

# ENGAGED PEDAGOGIES

THE BARD IWT CERTIFICATE IN LIBERAL ARTS AND SCIENCES

*At the heart of liberal education is the act of teaching.* —Vartan Gregorian

The **Bard College Institute for Writing and Thinking Certificate in Liberal Arts and Sciences (LAS)** provides educators with student-centered frameworks for the practical application of LAS educational theories in both disciplinary and interdisciplinary classrooms. This intensive 160-hour program, composed of a sequence of graduated workshops, introduces faculty to pedagogies of critical engagement.

Working with their peers, faculty are provided opportunities to reflect on what fosters students' capacities for thinking critically, communicating proficiently, and retaining and transferring knowledge to new situations.

Certificates will be awarded after participants complete a series of experiential weeklong workshops—see reverse for details—and an action-based, reflective research paper.

**Who We Are** The Bard College Institute for Writing and Thinking designs unique hands-on professional development workshops—tailoring them to the specific needs of the institution, program, or discipline. Frequent planning sessions (in person and via Skype), administrative meetings, class visits, faculty talks, and intensive workshops introduce and reinforce IWT's innovative pedagogical practices, supporting the faculty as they adapt their teaching and course content to bolster their liberal arts curricula. Workshops are limited to 15 participants and are communal and collaborative. Professors write together, exchange ideas, and focus on unlocking their students' struggles to engage ideas and to produce expressive, well-developed, and engaged writing.

Unlike so many lecture-format professional development programs for teachers, IWT workshops are intellectually rigorous, engaging, and effective programs in which all participants experience the practices they'll bring to their students. Time and again, IWT participants report that these workshops have transformed who they are as teachers and fundamentally changed how they use writing in the classroom.

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**Requirements for Earning a Certificate** Participants must complete one workshop in each of the four categories below and an action-based, reflective research paper. Complete descriptions of each workshop can be found on our website, [writingandthinking.org](http://writingandthinking.org).

Please note: We expect certificate recipients to share their IWT pedagogical work with their institutions. However, the certificate does not qualify a recipient to become an IWT associate, which is a position that requires additional training and development.

<b>Group I:</b> Writing and Thinking: Best Classroom Practices	<b>Group II:</b> Writing-Based Teaching	<b>Group III:</b> Engaging/Engaged Academic Writing	<b>Group IV:</b> Best Practices for Course, Syllabus, and Assignment Design
<p>Recognizing that teachers need time for intellectual stimulation and the exchange of ideas with colleagues from diverse schools, the workshops in this group will provide opportunities for reading, writing, and collaborating. Although the workshops highlight the connection between writing and its numerous classroom applications, the emphasis will be on writing itself. Teachers meet in groups of 12 to 15 for a series of 90- to 120-minute sessions in which they explore their values and concerns as writers and teachers.</p> <ul style="list-style-type: none"> <li>▪ Writing and Thinking</li> <li>▪ The Language and Thinking Program Faculty Training Workshop</li> <li>▪ Writing and Thinking through Technology</li> </ul>	<p>These workshops model strategies for applying IWT’s basic writing practices to the teaching of any subject. They allow teachers of all academic subjects to reflect on what it means to teach through writing and how informal writing practices can be woven into class lessons in fields such as history, science, social studies, and literature. As in Group I, teachers in these workshops will meet in groups of 12 to 15 for a series of 90- to 120-minute sessions in which they will explore the value and use of writing-based teaching practices.</p> <ul style="list-style-type: none"> <li>▪ Writing to Learn</li> <li>▪ Thinking Historically through Writing</li> <li>▪ Working to Read Scientific Texts: Workshops for STEM Faculty</li> <li>▪ Creative Non-Fiction: Telling the Truth</li> </ul>	<p>These workshops deepen pedagogical conversations about how to provide the skills necessary to promote productive classroom dialogue and to teach thoughtful writing across disciplines. Emphasis is focused on addressing the challenges teachers (and students) face when they seek to use particular writing-to-learn practices to meet specific objectives. Participants also explore how to develop, model, and critique lesson plans and strategies in language arts, social studies/ history, and science.</p> <ul style="list-style-type: none"> <li>▪ Teaching the Academic Paper</li> <li>▪ Applying the Practices</li> <li>▪ Inquiry into Essay</li> <li>▪ Revolutionary Grammar</li> </ul>	<p>This workshop focuses on the essential steps of designing a successful syllabus through the design and sequencing of individual assignments. Beginning with goals specific to the course and discipline, we will work to create a semester of work that maximizes student learning without overburdening the professor.</p> <ul style="list-style-type: none"> <li>▪ Applying the Practices</li> <li>▪ The Dialogic Classroom: How To Do Things with Prompts</li> </ul>

**Final Requirement** The action-based, reflective research paper combines description and analysis of, and reflection on, a course design that illustrates an understanding of liberal arts learning and student-centered pedagogies as introduced through the practices learned in the workshop series.

*A liberal arts education is seen as a fundamental part of the process of democratization and as a means of promoting an active and engaged citizenry. In other parts of the world, educators are turning to liberal arts education because they recognize the limits of old teaching methods, particularly in light of competition from new technology, and because they understand that contemporary modes of thinking, and the demands of the contemporary marketplace, require them to move beyond the constraints of rigid disciplinary structures.*

**—Jonathan Becker, Vice President for Academic Affairs, Bard College**