February 2018

Tuesday, February 13 and Wednesday, February 14 UNI welcomes Ariel Ennis, Assistant Director, Of Many Institute for Multifaith Leadership at New York University. For more information, visit the third page of this document!

Monday, February 5, 3:30-4:30 pm AND Tuesday, February 6, 12:30-1:30 pm, LIB 378
Teaching Students How to Learn: Metacognition in the Classroom Panels
Panel 1 (Feb 5): Francis Degnin, Philosophy and World Religions; Brittany Flokstra, Chemistry & Biochemistry; Latricia Hylton, Academic Learning Center
Panel 2 (Feb 6): Nikki Zumbach Harken, Communication Studies; Colice Sanders, Academic Learning Center
In Fall 2017, a CETL reading group discussed Saundra McGuire’s book, Teach Students How to Learn, and began incorporating metacognitive strategies into their courses, hopeful that they could improve student learning. Come hear what kinds of activities your colleagues tried in their classes and how they worked. If we teach students how to learn, will they become more successful college students?

Tuesday, February 13, 3:00-4:30 pm, LIB 378
How Faculty-Library Partnerships Increase Student Success
Facilitators: Angela Pratesi, Angie Cox, and Anne Marie Gruber, Rod Library; Nathan Arndt, UNI Museum; Josh Sebree, Chemistry and Biochemistry; Angela Waseskuk, Art; Alison Altstatt, Music, and others.
In this session, librarians will present in conjunction with their faculty partners on projects, lessons plans, assignments, and other partnerships that improved student learning in the classroom. Join us to hear about these successful partnerships and discover the range of ways you can work with librarians to enhance your classes.

Thursday, February 15, 1:00-4:00 pm, Elm Room (Maucker Union)
Spring Advising Workshop
A conference-style workshop with a large-group panel discussion about serving First-Generation College Students at UNI, and including concurrent sessions about different advising techniques and programs on campus.

Monday, February 19, 12:00-1:00 pm, LIB 301 (ScholarSpace)
Teach UNI Project Presentations
Individualizing Learning and Promoting Evidence Based Practices in an Early Childhood Special Education Post-BA Course
Presenter: Mary Donegan-Ritter, Ph.D., Curriculum and Instruction
Dr. Donegan-Ritter will share how she created individualized course content to increase student knowledge and use of DEC Recommended Practices in their current work with young children and their families. The students, practicing early childhood teachers working toward a unified endorsement, were enrolled in an online post BA course. Using strategies from the CETL recommended book, Creating Self-Regulated Learners, students took part in a self-assessment, which was followed by goal setting to be worked on in their classroom or summer supervised field experience. Finally, students engaged in reflective writing on what they gained and what they will continue to work on in the future. Lessons learned will be shared.

Book Circles & Jigsaw Puzzles: What Worked & What Didn’t
Presenter: Christy Kessens, Social Work
Incorporating new learning activities into a class sometimes works really well, and sometimes requires further tweaking. Professor Kessens shares her experience with book circles and jigsaws, highlighting ways to bring these activities into the classroom, as well as the challenges they presented.
Wednesday, February 28, 12:00-1:00 pm, LIB 378

Teach UNI Project Presentation

“It was at the library; therefore it must be credible”: Mapping Patterns of Undergraduate Heuristic Decision-Making

Facilitators: Kyle Rudick and Ryan McGeough, Communication Studies

This presentation examines undergraduate students’ heuristic decision-making skills as they incorporate information into their persuasive speeches. We interviewed 26 students enrolled in an introductory communication course to ascertain their information literacy for vetting sources for their public speeches. From their responses, we generated four patterns in students’ heuristic decision-making when they made appeals to justify or legitimize their selection of evidence within their persuasive public speech. We conclude by discussing our findings in the context of information literacy scholarship and providing pedagogical advice for instructors who teach courses that require students to identify and utilize rigorous sources in their course projects.

Monday, February 19, 7:00-8:30 pm, LIB 301 (ScholarSpace)

Diversity Colloquium

The Relevance of Disability Studies in Education: A Framework for Change

Presenters: Danielle Cowley, David Hernandez-Saca, Amy Petersen, Special Education

Disability Studies in Education (DSE) promotes the understanding of disability from a social model perspective drawing on the social, cultural, historical, philosophical, and literary to challenge medical, scientific, and psychological models of disability as they relate to education. With an interest in promoting social justice and equitable and inclusive opportunities for all, a DSE framework rejects traditional interpretations of disability and acknowledges disability as socially constructed, complex, and intersectional. This panel presentation will share how a DSE framework within K-12 and higher education settings creates spaces for change and transformation.

Announcements

The Office of Academic Advising has announced its Advisor Development Certificate Recipients for the fall. They were Beth Soliz, Jane Bentley-Gadow, Rachel Ruane, and Jade Horning. Congratulations!

MidWestOne Bank UNIque Academic Advising Award Nominations

Nominations are now being accepted for the MidWestOne Bank UNIque Academic Advising Award, honoring quality faculty advisors across campus for their work with students. For the guidelines and submission form, please visit Academic Advising Portal. Nominations are due February 9.

Participate in Community Engagement Celebration Day! April 19th 8:30-11:30.

Many UNI faculty, staff, and students are involved in community engagement work through courses, research, student organizations and professional service. This event is designed to give UNI faculty, staff and students an opportunity to showcase that work and highlight the impact on the Cedar Valley and around the world! Be thinking about what projects, research and /or partnerships you can share with the UNI and members of the Cedar Valley community! Projects will be judged and winners in various categories will be recognized. Registration will open in February.

Mid-Term Course Evaluations, or SGIDs:

Small Group Instructional Diagnosis (SGID) is a method of formative course evaluation that uses a trained, outside facilitator to conduct a mid-semester discussion with students to provide feedback to an instructor. SGIDs usually take 50 minutes, and work most effectively in courses with 20-75 students (if your course doesn’t fit these parameters, contact Susan). SGIDs are best done between weeks 7-10 of the semester, and are very helpful for making mid-course adjustments and clarifications in a course. If you are interested in having a SGID done in a course this semester, please complete the form HERE. Questions? E-mail susan.hill@uni.edu.

Find us online at: https://provost.uni.edu/CETL
UNI WELCOMES

Ariel Ennis

Assistant Director, Of Many Institute for Multifaith Leadership at New York University and author of Teaching Religious Literacy: A Guide to Religious and Spiritual Diversity in Higher Education

Please join us for the series of events

Tuesday, February 13, 7:00 PM: film screening: “Of Many” at Threehouse: A Wesley Foundation, 2422 College Street

SET AGAINST THE DRAMATIC BACKDROP of violence in the Middle East and the tension between Jewish and Muslim students on college campuses, Of Many focuses on the surprising and transformative relationship between an orthodox rabbi and imam, university chaplains in New York City. Through a series of voyages to communities struck by catastrophe, we witness young religious Jews and Muslims working together and overcoming long-standing divides.

Wednesday, February 14, 12:30-2:00 PM, LIB 301 (ScholarSpace)


Wednesday, February 14, 4:30-7:30 PM, LIB 301 (ScholarSpace)

Faith Zone Multi-Faith Training taught by Ariel Ennis. This training will initiate open dialogue and literacy regarding spirituality and religion in a multi-faith context in order to promote multi-faith collaboration.

ENNIS’ VISIT IS SPONSORED BY THREEHOUSE: A WESLEY FOUNDATION AND UNI TO ADDRESS THE GROWING NEED FOR MULTI-FAITH COLLABORATION AS THE WORLD IS CONTINUING TO BECOME MORE DIVERSE.