



Faculty-Led Programs for Student Success in the CFDI

All Faculty Meeting 29 October 2024

Britt Peterson

*Acting Director of the Center for Faculty Development and
Innovation*

SIUE Faculty Lead Work to Learn Best Practices

Continuous Improvement Conference

- February 14th, 8 am-12 pm

Jen Friberg from Illinois State University

AI: Policy, Potential, & Pedagogy

Midweek Mentor

Workshops

Book Clubs

All Faculty Led & Inspired



*We want to hear from you!
Please be on the look out for a
Faculty Development Survey
Launching later this fall.*

Did you know CFDI supports a Peer Consulting for Teaching Program?



Dr. Alli Sauerwein
Faculty Development Fellow

Our team of 26 faculty from across campus are trained to provide:

1. Class Observations
2. Group Instructional Feedback
3. Feedback on Specific Materials
4. Support in Processing SETs



Want to request one of these? Scan here!

Adopt the *Learning and Metacognition Skills* BB Site in Your Class

Name: _____

Self-Evaluation of Exam Performance

This activity is designed to help you practice using metacognition. By reflecting on your exam performance and, more importantly, on the effectiveness of the learning strategies you employ, you can identify ways to improve. For this to be a useful exercise, you must answer the questions sincerely. It should take you about 30 min.

Note that I will not judge you based on what you say you did or did not do!

1. The exam was on _____. I began seriously studying for exam one on _____. (day of the week, date)
2. I estimate that I probably spent _____ hours studying for exam one.
3. My studying was (check one):
_____ distributed across several days
_____ done in one evening or in a 24-48 hour period
4. I studied for exam one by (describe your approaches, techniques, strategies):
5. What percentage of your study time was spent in each of these activities? Note: Your percentages should sum to 100% for this and the next question.
 - a. Rereading textbook sections _____
 - b. Reviewing class activities _____
 - c. Solving problems for practice _____
 - d. Reviewing your own notes _____
 - e. Creating one set of notes or a study guide _____
 - f. Drawing out or summarizing processes from memory _____
 - g. Other—specify _____
6. What percentage of your study time was spent alone and what percentage with one or more students? % alone _____ % with others _____
7. Now that I have seen the grade I earned on exam one on BlackBoard, **these are the study strategies that I feel worked well for me, and I plan on using them again for exam two:**



Dr. Maurina Aranda
Learning Strategies Faculty Fellow

Blackboard

Active study strategies will set you up for success

Active

- + Asking "how does this work"
- + Drawing flowcharts/diagrams
- + Reorganizing notes
- + Comparing and contrasting
- + Building connections
- + Drawing and labeling figures

Passive

- + Coming to class
- + Highlighting text
- + Making index cards
- + Reading notes

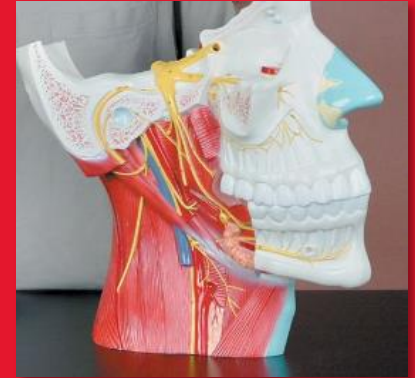
Univer Hall, 2012

Faculty Use EUE to get Creative in the Classroom to Support Student Learning & Success



Bethany Kassebaum
Instructor, Biological Sciences

"Anatomy and physiology instruction forms the cornerstone of medical education, providing students with a fundamental understanding of the structure and function of the human body. However, traditional lecture methods often fall short in effectively conveying complex anatomical concepts. As we strive to enhance the quality of education we provide to our students, we recognize the significance of updating our laboratory resources to ensure an enriching learning experience is available to every student that works through our courses. Utilizing state-of-the-art anatomical models can significantly enhance student engagement, comprehension, and retention of critical information."



Faculty Use EUE to get Creative in the Classroom to Support Student Learning & Success

learningcatalytics.com Session 92644350

region question

Mark the chiral center in albuterol.

CC(O)C(C)C(O)C1=CC=C(C=C1)C(=O)O

Submit response

Switch to text response

I don't understand Change

Send a message to the instructor

Join another session

12:00 PM learningcatalytics.com Session 92644350

word cloud question

How did you get good at this skill?

