

# Conference Schedule

## 19th Annual CSU Teaching and Learning Symposium



# Promoting Student Success through Innovation, Creativity, Diversity, & Teamwork

**October 21 and 22, 2016**

## Welcome! We are so glad to have you join us!

For nearly two decades now, faculty, staff and students from throughout the California State University system have convened once each year, to share research findings, pedagogical innovations and best practices, and to engage in collegial conversation about ways to "reach and teach" the students we serve. San José State University is delighted to have the opportunity to host this gathering. Situated as we are in the heart of the Silicon Valley, our theme for this year's conference reflects the ethos of our broader community: **Promoting Student Success through Innovation, Creativity, Diversity and Teamwork.**

As educators, to *do* and *be* our best, we must be able to draw upon robust disciplinary knowledge, upon a wide array of pedagogical tools and strategies, and upon dispositions, attitudes and beliefs well-suited to challenging and supporting a population of students that is diverse in every way imaginable. *Opportunities to reflect upon our own practice and to learn from each other are critical to nurturing each of these elements of our professional competence, and to keeping us vital and engaged.* We have sought to provide a variety of contexts for precisely this kind of exploration and conversation.

As you skim through the program, I trust you will be struck by the range of topics and intriguing titles. If you have traveled here with colleagues from your home institution, you may want to "take a moment to strategize" (as Jeff Probst, the host of *Survivor* is wont to advise), so that you can cover as much territory as possible. We encourage you to use the *Workbook* (included at the end of this program and posted as a Word document on the conference web-site) – this tool is designed to help you get the most out of your time at the Symposium. Needless to say, we hope you will follow up with presenters once you return to your own campuses. Perhaps you and your new-found collaborators will share something of the fruits of your conversations at next year's conference!

I would like to thank the many individuals who have helped bring this conference to fruition:

- First of all, I would like to thank the members of the CSU Faculty Development Council, the group of directors of the centers of faculty development, teaching excellence, and the like at the 23 CSU campuses. Each year, this group helps the host campus to identify issues and trends that are "timely topics" on their own campuses.
- I would like to recognize the Institute for Teaching and Learning and Academic Technology Services, at the CSU Chancellor's Office. Staff within each of these units work tirelessly throughout the year to develop system-wide resources, to share information, to advocate for the importance of the very highest quality teaching and the professional development resources that will make it possible. They have helped shape the agenda for this conference by working, behind the scenes, to create the opportunities for faculty to develop, assess and share innovative practices of many stripes. They have also made generous financial contributions that have made possible much of the hospitality and food that will fuel you throughout the next two days.
- I want to acknowledge the reviewers who spent time assisting me selecting the symposia and talks and posters included in this year's program (Victoria Bhavsar, Meg Gorzycki, Charlene Hu, Laura Lohman, Emily Magruder, Patrick O'Sullivan, Keisha Paxton, Jennifer Redd, and Dan Shapiro).
- I want to thank the members of the SJSU team, without whom the next two days could not possibly have come together. You will recognize them in their olive green and tan t-shirts. They will be here throughout the conference ready to guide you to where you want to be next and to assist you once you get there.
- And last but not least, I want to thank all of the conference attendees. Whether you are presenting or participating in other ways, your energy, your questions and your insights will undoubtedly enhance the experience for all of us.

Enjoy!

Amy Strage, PhD  
Assistant VP for Faculty Development, SJSU  
Conference Director

October 2016

## Symposium Schedule in Brief

### Friday, October 21st – Pre-Conference Sessions

When	What
9:00 am - 4:00 pm	Conference registration & check-in
10:00 am - 12:00 pm	Pre-conference Session A block (lunch included)
12noon - 1:00 pm	Lunch (provided)
1:00 pm - 3:00 pm	Pre-conference Session B block
3:30 pm - 5:00 pm	Pre-conference Session C block
5:00 pm - 6:00 pm	Reception and informal networking
6:00 pm - whenever	“Birds of a feather” dinner groups (on your own)

