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
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 convey 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 tollhouse chocolate chip cookie!
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!