I get it now I still don't get it

Round 1

experimenting curiosity know

born reading good

wants inate **practice** skill talent

math lot doing many became

lab repetition

more hours

I don't understand Change seat

Send a message to the instructor

Join another session

The EUE in CHEM 121A/B involves the development and implementation of A Classroom Response System for Student Engagement, Active Learning, and Real-time Intervention. Our primary goal is to utilize *Learning Catalytics* which can introduce a variety of real time classroom polling questions for our large 200+ freshman general chemistry courses. Unlike some other polling response systems, this would have access to short answer, numeric, directional, region, matching and many-choice in addition to the standard ranking and multiple-choice style questions. Preliminary results show that this is very much encouraging student attendance as well as increasing student engagement during lectures.



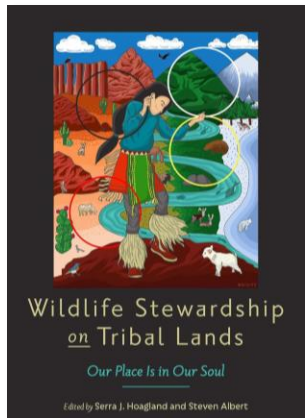
Tom Holovics
Instructor, Chemistry

Faculty Use EUE to get Creative in the Classroom to Support Student Learning & Success

“I’ve established a series of case studies and a project for students in ENSC 220 that incorporates Indigenous knowledge by highlighting how tribes restore habitat and solve environmental contaminant issues on tribal lands. The case studies and project have students examine real-world issues that an underrepresented group is dealing with by engaging with diverse perspectives. I've had students get really excited at the idea of the Indigenous twist on an environmental issue and they love that they can choose the environmental topic and tribe for their project so it is something they find interesting.”



Dr. Adriana Martinez
Professor, Environmental
Sciences & Geography



WILDLIFE Alliance transcends boundaries to conserve cougars

Tribes of Washington and researchers work together to strengthen the relationship between cougars and the land.

Rico Moore June 22, 2020

Print Email Save Article More



The Olympic Cougar Project uses cougar genetic data and cougar GPS collar location data to gain a better understanding of the local population of the species.
Megan Farmer/KUOW

Alaska indigenous people see culture slipping away as sea ice vanishes

In a year almost certain to be history's hottest, drastic environmental changes are taking a toll on food supply and even language in Arctic communities



Dispatch As the Ocean Encroaches, this Washington State Tribe Is Building Its Next Chapter

The Quinalt Indian Nation is one of several Pacific Northwest tribes planning for relocation, among many other climate adaptation strategies.

March 30, 2020

NATION Rivers Add Topic

Lower Klamath River dams set for removal in project touted by California tribal leaders

Marc Ramirez USA TODAY
Published 6:03 p.m. ET July 12, 2023 | Updated 12:56 p.m. ET July 18, 2023

Facebook X Email Print



Key in front of the Western States Petroleum Association building during an initiative proposed to reduce pollution by buying a low-carbon fuel of Washington. Matt M. McKnight/Crosscut

SIUE Faculty Capitalize on Opportunities to Make Our Campus & Classrooms a More Inclusive and Welcoming

Since Fall 2023, we have offered 9 cohorts of ACUE courses – faculty from all schools have completed courses at least one course.

Faculty Unit	Fall '23		Summer 2024						Fall '24		Unit Total
	FCB	LE	LE1	FCB1	LE2	FCB2	LE3	O/E	FCB	LE	
Business	0	0	2	0	2	1	3	0	1	2	11
CAS	4	5	13	2	6	1	3	4	1	11	50
Engineering	0	0	1	0	0	0	7	0	2	5	15
LIS	0	0	1	2	0	0	1	0	0	1	5
Nursing	0	0	10	2	1	2	6	0	6	2	29
Pharmacy	0	0	1	1	1	0	0	0	0	0	3
SDM	0	0	1	0	1	0	1	0	3	0	6
SEHHB	0	1	2	2	1	1	3	0	3	6	19

Total Courses Taken 138

Two Class Course Takers 14

Three Class Course Takers 1

Total Unique Course Takers 122



Interested? We have seats in Spring & Summer 2025 cohorts sign-up here.