### Saturday, October 22nd – Conference Sessions

When	What
8:00 am - 4:00 pm	Conference registration & check-in
8:00 am - 10:00 am	Breakfast (provided)
8:30am – 10:00am	Poster Session I
9:15 am - 10:15 am	Concurrent sessions - I
10:30 am - 11:30 am	Keynote Address
11:45am – 1:15pm	Poster Session II
12:00noon – 2:00pm	Lunch (provided) and informal networking
12:45pm - 1:45 pm	Concurrent sessions - II
2:00pm - 3:00pm	Concurrent sessions - III
3:00pm - 3:30pm	Break
3:00pm-4:30pm	Poster Session III
3:30 pm - 4:30 pm	Concurrent sessions - IV

**Parking:** Conference attendees are encouraged to park in the North Parking Garage (entrance is on San Fernando, between 9<sup>th</sup> and 10<sup>th</sup> street). Parking permits from other CSU campuses will be honored when properly displayed. Kiosks are located throughout the garage for those who do not bring their own valid permits. Daily permits are \$5.00, and kiosks accept coins, bills and major credit cards. Parking permits are required Monday-Friday AND on weekends.

**Symposium Session Locations:** Friday’s pre-conference sessions as well as registration, lunch and the reception will take place on the upper level of the SJSU Student Union. For Saturday’s event, registration, breakfast, lunch, the Keynote address and Poster Sessions will also take place in Student Union. Saturday’s Concurrent Sessions will take place in rooms located on the first floor of the Boccardo Business Classroom building.

**Going Green.** In an effort to lessen our ecological footprint, we are using recyclable, reusable and compostable materials wherever possible. Additionally, we will not be printing and distributing copies of the conference program. Instead, we invite you to download your own copy. We also invite presenters to submit an electronic copy of their slides and handouts to [gina.marin@sjsu.edu](mailto:gina.marin@sjsu.edu), and we will post them on the conference website. Please make sure that materials you submit are formatted so as to be fully accessible. We will make every effort to post materials received by October 14<sup>th</sup> in time for viewing at the conference. Materials received after that date will be posted shortly after the conference.

**Friday, October 21**

**Pre-Conference Sessions**

9:00am – 4:00pm	Conference Registration	Student Union Upper Level
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<b>Block A</b>	<b>Student Union Meeting Room #1</b>	<b>Student Union Meeting Room #2</b>
10:00am – 12noon	<p><b>High Social Impact Initiatives.</b> Facilitated by Michael Fallon, Director, Center for Community Learning and Leadership, SJSU.</p> <p>How do universities undertake community initiatives of high social impact? See &amp; learn firsthand how one campus (SJSU) engages with its host city (San Jose) and with neighboring community agencies. Join in roundtable discussions on engaging impact issues at other campus communities. What broad, community-wide social issues ought to be addressed by session participants' universities? How might these initiatives best be undertaken?</p>	<p><b>Promoting and Supporting Undergraduate Research.</b> Facilitated by Holly Unruh, CSUMB, Angela Locks, CSULB, Winny Dong, CalPoly Pomona, Susan Baxter, San Diego State and Gilles Muller, SJSU.</p> <p>The opportunity to participate in the research, scholarship &amp; creative activity of their faculty has been shown to enhance students' academic engagement and success, and to help them build valuable personal and professional skills. Participants will share best practices and explore various models for making these kinds of hands-on experiences available to students across the curriculum.</p>

