Learning your students names, semester after semester after semester. Need help?

Charlie Hill, a developer in OIA, has developed a new flashcard app for instructors to facilitate their learning to recognize their students and learn their names.

The app will work for any instructor who is setup officially in UAccess as either an instructor or TA, who has classes currently in progress or that have ended less than 30 days ago. (This is a rolling window that automatically updates itself daily.) The app utilizes CatCard pictures that are currently available for about 93.3% of students. The site has a responsive design and works well on a variety of devices. The site is located at:

https://picturerosters.oia.arizona.edu

The home tab on the app provides an overview of its function, so please review that first.

Charlie is primarily interested in getting feedback from instructors. He also want users that will try to break the application. Charlie is pretty sure that will be difficult to impossible, but if someone is able to cause an error, he will be watching logs for unexpected errors and would appreciate user reports of the particulars with as much detail as possible.

Charles P Hill
Applications Systems Analyst/Developer, Principal
520-626-7099
cphill@email.arizona.edu

Reforming General Education As If It Matters—Because It Does

While the pace of change in higher education can be slow, general education has emerged as a space of innovation, collaboration, thoughtfulness, creativity, and inquiry. This issue explores lessons learned from the AAC&U Institute on General Education and Assessment in which campus teams refine and advance programs using the General Education Maps and Markers (GEMs) framework.

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D2L Did you know?

On D2L quizzes you can require the “Respondus Lockdown browser”. When the lockdown browser is required, students must download and install it to take a quiz.

Although this seems like a good thing to prevent cheating, it only works well in a proctored environment. Since students typically have more than one device, students can be using the lockdown browser on their laptop or computer to take the quiz and use a different device to research answers to the questions or communicate with friends.

For online courses, where students are taking quizzes and exams at home or elsewhere, the lockdown browser does not achieve the intended goal of preventing cheating on a quiz or an exam.

There are ample self help materials available on the D2L Help Pages, but you may find the easiest way to learn D2L is to visit the team by scheduling a 1:1 meeting. They are happy to come to your office or meet you online if you are remote!
Meet the Instructor

Fabian Alfie, Ph.D

ITAL 240: Italian Folklore and Popular Culture
ITAL 250A: Italian Literature in Translation: The Middle Ages
ITAL 250B: Italian Literature in Translation: The Renaissance

Fabian calls Kansas City his home. He attended the U. of Kansas (BA) and U. of Wisconsin (MA, PhD) and is currently in the Department of French and Italian.

Why do you teach Gen Ed?
I really believe in the mission of Gen Ed. It’s the only university-wide component of the undergraduate degree at the University of Arizona. Furthermore, as the UA makes strides toward greater accessibility, Gen Ed will be a necessary part of that.

What is the most rewarding aspect of teaching Gen Ed?
The students. They come to Gen Ed courses with a range of strengths, backgrounds, and experiences, and that makes for a broad base of knowledge in the classroom.

What is the most challenging aspect of teaching Gen Ed?
We’re trained as specialists, but Gen Ed courses are intended to be more general in nature.

How do you get to know your students?
I’m a language teacher by training, so I believe whole-heartedly in the importance of simple face-to-face communication (talking, and more importantly, listening).

What do you do to engage students in your course?
In my folklore course, I require my students to do a group work where they prepare—and eat!—an Italian dish together. Many of them learn a student’s family recipe, which is really special because it makes them participants in a family tradition.

What is the strangest question anyone has ever asked you?
Teaching folklore opens the door to a lot of unusual questions, particularly when dealing with urban legends ("What?! You mean that’s not real?!?").

What is your favorite cookie?
Your question implies that I get to pick just one favorite cookie: peanut butter, and of course, chocolate chip. Oatmeal cookies will do in a pinch.

New Feature! Let’s do some networking and get to know each other! Each month we will ask these questions of a GE instructor! Would YOU like to be the next highlighted instructor?
email: evm@email.arizona.edu

Share with your students a best kept secret on campus!

The Center for Creative Photography

OVERVIEW

The Center for Creative Photography, University of Arizona, is recognized as one of the world’s finest academic art museums and study centers for the history of photography. The Center opened in 1975, following a meeting between the University President John Schaefer and Ansel Adams. Beginning with the archives of five living master photographers—Ansel Adams, Wynn Bullock, Harry Callahan, Aaron Siskind, and Frederick Sommer—the collection has grown to include 270 archival collections. Among these are some of the most recognizable names in 20th century North American photography: W. Eugene Smith, Lola Alvarez Bravo, Edward Weston, and Garry Winogrand. Altogether there are over eight million archival objects in the Center’s collection, including negatives, work prints, contact sheets, albums, scrapbooks, correspondence, writings, audiovisual materials, and memorabilia. In addition to whole archival collections, the Center also actively acquired individual photographs by modern and contemporary photographers. There are currently more than 90,000 works by over 2,200 photographers. A library of books, journals, and exhibition and auction catalogs, including many rare publications plus an extensive oral history collection, complements the archival and fine print collections. The combined art, archival, and research collections at the Center provide an unparalleled resource for research, exhibitions, loans, and traveling exhibitions.

