February 2015

CENTER FOR EXCELLENCE IN TEACHING & LEARNING
University of Northern Iowa

FEBRUARY EVENTS

Monday, February 2, 2:00-3:30, LIB 378  (Rescheduled from October 2014)
The Quest for Kudos Challenge™: Adding Constructive Competition to Enhance a Cooperative Learning Experience with Sarah Rosol

Wednesday February 4, 12-1 AND Tuesday, February 10, 12:30-1:30, LIB 378
Teaching 4000/5000 (formerly “g” level) Courses Effectively with a faculty panel

Thursday, February 5, 3:30-4:45, LIB 378
Creating Community in the Classroom: How to Do It and Why It Matters with Victoria DeFrancisco and Susan Hill

Thursday, February 12, 12:30-1:20, McCollum Science Hall 103
Active Learning in the Science Classroom: What the Research Says with Jill Maroo

Monday, February 23, 3:00-4:30, LIB 378
Introducing the Paul-Elder Method for Critical Thinking with Kimberly Baker

*SEE BACK OF FLYER FOR EVENT DESCRIPTIONS!*

Due to popular demand, you can now sign up for our second WAKING UP WHITE READING GROUP
Tuesday, 9:30-10:30, March 10, March 24, April 7, April 21 Debby Irving's Waking up White, and Finding Myself in the Story of Race.
Facilitated by Susan Hill.

Raised in a White, upper-class community, Irving takes the reader through her life journey of coming to understand racial privilege and how to be an ally to promote equity rather than to cause more harm. She shares classic resources that helped her come to see racism from a systemic perspective, rather than one of self-blame and guilt. In doing so, she sheds light on how laws, such as the GI Bill, business and education practices have worked together to maintain racial inequity. The personal narrative makes this an inviting read.

Click here to register for this reading group!

Attention UNI Faculty: Were you a First Generation and/or Low-Income Student when you were in college? The First Generation and/or Low-Income Student Task Force would like to hear from you! The Task Force has been charged by the Retention Council to investigate and attempt to address issues faced by first generation and/or low-income students at UNI to learn what issues they face, to develop ideas for potential strategies and programs, and to recommend strategies and programs to the Retention Council.

The Task Force would like to identify faculty who were first generation and/or low-income college students to determine interest in creating a mentor program for current first generation and/or low-income students at UNI. Please contact Susan Hill (susan.hill@uni.edu) if you’re interested!

Interested in developing, enhancing, and/or revitalizing your teaching? Teach UNI is the CETL’s new teaching certification program and is open to all UNI faculty! If you’ve already signed up, great! If you’d like more information or to sign-up, please visit our website and click “Teach UNI”!
FEBRUARY 2015 EVENTS

Monday, February 2, 2:00-3:30, LIB 378 “The Quest for Kudos Challenge”: Adding Constructive Competition to Enhance a Cooperative Learning Experience. Are you interested in developing an active learning classroom that uses both competition and cooperation? Come learn about “The Quest for Kudos Challenge”! Quest for Kudos is a long-term, multitask, large group competition where students compete for a reward in the context of a cooperative learning experience. Facilitated by Sarah Rosol (Mgmt.), this session will describe the challenge and review the logistics of doing a cooperative and competitive class project. Research findings suggest, among other things, that students who participated in the Quest for Kudos Challenge received higher exam scores and participated more often in class. Instructor outcomes included positive feedback from students.

Wednesday February 4, 12-1 & Tuesday, February 10, 12:30-1:30, LIB 378 Teaching 4000/5000 (formerly “g” level) Courses Effectively. 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. The Graduate College is in the process of making a guide for faculty teaching these courses: panelists will be presenting their strategies. Please come and share your experiences and strategies for teaching those courses, too! Faculty Panel Members Include: Tammy Gregersen (Lang. & Lit.), Gayle Pohl (Comm. Studies), Shoshanna Coon (Associate Dean), Melissa Beall (Chair of Grad. Faculty), Gerald Smith (Accounting)

Thursday, February 5, 3:30-4:45, LIB 378 Creating Community in the Classroom: How to Do It and Why It Matters. The semester is underway, but it’s not too late to build and enhance the community that is your classroom! Creating community in the classroom encourages student engagement, and builds trust and mutual respect. This session will focus on the pedagogical reasons for spending some time in the classroom building community, as well as examples of strategies for community building that can be used in many different classrooms. Facilitated by Victoria DeFrancisco (Comm. Studies) and Susan Hill (CETL)

Thursday, February 12, 12:30-1:20, McCollum Science Hall 103 Active Learning in the Science Classroom: What the Research Says. In April 2014, The Proceedings of the National Academy of Sciences published an article that analyzed “225 studies that reported data on examination scores or failure rates when comparing student performance in undergraduate STEM courses under traditional lecturing versus active learning.” Results suggest that “students in classes with traditional lecturing were 1.5 times more likely to fail than were students in classes with active learning.” Come to this session led by Jill Maroo (Biology) to find out more about the study and what it might say about teaching strategies in STEM courses. The article “Active Learning Increases Student Performance in Science, Engineering, and Mathematics” by Scott Freeman, et al. can be found here or on the CETL website by clicking the calendar event for this session.

Monday, February 23, 3:00-4:30, LIB 378 Introducing the Paul-Elder Method for Critical Thinking. Faculty generally agree that we want to teach students good critical thinking skills. Practically, though, figuring out how to teach and assesses these skills can be a challenge. This workshop, led by Kim Baker (SAC), is designed to introduce The Paul-Elder Method for Critical Thinking, a systematic set of strategies for practicing, teaching, and evaluating critical thinking skills across disciplines. Kim will introduce the basic components of the model (the elements of thought, standards of evaluation, and intellectual traits). The session will also offer strategies for how to the model can be adapted and incorporated into the classes we already teach. To register for this session, click here.

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