12noon-1:00pm	<b>Make-your-own-Box-Lunch - Student Union Ballroom C</b>	
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<b>Block B</b>	<b>Student Union Meeting Room #1</b>	<b>Student Union Meeting Room #2</b>
1:00pm-3:00pm	<p><b>Helping Students Understand and Overcome Academic Reading Deficits.</b> Facilitated by Meg Gorzycki, EdD, Pam Howard, MLIS, Diane Allen, PhD., &amp; Geoff Desa, PhD, SF State.</p> <p>The goal of this workshop is to improve reading instruction across the curriculum, with the expectation that the improvement of students' reading skills will improve their achievement, their satisfaction, and their persistence to degree. This session will provide participants with strategies for integrating explicit instruction on academic reading into existing courses and for using formative assessment of reading skills as instruction.</p>	<p><b>Campus Reading Programs.</b> Facilitator by Scot Guenter, Professor and Director of the Campus Reading Program, SJSU.</p> <p>Many campuses have developed a version of a campus reading program, wherein a book is selected and shared with students and faculty. Curricular and co-curricular activities are then built around the selection. The goal of this session is to share models, best practices, practical considerations (funding, administration, evaluation, etc..) of such programs, and to strength a network of faculty and staff across the CSU interested in developing or sustaining such programs.</p>

Block C	Student Union Meeting Room #1	Student Union Meeting Room #2
3:30pm – 5:00pm	<p><b><i>Redefining the College Lecture: Facilitating Active Learning in STEM Undergraduate Courses.</i></b>  <i>Facilitated by Catherine Halversen and Lynn Tran, Lawrence Hall of Science, UC Berkeley and Carmen Works, Department of Chemistry, Sonoma State University.</i></p> <p>Workshop leaders will introduce the Faculty Learning Program, a blended (in-person and on-line) program designed for STEM faculty &amp; faculty development staff. Participants will engage in active learning experiences and discussions about how to support undergraduates’ learning and increase their motivation in STEM lecture courses. The program is now freely available for adoption by other university campuses, using their own learning management systems.</p>	<p><b><i>Collaborating to Apprentice Students into Disciplinary Ways of Knowing and Doing.</i></b>  <i>Facilitated by Emily Magruder, ITL Director and Debra David, Professor Emerita, SJSU, and Senior Advisor Emerita, CSU Chancellor’s Office, and Faculty Fellows from the California Faculty Collaborative.</i></p> <p>The California Faculty Collaborative is creating new digital and face-to-face spaces for faculty from two- and four-year colleges to design equity-minded, transparent pedagogical practices that help students see how novices become experts in academic disciplines. In this workshop, participants will practice strategies to “apprentice” students by making disciplinary thinking visible. We will also demonstrate our digital “hub” for collaborative professional learning.</p>
5:00pm – 6:00pm	<p><b>Reception and informal networking</b></p> <p>Mingle with conference attendees and enjoy light refreshments.</p> <p>Student Union Upper Level.</p>	
6:00pm	<p><b>Birds of a Feather dinner groups</b></p> <p>On your own - See the list of eateries near campus, on the conference web-site</p>	

**Saturday, October 22**

**Conference Sessions - Symposia, Paper Sessions, Posters, & Lightning Talks**

8:00am – 4:00pm	Conference Registration	Student Union Upper Level
8:00am - 10:00am	<b>Breakfast - Student Union Ballroom A, B and C</b>	

