Monday, November 9, 3:15 pm, Sabin 023

“But Do They Learn Better?”

Facilitators: Martha Reineke (Phil/World Religions) & Marybeth Stalp (SAC)

"But Do They Learn Better?: A Comparative Study of Active Learning Strategies Across Different Classroom Types" compares student learning outcomes in the same course where one section met in a technology-enhanced classroom—The SAC CAT Classroom—and two sections met in a traditional classroom. Co-sponsored with the Sociology, Anthropology & Criminology Colloquium Series.

Wednesday, November 11, 12:00-1:00 pm, Lib 378

“What are the Three Worst Mistakes to Make in the Classroom?”

Facilitator: Susan Hill (CETL)

What? We make mistakes?! Let’s talk about them. Join us for a viewing of a 20-minute video with Maryellen Weimer, who will tell us about her three worst mistakes. After we watch the video, we’ll discuss whether we agree with Dr. Weimer, what other blunders we might consider, and what we might do to correct our missteps in the future.

Monday, November 16, 1:00-2:00 pm, Lib 378

“How to Teach in an Age of Distraction”

Faculty Panel: Elaine Eshbaugh (SAHS), Fabio Fontana (HPELS), Kimberly Cline-Brown (Biology), Stephanie Logan (Curriculum and Instruction), Jason Vetter (ITS-ET)

How do we—should we—think about, and use, technology, both in and out of the classroom, with and without our students? On October 2, The Chronicle of Higher Education published a piece by Sherry Turkle titled "How To Teach in an Age of Distraction." (Get your copy of the article here.) Turkle teaches at MIT, and has written numerous books and articles on the psychology of human interaction with technology. Come join panelists in a conversation on how we can best teach in an age of distraction.

Wednesday, November 18, 12:00-1:00 pm, Presidential Room, Maucker Union

UNI Students and Community Engagement: What Do We Know?

Facilitator: Donna Vinton (Office of Institutional Research and Effectiveness)

How much time do UNI students spend on service activities? What kinds of organizations and causes attract them? How do they find out about service opportunities? What leads them to serve? What do they see as obstacles to providing community service? This presentation will share information gained from last spring’s administration of the National Assessment of Service and Community Engagement (NASCE), along with NASCE’s suggestions for increasing UNI student involvement in service-related activities.

Tuesday, December 1, 3:30-4:30 pm , Lib 378

Help! My Students Won’t Talk in Class!: Strategies for Productive Class Discussions

Facilitator: Susan Hill (CETL)

What does a good class discussion look like? How do we help to facilitate discussions and keep them going? This session focuses on strategies that will help you and your students create effective classroom discussions.
Announcements

Interested in learning more or signing up for the **Advising Certificate** program? This course provides the core knowledge needed to successfully advise UNI students during their academic careers. Click [here](http://www.uni.edu/provost/cetl) for more information and to register for the course.

**Kyle Rudick** (Communication Studies) is conducting research for scholarly outlets (e.g., conference or publication). The research project is designed to understand the various paradoxes that college instructors have to navigate in their teaching. He is looking for faculty to participate in 45-75 minute audio recorded interviews, discussing your teaching practices, experiences, and triumphs/failures. If interested in participating, email ckylerudick@gmail.com for more information.

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**Spring Reading Groups**

**Here’s the deal:** The CETL buys you a copy of the book and lets you know when to pick it up. You agree to attend and participate in ALL sessions of the group. Register [here](http://www.uni.edu/provost/cetl) by **Monday, November 30**, and we’ll get you a copy of the book to read over break!

**Mondays, 3:30-4:30 pm, February 8, February 22, March 7, March 21, in Lib 378**

**Liz Lerman, Critical Response Process (CRP)**

**Facilitator:** Jonathan Chenoweth

From Lizlerman.com: "Liz Lerman's Critical Response Process (CRP) is a feedback system based on the principle that the best possible outcome from a response session is for the maker to want to go back to work. Whether returning to the studio, the desk, the kitchen, or the laboratory, CRP gives tools both to people who are making work and people who are responding to that work." This reading group will spend two sessions discussing the CRP, and two sessions applying the process to original work, including creative products (writing, visual art, composition, lab work, cupcakes, etc.) and performances (music, dance, theatre, spoken word, etc.) offered up by members of the group. If you’re interested in learning a new system of feedback for your students and/or for your peers (peer review, anyone?), and having that system applied to your work, please join us. This will be a risk worth taking!

**Wednesdays, 12:00-1:00 pm, February 17, March 2, March 23, April 6, in Lib 378**

**Kristine De Welde and Andi Stepnick, Disrupting the Culture of Silence: Confronting Gender Inequality and Making Change in Higher Education**

**Facilitators:** Susan Hill and Nancy Cobb

We are continuing the conversation we began last spring on women and leadership at UNI, with a reading group on Kristine De Welde and Andi Stepnick’s collection of essays on many different topics that affect women in higher education. Book sections include “Structure Meets Culture: Work-Family Conflicts,” “Hostile Climates: Harassment and Incivility,” and “Tools for Changing the Academy.” Participants will choose the chapters each of us wants to discuss, and be responsible for facilitating that chapter. All are welcome: after all, gender inequality and making change in higher education are issues that affect everyone.

**Mondays, 12:00-1:00 pm, February 29, March 21, April 4 and April 18, in Lib 378**

**Parker Palmer, The Courage To Teach: Exploring the Inner Landscape of a Teacher’s Life**

**Facilitators:** Susan Hill and Brittany Flokstra

It's time to pull out a classic on what it means to be a teacher. From the book jacket: “…This book is for teachers who have good days and bad, and whose bad days bring the suffering that comes only from something one loves. It is for teachers who refuse to harden their hearts because they love learners, learning and the teaching life.” Is it time for you to think again—or for the first time—about your identity as a teacher? Is it time to think again—or for the first time—about what it means to teach? Join us.

Find us online at: [http://www.uni.edu/provost/cetl](http://www.uni.edu/provost/cetl)