Tuesday, October 7, 12:30-1:20, LIB 378  Dynamic Classroom Motivation: Helping Learners Visualize their Possible Selves
This presentation by Tammy Gregerson (Lang. & Lit.) will explore how a learner's motivation interacts with other emotional and psychological variables in ever-fluctuating, moment-by-moment ways and how teachers might capitalize on their learners' future visions of themselves. The presentation will include examples of Gregerson's research where she has observed positive learning and affective motivation-outcomes. Co-sponsored with the Graduate College Brown Bag Lecture Series. No need to register, just come on over!

Tuesday, October 7, 3:30-5:00, LIB 378  Small Group Activities for Student-Centered Learning
One of the topics that garnered the most interest at the Fall Faculty Workshop was small group work. This session presents three different activities that might be effective in your classes, too! Nikki Harken (Comm. Studies) will give examples of how to incorporate role-playing into literature circles where each student is responsible for having their 'part' prepared to participate in group discussion. Deedee Heistad (LAC) will address the ways in which she incorporates small group peer review using a modified version of the AAC&U Value rubric that focuses on teamwork proficiencies. Chad Heinzel (Geology) will talk about how to do collaborative exams/ quizzes and what he's learned from doing them. Please register!

Wednesday, October 22, 3:30-5:00, LIB 378  “The Quest for Kudos Challenge”: Adding Constructive Competition to Enhance a Cooperative Learning Experience
“The Quest for Kudos Challenge,” is a long-term, multi-task, 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 and colleagues, as well as higher student evaluations. The Quest for Kudos Competition guidelines are easily adaptable for use by instructors in a variety of courses/disciplines. No registration required.

Monday, October 20, 2:00 pm, Lang 311  Recognizing and Helping Students in Distress
Counseling Center Director David Towle will present on information on the Counseling Center’s services, give an overview of the kinds of issues for which UNI students seek counseling, discuss how we can recognize when a student might be in distress, and how we can make sure that students are referred to appropriate mental health services. Co-sponsored with Cornerstone Faculty Development. No need to register.

Monday, October 27, 3:30-4:30, LIB 378  Effective Teaching for Effective Learning: What the Research Says
How can we teach so that our students can learn most effectively? Facilitated by Susan Hill (CTEL), this session summarizes some of the recent research on effective teaching and effective learning. We will align general learning goals for students in many courses—content knowledge, application, developing critical/creative thinking skills, etc.—with what the research says instructors can do in the classroom to facilitate that learning. Please register here.

Reading Series: Re-Visiting the Classics on Diversity and Inclusion
Friday, OCTOBER 24, 3:00-4:15, LIB 378 The second in a CETL/NCBI sponsored series on diversity and inclusion, facilitator Karen Mitchell (CHAS) will lead this discussion on Antonina Darder’s “Teaching as an Act of Love: Reflections on Paulo Freire and His Contributions to Our Lives and Our Work”. Darder reflects on the work of Paolo Freire, (1921-1997), whose important book, Pedagogy of the Oppressed (1970) emphasized the crucial connection between education and the struggle for equity and justice. Darder’s article is a valuable read for those who are unfamiliar with Freire’s work, as well as for those who wish to deepen their understanding. The article is available for download under the event description on the CETL website calendar. No need to register!
ANNOUNCEMENTS:

**teach UNI** is a faculty teaching certificate program open to all UNI faculty who wish to develop, enhance, and/or revitalize their teaching. For more information, [click here](#).

The **Tenured Faculty Writing Group**, established in summer 2014, seeks more tenured faculty to join our ranks! We are primarily an accountability writing group—we set goals, check in, and talk about strategies for remaining productive writers—and we function as a peer review group when a member desires feedback. If you’re interested in joining us, contact susan.hill@uni.edu. We usually meet the second and fourth Tuesdays at 12:30.

Interested in teaching in the **CAT Classroom**? Check out the page on our [website](#)!

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**SAVE THE DATE!**

Yup, we’re going to try a Saturday morning workshop in November! [Register here](#).

**Saturday, November 15, 10:00 a.m.-12:00 p.m., Location TBA**

*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? What about group conflict within student study groups—how do you deal with that? 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.

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**NEXT SEMESTER’S READING GROUPS:**

Ken Bain’s *What the Best College Teachers Do* (Harvard University Press, 2004), Facilitated by Susan Hill (CETL)

Stanley Fish’s *Save the World on Your Own Time* (Oxford University Press, 2008), Facilitated by Bill Koch (Lang. & Lit.)

*More information and registration to follow!*

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