**8:30am-10:00am – Poster Session I - Student Union Ballroom C**

#1	<i>Enhancing Students Therapeutic Communication Skills with Insimulation Debriefing</i>	Debrayh Gaylle, SJSU
#2	<i>The Widespread Associations of a Campus Climate of Diversity and Engagement with Disability, from Mental Health to Chronic Illness.</i>	Kevin Grobman, Danielle Burchett, and Patti Hiramoto, CSU Monterey Bay
#3	<i>Developing a departmental internship program</i>	Tabitha Hart, SJSU
#4	<i>Out of the Ivory Tower: Student-Community Partnerships for Social Change</i>	Tabitha Hart, Randal Mitchell and Bettina Brockman, SJSU
#5	<i>The Benefits of High Impact Practices on Learning about Empathy and Diversity</i>	Silvina Ituarte, CSU East Bay
#6	<i>The Benefits of Short-Term Study Abroad Programs for First-Generation College Students: Implications from Two Programs in Puerto Rico and Guadalajara</i>	Julian Jefferies and Blanca Rojas, CSU Fullerton
#7	<i>Teaching English Learners/non-native English speakers in your classroom and overseas</i>	Mei-Yan Lu and Michael T. Miller, SJSU
#8	<i>The Pedagogy of Community-Engaged Learning in the Undergraduate Business Curriculum</i>	Bobbi Makani and Marilyn Easter, SJSU
#9	<i>Intercultural Knowledge, Skills, and Attitudes of Nursing Students</i>	Nassrine Nouredine and Darla K. Hagge, Sacramento State.
#10	<i>Mentoring Graduate and Doctoral Students through the Publication Process</i>	Porfirio Loeza and Katrina Pimentel, Sacramento State.
#11	<i>Inclusion in Design Thinking: Coaching Challenges and Practices</i>	David Raftler, David Engelhardt, Shawn Lee, Shawn, Martha Wingen, Martha, Sheppard, and Carmen Leicht-Scholten, RWTH Aachen Univ.
#12	<i>Diverse Faculty Teaching Diverse Students under Changing Societal and Employment Conditions</i>	Gretchen Reevy and Jeffrey Newcomb, CSU East Bay
#13	<i>Transfer of Life Skills From Internships</i>	Bethany Shifflett, Shirley Reekie, Michael Fallon, Katelynn Thompson, & Jose Bonpua, SJSU
#14	<i>Applications of Holonomic Thinking in Leadership Development</i>	Andrea Somoza-Norton, Cal Poly SLO
#15	<i>Overcoming Stereotypes Through Virtual Student Exchange</i>	Nael Alami, Keith Bowen & Nadia Sorkhabi, SJSU
#16	<i>Promoting student success in a large enrollment biology class through meaningful writing.</i>	Francisca Herrera, Cal Poly Pomona

9:15am – 10:15am – Concurrent Sessions I

Location	Title and Presenters
BBC102 Symposium	<p><b>Title: <i>From "Bottleneck" to "Gateway": Redesigning American Institutions History Courses through Thematic Approaches, Collaboration, and Technology</i></b> Bridget Ford, CSU East Bay (moderator) Katherine Chilton, Robert Cirivilleri, and Laura Guardino (SJSU), and Rebecca Bales (CSU Monterey Bay) presenters.</p>
BBC103 Symposium	<p><b>Title: <i>Innovation Through Collaboration: Integrating Art and Technology into the Writing and Research Classroom</i></b> Sharon Ratcliff, CSU East Bay (moderator)</p>
BBC104 Symposium	<p><b>Title: <i>"Capping" the Student's Learning Experience: Engaging Students in Capstones across Disciplines</i></b> Ravisha Mathur, Priya Raman and Michael Fallon, SJSU</p>
BBC106 Paper Session	<p><b>Title: <i>Writing Economics</i></b> Clare Battista, Santa Monica College</p> <p><b>Title: <i>101 uses for iPads in the classroom</i></b> Solina Lindahl, Cal Poly SLO</p> <p><b>Title: <i>Promoting Resilience through Writing at CSU: Using Instructional Strategies from a Composition Classroom to Bolster Student Engagement and Success</i></b> Erika Shuh, CSU San Marcos</p>
BBC107 Paper Session	<p><b>Title: <i>Triggering Students' Imagination in Management Education via Filmmaking Method</i></b> Hakan Ozcelik, Sacramento State</p> <p><b>Title: <i>In It To Win It: An Innovative Collaboration Experience Between Miami Ad School and San Jose State</i></b> John Delacruz, SJSU</p>
BBC108 Paper Session	<p><b>Title: <i>Teaching Research and Writing in the Humanities Using Collaborative New Media</i></b> Kyle Livie, CSU Monterey Bay</p> <p><b>Title: <i>Beyond the conquistadors: Teaching Mexican conquest history with the help of internet-accessible indigenous sources</i></b> Doris Namala, CSU Dominguez Hills</p> <p><b>Title: <i>Occupied Paris: Creating a Historical Simulation for Foreign Language Learning</i></b> Terri Nelson, CSU Bakersfield</p>
BBC121 Paper Session	<p><b>Title: <i>The Good, the Bad and the Beautiful: Teaching with Digital Media</i></b> Elizabeth Tu and Stacey Knapp, SJSU</p> <p><b>Title: <i>How to sketch (even if we can't draw)</i></b> Cesar Torres Bustamante, Cal Poly SLO</p>