VISIT

Visit today to experience the rich heritage of modern North American photography. Our exhibitions & events are open to the public.

Admission is free.

Find out about our current Exhibitions & Events or visit our Calendar.

GALLERY HOURS

Sunday - Monday: closed
Tuesday - Friday: 9am - 4pm
Saturday: 1 - 4pm

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
WRITING TIP OF THE MONTH: USING GROUP ANNOTATIONS TO SUPPORT CRITICAL READING

Reading and literacy scholars have argued that academic reading processes need to be made visible to students, and that instructors should actively teach the reading strategies they want students to engage with (Carillo, 2009; Wingate, 2015). These scholars argue that college instructors tend to take for granted that students know how to engage critically with texts. However, most school situations prior to college rewarded students for a more surface-level approach, the kind of reading that leads to a few days of memorization, but not a long-term engagement with the material (Bean, 2011).

We can help students develop as academic readers by being clear about what we want them to do, and by providing them opportunities to learn from and with each other. Online annotation tools can be useful to both of these ends. Here are a few tools that can be used for group annotations:

- **Kami** works within Google Drive and is useful for commenting on PDFs.
- **Hypothesis** allows for group annotations of anything on the web. It is useful for news articles, organization reports, or anything else that has a static home on the web.
- **Google Docs** is useful for commenting on student-written text, or other texts that can be converted into text files.

Some tips for using these tools:

- Create clear guidelines for how students should interact with the text. In other words, what do you want students to do as they read? Identify the main argument and supporting evidence? Connect what they are reading to their extracurricular life? Ask a question of the writer, or to point out confusing sections? Create a sample or model the strategy in class, if possible.

- Encourage students to interact with each other’s comments. Perhaps they should reply to two other comments, or ask a question that can be clarified later by a peer. Use these comments or questions in class to start a discussion. A short writing assignment or discussion post could also ask students to reflect on what they learned from reading other students’ comments.

In large classes, consider making smaller groups.

For more resources about implementing these web-based technologies, please contact OIA support staff, Lindsay Hansen or Brad Jacobson.

**References**


THE THINK TANK: OUR MISSION AND VISION

THINK TANK is dedicated to empowering UA students by providing a positive environment where they can master the skills needed to become successful lifelong learners.

Every University of Arizona student provides us with the opportunity to discover new ways of learning. By offering a wide range of programs and services, we encourage students to apply and refine transferable skills that will sustain them throughout their academic and professional lives. Strengthened by our partnerships, application of research, and use of technology, we create diverse learning environments that promote academic and personal exploration, collaboration, and critical thinking.

**Drop-in Tutoring Schedule**

We offer FREE drop-in tutoring for selected math, science, language, and business classes, as well as writing across all disciplines. When you drop in to any of our locations, you will sit at a table with others studying the same subject you are. After assessing your learning needs, our tutors may work with you individually or encourage you to collaborate with several students working on the same idea. We recommend that you attempt the concept independently before coming in; however, if you aren't sure where to begin, our tutors will help you work through the concept.

For more information regarding programs in the Think Tank, click [here](#).
2019 Student Success Conference: Call for Proposals
Accepted until Friday, November 30th
Submit your proposal here

The Objective
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. The conference will advance a community that supports growth mindset and sense of belonging. The conference will focus on guiding students to become life-long learners, build resiliency, and feel part of a community.

- 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 on retention and degree completion with the campus community on a regular basis to keep focus.

Anticipated Outcomes
- Bolster a campus-wide commitment to student achievement and success - increase retention and degree completion.
- 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.

Proposal submissions will be accepted until Friday, November 30th, and proposal selections will be made by Friday, December 21st.
Questions? Contact studentsuccess@email.arizona.edu

Learn more about the conference, including conference updates, here: https://studentsuccess.arizona.edu/student-success-conference

Direct link to submit proposal: https://docs.google.com/forms/d/e/1FAIpQLScxfuV_l2yx-kalfbMh37qYXm_qJJg06szL5DBYCVBjwr_XDg/viewform