

December 2018
Volume 3, Issue 12

Gen Ed News



As Gen Ed instructors, we are all concerned with student success. Therefore, this month's issue is dedicated to *Cross-Campus Conversations: Student Learning, Teaching and Success*.

A series of 4 events on campus to learn and talk about student success and what we can do to help.

Sponsored by: Academic Initiatives & Student Success, Center for University Education Scholarship, Cardon Academy for Teaching Excellence, Office of Instruction and Assessment, Student Success & Retention Innovation

Registration is now open for:

BOLSTERING STUDENT LEARNING & ACHIEVEMENT

STUDENT SUCCESS CONFERENCE

February 5, 2019 8:30-5pm Grand Ballroom, SUMC

<https://studentsuccess.arizona.edu/student-success-conference>

See the tentative schedule on the next page!

TEACHING DISTRACTED MINDS: TRANSPARENCY, AUTONOMY, AND PEDAGOGY

James Lang, Author

February 21-22, 2019

PROMOTING EQUITY THROUGH INCLUSIVE TEACHING PRACTICES

Kelly Hogan and Viji Sathy

University of North Carolina at Chapel Hill

March 11-12, 2019

<http://inclusified.net/>

Already past: SMALL ACTS. BIG IMPACT.

MICRO-AFFIRMATIONS WORKS

James Ellis and Candice Powell

University of North Carolina at Chapel Hill November 2, 2018

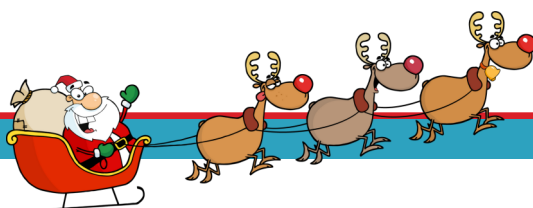
Bringing you all the latest in
General Education News.
Brought to you by the Office of
Instruction and Assessment
and UWGEC.

D2L Did you know?

NetID+ Will Be required to access D2L started December 14th

Starting December 14th NetID+ will be required to access D2L and other learning technologies (Panopto, Zoom etc.) on campus. [Click here for more information](#)

Streaming Panopto Videos from the Library For many years, the library streamed videos through Panopto. For legal reasons, the library has stopped giving instructors video files and now provides links that expire at the end of the semester. The library videos (only) stored in your Panopto folders will be deleted on Friday. Any videos that were not requested through the library will not be deleted (ie. Lecture videos created by instructors). For more information [visit the library's FAQs page about streaming video](#).



The GE Network:

Meet the Instructor

Jennifer Ricketts, Ph.D.



NSC 170C: Nutrition,
Food and You

Jennifer received her Ph.D. in Nutritional Sciences from the University of Arizona with a minor in biochemistry.

She is a registered Dietician, so be careful what you eat around her! Because of her excellence in teaching, Jennifer is also a CALS Bart Cardon Teaching Fellow and mentors many new and upcoming faculty.

Why do you teach Gen Ed?

I teach our introductory nutrition class in gen ed for much of the same reason I teach my other major nutrition course; I love the topic and getting other students excited about the topic!

What is the most rewarding aspect of teaching Gen Ed?

The most rewarding part of teaching gen ed is getting to facilitate a deeper understanding of human nutrition to non-science majors. This is a topic area that has practical application to every student! I find the office hour visits or the emails from students in the class conveying their appreciation for learning more about nutrition to be very rewarding.

What is the most challenging aspect of teaching Gen Ed?

The most challenging aspect of teaching a large class on non-science majors is the large variation in readiness that the students begin with at the start of the semester. Students must acquire new vocabulary to discuss the content and utilize quantitative skills to make sense of some of the content. Having many students at different starting points creates many challenges for me, such as how to keep most everyone engaged and learning.

How do you get to know your students?

I constantly promote interaction using recall during class-time. I highly promote attending my office hours or making appointments. In large classes, getting to know your students is the second most challenging aspects of gen ed.

What do you do to engage students in your course?

I try to propose questions to the class that promote "connecting the dots". I like to choose topics that receive mass media attention and pose questions that require understanding the foundation of a diet or theory. There are many opportunities for this because nutrition receives much attention, so my mission is finding those topics that spark "aha!" moments.

What is the strangest question anyone has ever asked you?

Over the years I'm sure I have been asked many questions that made me wonder, however reoccurring questions that I get connects my last name "Ricketts" to the vitamin D deficiency in children "rickets".

What is your favorite cookie?

Hand-down my favorite cookie is the toll-house chocolate chip cookie!



BOLSTERING STUDENT LEARNING & ACHIEVEMENT

STUDENT SUCCESS CONFERENCE

February 5, 2019

Register NOW!



Open to University of Arizona faculty, staff and students, the purpose of the conference is to engage the campus community in a regular discussion of how we teach, guide, and support our students. The conference will highlight innovative approaches to student success across UA as well as spark new ideas and partnerships. Advancing a community that supports student's growth mindset and sense of belonging is critical. Teaching students to become life-long learners, build resiliency, and feel part of a community can only benefit them in their achievements and success.

In order to build this discussion, we will:

Bring in local and national experts to talk about growth mindset and sense of belonging best practices

Identify common approaches and communities on campus that already practice growth mindset and create a sense of belonging

Continue the conversation with the campus community on a regular basis to keep focus

Anticipated Outcomes

Bolster a campus-wide commitment to student achievement and success

Provide tools for the campus community to help develop or increase a growth mindset and sense of belonging on campus

Identify ways to implement or expand best practices through collaboration

Questions? Contact studentsuccess@email.arizona.edu

In order to build this discussion we have invited Dr. Greg Walton, an Associate Professor of Psychology at Stanford University.

Much of his research investigates psychological processes that contribute to major social problems and how "wise" interventions that target these processes can address such problems and help people flourish, even over long periods of time.



- One intervention he developed with Geoff Cohen to bolster students' feelings of social belonging in the transition to college raised the academic achievement of ethnic-minority students over 3 years, and cut by half the achievement gap with white students (for more, see below)
- Another developed with Jason Okonofua and Dave Paunesku helped middle school teachers adapt an empathic mindset toward misbehaving students, and cut by half student suspension rates over an academic year.
- Other interventions aim to reduce intergroup prejudice, to promote environmental behaviors, to increase voter turnout, and to improve marriages.

In all these cases, Dr. Walton focuses on fundamental ways in which people make sense of themselves, other people, and social situations, how meanings people draw can be counter-productive and self-reinforcing (e.g., "People like me don't belong here") and how they can be altered to cause lasting benefits to individuals and to society.

More information on Dr. Walton can be found on his [website](#).



Got any ideas for Gen Ed News stories? Want to brag about something great and innovative you are doing in Gen Ed? Send ideas or content to evm@email.arizona.edu

What will the day bring?

- ⇒ A welcome from **President Robbins** followed by our Keynote speaker.
- ⇒ A panel of experts discuss “Sense of Belonging”
- ⇒ 50 minute concurrent breakout sessions with themes that include:
 - Growth mindset
 - Engagement/Student Success
 - Sense of Belonging
 - Veterans and At-Risk students
 - Transfer/International Student Success
 - Other related topics

- ⇒ LUNCH and a greeting from **Provost Goldberg** followed by a Student Panel
- ⇒ More concurrent breakout sessions: 110 minute and 50 minute
- ⇒ WRAP-UP and Surprises!



HERE ARE JUST A SAMPLING OF SOME OF THE TITLES OF OUR SESSIONS!