## Keynote Address

Student Union Ballroom A&B

10:30am – 11:30am

# *Working together to create a community where all can succeed*



Dr. Kathryn Plank

Otterbein University

Kathryn M. Plank, Ph.D. is Director of the Center for Teaching and Learning and Associate Professor of Education at Otterbein University in Westerville, Ohio. She has been an educational developer for over 20 years, working at both Penn State and Ohio State before moving to Otterbein in 2012, and has taught college classes in both English and education. Her current scholarship focuses on program assessment, diversity, online learning, course design, and team teaching. In 2011, she edited the book, *Team Teaching: Across the Disciplines, Across the Academy*. She is a past President of the POD Network in Higher Education, the professional association for educational development in the United States, and currently vice-president of the International Consortium for Educational Development.



**11:45am-1:15pm – Poster Session II**  
**Student Union Ballroom C**

#1	<i>CSU Quality Blended-Online Course Program</i>	Brett Christie, Chancellor’s Office
#2	<i>CSU Course Redesign with Technology Program</i>	Ashley Skylar, Chancellor’s Office
#3	<i>Discovery and Adopting Free and Open Textbooks</i>	Leslie Kennedy, Chancellor’s Office
#4	<i>Using Affordable Technology in a Hybrid and Flipped Economics Redesign</i>	Solina Lindahl, Cal Poly, SLO
#5	<i>Strengthening Student Achievement Across the University Using Supplemental Instruction</i>	Martin Bonsangue, Todd Cadwallade Olsker, Phil Janowicz, Trista O’Connell, Ashley Thune-Aguayo, Sean Walker and Rochelle Woods, CSU Fullerton
#6	<i>Transforming Learning With Technology in the U.S. History Survey</i>	Katherine Chilton and Laura Guardino, SJSU
#7	<i>A Comprehensive Package: Social Psychology Online Design, Delivery and Assessment</i>	Allison Evans, CSU Bakersfield
#8	<i>Modeling Effective Faculty and Staff Partnerships for Course Redesign with Technology</i>	Kenji Ikemoto and Natalio Avani, San Francisco State
#9	<i>Laboratory Redesigns Using Technology</i>	Beth Weinman, Kerry Workman-Ford, Kylie Ford, Chris Pluhar, Alex Pytlak, Bryant Platt, Michael Mayfield, Mara Brady , Cynthia Flores, James Graham, Thomas Gredig, Young Sub Kwon, Nick Malloy, Wai Man Ng, Scott Russell, Gita Sathianathan, Peter Van De Water and Natalie Zayas, Fresno State
#10	<i>Leveraging the i&gt;clicker: How to Design Dynamic Questions</i>	Ann Agee, SJSU
#11	<i>A Case in Favor of Assessment Monitoring in Online Classes</i>	Jennifer Bechkoff, SJSU
#12	<i>Controlling Instructional Variables to Increase Academic Achievement in Online Classes</i>	Robert Carlisle, CSU Bakersfield
#13	<i>Raising the E-Learning Bar through Online Course Assessment and Peer Training</i>	Maria Claver, Casey Goeller and Wendy Reiboldt, CSU Long Beach
#14	<i>Sentiments and Perspectives of Academics about Massive Open Online Courses (MOOCs)</i>	Jack Fong, Cal Poly Pomona
#15	<i>Course Redesign for Biology</i>	Katherine Wilkinson, Sulekha Anand and Susan Lambrecht, SJSU

