About the Journal Club
Join scholarly discussions of recent peer-reviewed education research with graduate students, postdocs and faculty from across Cornell and the 22 institutions of the CIRTL Network. All articles are from science, technology, engineering, and math education research journals.

Themes for 2014-2015 include:
• Approaching teaching as a research process in order to understand what your students are learning
• Collaborative learning activities and techniques for group assessment
• Productively engaging with diversity in the classroom and academic department

Reading List
September 10, 2014 - Promoting Student Metacognition (Tanner, 2012)
October 15, 2014 - Collaborative Testing: Evidence of Learning in a Controlled In-Class Study of Undergraduate Students (Gilley & Clarkston, 2014)
November 12, 2014 - Active Learning and Student-Centered Pedagogy Improve Student Attitudes and Performance in Introductory Biology (Armbruster et al., 2009)
December 3, 2014 - Women Engineering Students and Self-Efficacy: A Multi-Year, Multi-Institution Study of Women Engineering Student Self-Efficacy (Marra et al., 2009)
February 11, 2015 - Differentiated Overt Learning Activities for Effective Instruction in Engineering Classrooms (Menekse et al., 2013)
March 11, 2015 - Integrating Critical Thinking About Values Into an Introductory Geoscience Course (Yacobucci, 2013)
April 8, 2015 - A Teaching Strategy with a Focus on Argumentation to Improve Undergraduate Students’ Ability to Read Research Articles (Van Lacum et al., 2014)

Meeting Times
CIRTL Reads Journal Club discussions are monthly on Wednesdays from 3:00-4:00pm in 341 Caldwell Hall. Come early for coffee and snacks, and then we’ll videoconference with students, postdocs, and faculty at other universities. Feel free to drop in on only the sessions that interest you - but please read the article before attending!

Organizers
Cornell group leader: Colleen McLinn - CU-CIRTL Program Director, Cornell University
Moderator: Lorine Giangola - STEM Coordinator, Graduate Teacher Program, University of Colorado Boulder