**Monday, November 6, 1:30-3:00 pm, ScholarSpace (LIB 301)**

**Teaching Research Ethics - Faculty RCR Workshop**
Facilitator: Helen C. Harton, Dept. of Psychology

Helen Harton, Ph.D., will share tips and best practices for teaching the responsible conduct of research (RCR) to graduate and undergraduate students. Based in part on training offered by the Office of Research Integrity, this workshop will present the latest research findings on effective strategies for engaging students in active learning about ethical issues, and share resources, links to case studies, and other information that will assist instructors in addressing research integrity in their courses and/or offering their own research integrity trainings and workshops. This session targets faculty members, but anyone interested in RCR education is welcome. Sponsored by the Center for Academic Ethics and the Center for Excellence in Teaching and Learning.

**Wednesday, November 8, 12:00-1:30 pm, ScholarSpace (LIB 301)**

**Toward More Effective Feedback on Students’ Written Work**
Facilitator: Susan Hill, CETL

If you love to grade, this session isn’t for you. If you’d rather clean out your closets or do anything else to avoid grading, then you’ll want to join us. We’ll begin by thinking about what, exactly, we want to accomplish when we grade. Then, we’ll look at what the research says about what kind of feedback is most helpful for learning. Finally, we’ll explore strategies for giving good feedback to students quickly and more effectively. If you need to leave by 1:00, no problem! Please come anyway!

**Wednesday, November 15, 2:30-3:30pm, LIB 378**

**CATME Smarter Teamwork: An Online Program for Managing Small Groups in the Classroom**
Facilitator: Brittany Flokstra, Dept. of Chemistry and Biochemistry

Do you regularly work with small groups in your classes? Would you like a better way to teach students how to work in teams, keep them accountable, and review their peers’ participation? CATME is a research-based, online program that "prepares students to function effectively in teams and supports faculty as they manage their students' team experience." CATME helps students organize themselves into teams using research-based criteria and holds students accountable for their contributions by allowing them to evaluate their team members fairly. It also provides faculty with evaluation feedback to help them better understand student group dynamics, what problems might be occurring, and how to fix them.
Announcements

Introducing the new CETL Administrative Fellow!

Dr. Jonathan Chenoweth has been named the new CETL Administrative Fellow. Dr. Chenoweth chairs the String Division and the LAC Faculty of the School of Music, and coordinates chamber music activities. In addition to his studio cello teaching, he has developed service learning opportunities in music and novel approaches to music appreciation.

Jonathan received his training at the Oberlin College and Conservatory and the State University of New York at Stony Brook. Before his arrival at UNI in 1991, he held appointments at Penn State, Truman State, and Augustana College (SD). He has performed as a soloist, orchestral player, and chamber musician in twenty-three states and internationally. His current research emphasis is the creative world of composer/conductor Leonard Bernstein.

“I have benefitted from regular doses of CETL-sponsored programs, and it is a privilege to assist with these efforts to enhance the vitality of our learning community, helping students and faculty to get the most out of our important work.”

Please join us in welcoming Dr. Jonathan Chenoweth as the new CETL Administrative Fellow!

Spring 2018 Reading Groups

Here’s the deal: The CETL provides participants with a FREE copy of the book. In return, participants will commit to active participation in all of the reading group sessions. Reading groups will meet in Library 378. Register by November 28, and we’ll get a copy of the book to you before the end of the semester!

**Teaching for Learning: 101 Intentionally Designed Educational Activities to Put Students on the Path to Success** by Claire Howell Major, Michael S. Harris, and Todd Zakrajsek. Ever wished you had a ready-made tool box for research-based classroom learning activities? *Teaching for Learning* has chapters on lecture, discussion, peer teaching, academic games, reading strategies, writing to learn, graphic organizers, and metacognitive reflection. Each chapter includes a description of the approach and its component parts, explains numerous strategies that can improve teaching effectiveness, and reviews the research findings about these teaching techniques. Join Jonathan Chenoweth on Tuesday afternoons, 1:30-2:30 on February 20, March 6, March 20, April 3, and April 17 for discussion of *Teaching for Learning*. Click [here](https://provost.uni.edu/CETL) to register.

**Teaching the Whole Student: Engaged Learning with Heart, Mind, and Spirit**, edited by David Schoem, Christine Modey, and Edward P. St. John. Carol Geary Schneider, former President of the American Association of Colleges and Universities, writes about this book: “In these pages a community of creative teachers and student-success scholars illuminate transformative learning at its most powerful: kindling students’ sense of purpose and engaging learning with their own role in creating a more just, inclusive, and sustainable future” (back cover). Join Abbylynn Helgevold and Susan Hill on Monday afternoons, 2:00-3:00, on February 12, February 26, March 5, March 19, and April 2 for discussion of *Teaching the Whole Student*. Click [here](https://provost.uni.edu/CETL) to register.

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, visit the [CETL website](https://provost.uni.edu/CETL) and click “TEACH UNI.”

Find us online at: [https://provost.uni.edu/CETL](https://provost.uni.edu/CETL)