12:00-2:00pm	<b>Lunch - Make-your-own-Salad - Student Union Ballroom C</b>
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**12:45pm – 1:45pm – Concurrent Sessions II**

<b>Location</b>	<b>Title and Presenters</b>
BBC102 Symposium	<b><i>Title: Improving the quality of undergraduate research through culturally relevant mentor training at two California State Universities</i></b> Noya Kansky, Carla Fresquez, Robin Parent, Jane Lehr and Tiffany Kwpanoski, Cal Poly SLO
BBC103 Symposium	<b><i>Title: A Model for Community-engaged Learning: CommUniverCity San José</i></b> Dayana Salazar, Katherine Cushing, Lorri Capizzi and Nikos Mourtos, SJSU
BBC104 Symposium	<b><i>Title: Students as Co-Educators and Co-learners</i></b> Maria Avila, Jennifer Magallanes, Annie Barrio, Michael Hargrove, CSU Dominguez Hills
BBC105 Paper Session	<b><i>Title: Letter-Writing Fosters Communication, Self-Expression and Creativity in the Diverse College Classroom</i></b> Theresa Casey, Cal Poly Pomona <b><i>Title: Adapting Experiential Learning Opportunities: A Political Science Research Methods Course Case Study</i></b> Sonia Gulahmad, Jaimes Lucero and Mary Currin-Purcival, SJSU <b><i>Title: Classroom Techniques for Distributed Teaching (DT)</i></b> Lynda Stone, Sacramento State and Tabitha Hart, SJSU
BBC106 Paper Session	<b><i>Title: Psychometrics and "Big Data" Mined from Our Grade-Books to Improve Our Teaching and Address Students' Needs</i></b> Kevin Grobman, CSU Monterey Bay <b><i>Title: Our faculty are just like our students! Lessons learned from facilitating online professional development</i></b> Catherine Haras and Beverly Bondad-Brown, CSU Los Angeles <b><i>Title: Casting a Wider Net with CSU Sponsored Online Faculty Learning Communities: Faculty Development for the Future</i></b> Kim Vincent-Layton and Cherie Viopal, Humboldt State
BBC107 Paper Session	<b><i>Title: Using Current Events to Stimulate Critical Thinking</i></b> Rebekah Oulton, Cal Poly SLO <b><i>Title: Deeper Conceptual Understanding Through Inquiry-Based Learning Activities</i></b> Brian Self, Jim Widmann, Lindsey Chase, Benjamin Kraw and Michael George, Cal Poly SLO
BBC108 Paper Session	<b><i>Title: Applications across the university of Calibrated Peer Review (CPR), a web-based platform for delivery of peer-reviewed writing assignments</i></b> Laurie Starkey, Devon Hackelton, and Leonard Vandegrift, Cal Poly Pomona <b><i>Title: Peer-teaching in Engineering Graphics and CAD using a cloud-based CAD system</i></b> Yong Suh, Sacramento State <b><i>Title: 360° Peer Evaluation for Teams Using Google Suite</i></b> Scott Walt and Denise Castro, CSU Monterey Bay
BBC121 – Workshop and Demonstration	<b><i>Title: Harnessing the hidden features of the Mac operating system to support student access and learning</i></b> Joseph Polizzotto, California Community Colleges

