April Events

Tuesday, April 8, 12:30-1:30, LIB 378
The Trauma Informed Classroom with MSW candidates/U.S. Army Veterans Ron Devoll and Tim Tolliver
A discussion about what the term “trauma informed” means, and how you can use it to benefit your students. Students may come to school with trauma in their background, whether it is from family situations, natural disasters, crime, military service, etc. These experiences can be triggered depending on content or conversations in the classroom. This session discusses how to work with students from a trauma background and seeks to change the paradigm from “What’s wrong with you?” to “What happened to you?”

Wednesday, April 9, 3:30-4:30, LIB 378
Feedback: What Works Best to Help Students Improve with Anthony Spoerl (Computer Science), Jenna Francois (Elem. Ed.), Conner Brakeville (History & Public Admin.), Michelle Temeyer (Accounting), Blake Findley (Spanish & Psych.)
Students are in college to gain new knowledge, learn and enhance skills, and prepare for a productive future. What kinds of feedback are most effective in helping them do these things? Long comments on papers? Conversations? Grades? Join these students for a discussion of what kinds of feedback work best for helping them improve their knowledge and skills.

Monday, April 14, 3:30-4:30, LIB 378
Rubrics: Advantages and Disadvantages of Using Rubrics for Grading (And Other Things) with Catherine Miller (Mathematics) and Susan Hill (CETL)
It seems as though people either love rubrics or hate them. Some appreciate the time that rubrics can save; others find them too restrictive and generic. This session will explore the advantages and disadvantages of using rubrics for grading, which rubric is best for a task or project, examine a variety of different kinds of rubrics, and discuss when using rubrics can be most beneficial to you and your students.

Monday, April 21, 3:00-4:00, LIB 378
Teaching 4000/5000 (formerly “g” level) Courses Effectively with Tom Hall (Comm. Studies), Helen Harton (Psychology), Mike Licari (Provost’s Office) and Jennifer Waldron (HPELS)
Teaching graduate and undergraduate students in the same class can be challenging. This session focuses on strategies for making sure that you meet the needs of all students in these courses.

Academic Advising Workshops
Monday, April 21st (this is a date change)
Maucker Union
Sponsored by Academic Advising and the Provost’s Office
1:00 p.m.—1:50 p.m.
Workshops --
- Career Connections: Helping Students Prepare for Their Future
- Academic Advising for Pre-Professional Students
- Student Disability Services
2:00 p.m.—2:50 p.m.
Working With and Resources for First Year Students
Learn more about working with and advising the first year student at UNI.
3:00 p.m.—3:50 p.m.
Workshops --
- Advising for Upper Class and Graduating Students
- Working with Students in Academic Difficulty
- Promoting Students’ Well-Being

For more information click here.

Check out CETL Summer Opportunities!

Are you or your colleagues doing something innovative in class that might be a good topic for a CETL session? Are there topics you’d like to see on the program next year? Send your ideas to susan.hill@uni.edu.
**Summer Opportunities**

**CAT Classroom Training**
The CAT (Collaborative, Active learning, Transformational) Classroom is located in Bartlett Hall, organized and managed by the Department of Sociology, Anthropology and Criminology (SAC). This classroom contains four round tables that seat six students each and the instructor’s station is at the center of the room. Each table has 3 networked laptops and its own dedicated wall mounted monitor that can display data from a laptop on the table, the instructor’s screen, or work from other laptops around the room.

Because the CAT Classroom is deliberately designed to encourage active learning with technology, faculty using the space for their classes will be required to be trained in the technological functions, as well as the pedagogical possibilities, of the room. SAC, the CETL and ITS-Educational Technology are excited to welcome Dr. Alison Bianchi from the University of Iowa to train faculty to use the CAT classroom. She will lead two sessions for faculty wishing to use the space in Fall 2014 or spring 2015. Those sessions will be on Saturday, May 3, 2014 from 9-4, and on Tuesday, August 5, 2014, 9-4. Faculty must participate in both sessions, and, upon completion, will receive up to $500 from the Provost’s Office to be used to support instructional activities (e.g. supplies, travel, hardware, software, etc.) related to their ongoing work in using the CAT classroom. In addition, faculty who have been trained to use the classroom may be asked to assist in training future CAT Classroom teachers.

Please submit your completed application to cetl@uni.edu by Monday, April 14, 2014. The application and more information can be found [here](http://www.uni.edu/provost/cetl).

**Flipped and Blended: An Exploratory Camp**
The Center for the Excellence of Teaching and Learning and ITS-Educational Technology are partnering this summer to offer faculty the opportunity to explore the pedagogy behind creating “blended” courses and “flipped” classrooms. The camp will also focus on using the right technologies for effective use of these models. Participants will receive up to $500 each to support instructional activities (e.g. supplies, travel, hardware, software, etc.) related to their ongoing work in creating and enhancing flipped and/or blended courses at UNI. To receive compensation for the week faculty must:

1. Choose a FALL (2014) course to apply either a Blended or a Flipped classroom approach
2. Complete the week of camp and participate in all camp activities.
3. Propose implementation of Blended or Flipped strategy in their chosen course.
4. Agree to present at a future date your findings for CETL faculty workshop to be scheduled either Fall 2014 or Spring 2015.

Deadline for applications is Friday, April 11. For more information, and to apply, [click here](http://www.uni.edu/provost/cetl).

**Summer Writing Groups**
What do you need to be productive this summer? The CETL is providing opportunities for faculty to focus on getting writing done this summer. Depending on faculty interest and needs, the CETL will organize one or both of the following groups (with thanks to Kelly Rocquemore for her definitions: [http://www.insidehighered.com/advice/summer/summer2](http://www.insidehighered.com/advice/summer/summer2)):

A Peer Review Writing Group usually meets once or twice a month face-to-face to provide one another with feedback on their written work. This kind of group works well for those who seek help to get “unstuck” on particular content/structure issues in ideas and/or arguments in an on-going project. A Peer Review Writing Group requires that participants be willing to commit the time to read one another’s work and offer feedback for improvement.

A Writing Accountability Group meets once a week face-to-face for an hour to provide support and accountability for getting writing done. This group will not undertake peer review, rather, this group will focus on developing a community of writers who can support one another by identifying and overcoming the obstacles to productivity. This type of writing group can be helpful for those who want accountability and support for getting work done.

Please fill out [this survey](http://www.uni.edu/provost/cetl) by Monday, April 28, if you are interested in participating in one of these writing groups.

For more information, visit the CETL’s website at [http://www.uni.edu/provost/cetl](http://www.uni.edu/provost/cetl)