\\$2000 stipend upon developing and sharing a teaching activity or syllabus revision](#). This workshop is designed to bring faculty and academic staff together to meet our institutional level commitment to sustainability across the curriculum (See [Goal Six, Carleton 2033](#) and [Sustainable Futures Framework Goal One](#)).