2:00pm - 3:00pm – Concurrent Sessions III

Location	Title and Presenters
BBC103 Symposium	<b>Title: <i>Community-Based Learning: Putting Ideas Into Action</i></b> Andrea Wells, Xeno Rasmusson, Sally Thomas and Mary D’Alleva, CSU East Bay
BBC104 Symposium	<b>Title: <i>Letting the Elephant Out of the Closet! Quality Matters! Building a Culture of Quality Course Review and Linking to Student Success</i></b> Ashley Skylar (Chancellor’s Office), Roger Wen (CSU East Bay), Bryan Berrett (Fresno State)
BBC105 Paper Session	<b>Title: <i>Diversity and Commonality: Classroom Dialogues on Race</i></b> Patrick Belanger, CSU Monterey Bay <b>Title: <i>Scaling Up Civic Learning: A difficult concept goes online</i></b> Michael Willard and Catherine Haras, CSU Los Angeles
BBC106 Paper Session	<b>Title: <i>Flipping the Lecture: Creative Teams in Diverse Classrooms Innovate Challenging Reading Assignments.</i></b> Ondine Gage, CSU Monterey Bay <b>Title: <i>Expanding the Flipped Model to Elementary Spanish</i></b> Maria Mayberry and Heeju Han, Sacramento State <b>Title: <i>Ensuring Student Engagement in a Flipped Classroom Using Team Based Learning</i></b> Steffen Peuker and Jennifer Mott Peuker, Cal Poly SLO
BBC107 Paper Session	<b>Title: <i>A Problem Solving Approach to Pre-Calculus Using Standards Based Grading and Active Learning</i></b> Sharon Lanaghan and Matthew Jones, CSU Dominguez Hills <b>Title: <i>Interconnected: Teaching Intercultural Awareness and Sensitivity Through One-Day Culture Walk.</i></b> Megan Samaniego, Cal Poly Pomona <b>Title: <i>Fostering a More Inclusive Community at California State University, East Bay with the L.A.N.D. (Learning, Ability, and Neurological Diversity) Project</i></b> Christina Chin-Newman, Alina Engelman , D. Nair, and Sara Smith, CSU East Bay
BBC108 Lightening Talks	<b>Title: <i>Improving student engagement in group projects through the application of pop cultural references in an assignment on video creation.</i></b> Damien Wilson, Sonoma State <b>Title: <i>Chemistry and Biochemistry Learning Community for First Year Students</i></b> Carmen Works, Sonoma State <b>Title: <i>Applying 21st Century Technology to Writing and Critical Thinking</i></b> Emily Wughalter, SJSU <b>Title: <i>Reaching Out to the Unreached -- Library's Role in Resource Sharing Among Healthcare Professionals</i></b> Ying Zhong, CSU Bakersfield
BBC121 Workshop and Demonstration	<b>Title: <i>Unveiling the secret tools of the Windows 10 OS to support student access and learning</i></b> Joseph Polizzotto, California Community Colleges

3:00-3:30pm	<b>Mid-Afternoon Coffee Break – Student Union Upper Level</b>
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**3:00pm – 4:30pm – Poster Session III**  
**Student Union Ballroom C**

#1	<b><i>Senior Experience Collaboration: A Cross-College Learning Opportunity</i></b>	Elizabeth Bigham and Kathy Fuller, CSU San Marcos
#2	<b><i>Future K-12 Teacher Candidates Take on Engineering Challenges in a Project-Based Learning Course</i></b>	Danielle Champney, Pamalee Brady, John Chen, John and Amanda Fentress, Cal Poly SLO
#3	<b><i>The Dual Existence of Hometown and University Life: Using Faculty Narrative to Help First Generation Students Persist</i></b>	Christine Cruz-Boone and Bruce Hartsell, CSU Bakersfield
#4	<b><i>The Synergy of Interprofessional Collaboration</i></b>	Darla Hagge and Nassrine Nouredine, Sacramento State
#5	<b><i>Redefining the College Lecture: Faculty Learning Program for Facilitating Active Learning in STEM Undergraduate Courses</i></b>	Catherine Halversen and Carmen Works, Sonoma State
#6	<b><i>The Value of Templates: Encouraging Student Creativity and Performance</i></b>	Shelley Hurt, Cal Poly SLO
#7	<b><i>Making Human Rights Real in Our Own Backyard: Human Rights Praxis, Community Collaboration, and New Technologies in Service-Learning for Social Change</i></b>	Edith Kinney, SJSU
#8	<b><i>Changing the Teaching/Learning Culture: Revising the General Education Program at CSU, Bakersfield</i></b>	John Tarjan, CSU Bakersfield
#9	<b><i>Increasing and Retaining STEM Majors through an Integrated Freshman Year Experience</i></b>	Martha Shott, Jeremy Qualls, Nathan Rank and Lynn Stauffer, Sonoma State
#10	<b><i>CPR: Using an online writing assignment in chemistry to teach about resonance and acid strength</i></b>	Laurie Starkey, Devon Hackelton, and Leonard Vandegrift, Cal Poly Pomona
#11	<b><i>High-Impact Teaching and Student Success: An Evaluation of Bilingual Family Child Care Higher Education Academy</i></b>	Yafen Lo & Jenny Yen, CSU Fullerton

