For International Education Week, November 17-21

Monday, November 17, noon-1:00, State College Room, Maucker Union
Internationalizing UNI's Curriculum: A Faculty Panel with Peter Berendzen (Biology), Tammy Gregersen (Lang & Lit) Konrad Sadkowski (History), Chris Schrage (Marketing). Because we live in an increasingly diverse world, and because UNI is growing its international student population, all of our students benefit from a curriculum that helps them successfully interact with many different cultures and people. The faculty on this panel will discuss how they understand the idea of “internationalizing the curriculum,” why they think it’s important, and what kinds of initiatives might further enhance our students’ preparation for careers where global knowledge and intercultural skills are expected. Co-sponsored with International Students and Scholars Office. No need to register!

Saturday, November 15, 10:00 a.m.-12:00 p.m., CAT Classroom, Bartlett 1043
Are your small groups giving you grief? Come find out why, and how to change those small group dynamics! Working with Small Group Dynamics in the Classroom facilitated by Dr. Alison Bianchi, University of Iowa. Alison Bianchi’s research focuses on how social inequalities at the societal level – especially those general axes of inequality including race, class and gender – create structural inequalities at the small group level. Knowing how these processes can emerge, how do we form small groups of students so that all can freely participate, be included and learn? How might we even begin the conversation with students about such sensitive topics? Alison will present snippets of her theory-driven research, as well as practical interventions that ameliorate structural inequalities, based on the research. Her approach: well-intentioned intervention strategies often fail to break the structures of group-level inequality. Interventions based on supported theory really work! Let’s explore your options, so that YOU are empowered to combat the deleterious effects of cultural belief systems that advantage some, and disadvantage others. Register here.

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Tuesday, November 11, 3:30-5:00, LIB 378
INQUIRY-BASED LEARNING: Principles and Practice facilitated by TJ Hitchman (Math). Inquiry-based learning (IBL) is a set of course design principles that focuses engaging students in sense-making activities. There is typically very little lecture, and instead students are given a carefully constructed sequence of tasks to complete which require them to figure things out and make arguments in the same way that experienced professionals do. Recent large scale studies of IBL mathematics courses have shown that IBL teaching has a positive effect; the ideas are general enough that they can be applied to most disciplines.

In this short workshop, we will discuss why one should consider IBL teaching, and begin figuring out some ways to use the ideas in our own classrooms. We can also discuss some of the potential challenges for instructors and students. Please register here.

Thursday, November 6, 12:30-1:30, Bartlett 1043
The CAT Classroom: Why YOU Might Want to Use this Room. Facilitated by Kim Baker (SAC), Martie Reineke (Phil. & World Relig.) and Marybeth Stap (SAC). The Collaborative, Active learning, Transformational (CAT) Classroom in Bartlett Hall is a classroom that takes face-to-face teaching with technology to a new level. With four round tables that seat six students each, a Smart Board, networked laptops and a dedicated wall-mounted monitor for each table, and an instructor’s station at the center of the room, the CAT Classroom allows faculty to engage students in using technology for learning during class. Session facilitators will demonstrate assignments that they’ve developed for use in the room, and discuss the benefits and challenges of using the CAT classroom. No need to register; just come on over to the CAT Classroom!
DECEMBER 2014  
**Thursday, December 4, 12:30-1:20, LIB 378**

Belle Cowden, “**Teaching Online: It Can Be a ‘Hat Trick’**” This brown bag session will provide an overview and discussion of the different “hats” a faculty member wears--pedagogical, social, managerial and technical--to effectively teach an online class. Co-sponsored with the Graduate College Brown Bag Lecture Series. No registration required.

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**SPRING 2015: Reading Groups**

Register before December 1, and we’ll get you a copy of the book to read over the semester break! (The final registration deadline for all three reading groups is January 20, 2015.)

**Ken Bain’s What the Best College Teachers Do (Harvard University Press, 2004),** Facilitated by Susan Hill (CETL) Bain’s book is one of the most popular books on college teaching. Many of you have already read it, but even if you have, here’s a reason to reread it and discuss it with colleagues. How did Bain figure out what the best college teachers do? He solicited recommendations from many different sources, and ended up studying the teaching of 63 faculty as comprehensively as he could: through interviews with the faculty, their students and their colleagues; through observations and analyses of teaching evaluations; through syllabi and other written course materials; and through the students’ products from their classes—papers, projects, performances, etc. What he discovered is a compelling account of what effective teaching in the college classroom looks like.

Tuesdays, 9:30-10:30 in Library 378 on January 20, February 3, February 17 and March 3.

**Debby Irving’s Waking up White, and Finding Myself in the Story of Race. (Chicago: Elephant Room Press, 2014).** Facilitated by Victoria DeFrancisco. 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.

Wednesdays, noon-1 in Library 378 on February 25, March 11, March 25, and April 8

**Stanley Fish’s Save the World on Your Own Time (Oxford University Press, 2008).** Facilitated by Bill Koch (Lang & Lit). From Amazon: “What should be the role of our institutions of higher education? To promote good moral character? To bring an end to racism, sexism, economic oppression, and other social ills? To foster diversity and democracy and produce responsible citizens? In Save the World On Your Own Time, Stanley Fish argues that, however laudable these goals might be, there is but one proper role for the academe in society: to advance bodies of knowledge and to equip students for doing the same. About Fish’s book, John Casteen III says, “In this wise and witty book, Stanley Fish offers thoughtful suggestions for making university teaching more effective and more beneficial for our students. It is a powerful argument for learning and teaching from one of our generation’s most provocative academic leaders.”

Mondays, 3:30-4:30 in Library 378 on February 2, February 16, March 2, March 23

Registration for all three reading groups (and other CETL events) can be found [here](http://www.uni.edu/provost/cetl)

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For more information visit our website

[http://www.uni.edu/provost/cetl](http://www.uni.edu/provost/cetl)