**3:30pm – 4:30pm – Concurrent Session IV**

<b>Location</b>	<b>Title and Presenters</b>
BBC102 Symposium	<b>Title: ¡Adelante! A Model for Faculty, Staff, and Student Collaboration to Enhance Latina/o Student Success</b> Magdalena Barrera, Rebeca Burciaga, Marcos Pizarro and Itza Sanchez, Lilly Pinedo-Gangai and Hector Perea, SJSU
BBC103 Symposium	<b>Title: Service-Learning: Long-Term Impact and Deep Learning in the CSU</b> Michael Millar (Cal Poly, Pomona), Jennifer Gasang (San Francisco State University), Merith Weisman (Sonoma State University), and Michael Willard (CSU Los Angeles)
BBC104 Symposium	<b>Title: Achieving Student Success through Contemplative Pedagogical Practices: A Multidisciplinary Project</b> Ranjeeta Basu, Marie Thomas, Margaret Crowdes, Rajnandini Pillai, Sara Bufferd, Jocelyn Ahlers, Jacky Thomas, Rocio Guillen-Castrillo, and Patricia Stall, CSU San Marcos
BBC105 Paper Session	<b>Title: Let's Make A Game: The Need for Bridging The Gap Between Computer Science and Fine Arts Students</b> Adam Moore and Elliot Gertner, CSU Long Beach <b>Title: Teaching Quantitative Methods In A Self-Organized Virtual Learning Environment</b> William Riggs, Cal Poly SLO <b>Title: Innovative Healthcare Spanish Certificate Program</b> Carmen Jany (CSU San Bernadino) and Maria Mayberry, Sacramento State
BBC106 Paper Session	<b>Title: Course Re-design and High Impact Practices at the Freshmen Level: The Case of CSU-Chico's "U-Course"</b> Curt DeBerg and Kent Sandoe, Chico State <b>Title: Improving student persistence and achievement using a "Commit to Study" contract</b> Jeffrey Paradis, Sacramento State <b>Title: HIPs within HIPs: Closing Achievement Gaps with a First-Year Seminar</b> Joanne Pedersen and Adam Pedersen, CSU San Marcos
BBC107 Lightening Talks	<b>Title: New technologies in the classroom: pros and cons of using a smart-book and web based assignments on-campus and on-line for Management 310</b> Yann Abdourazkou, CSU Dominguez Hills <b>Title: Change you Phone Policy: Cell Phones as Teaching Tools</b> Christine Cruz-Boone, CSU Bakersfield <b>Title: Enhancing digital literacy skills through innovative coursework</b> Tabitha Hart, SJSU <b>Title: Using a video conference tool to promote engagement in a face-to-face class</b> Miguel Lara, Troy Challenger and Chris Beem, CSU Monterey Bay
BBC108 Paper Session	<b>Title: How Quality Matters QM'ed my Online Course</b> Denise Castro, CSU Monterey Bay <b>Title: Cultivating, Recognizing and Disseminating Exemplary Online Instruction</b> Brett Christe, Chancellor's Office and colleagues <b>Title: How the heck do I start? A framework that outlines the steps towards designing an effective online course that utilizes QOLT.</b> Daniel Soodjinda, CSU Stanislaus
BBC121 Symposium	<b>Title: Structured Conversation on Teaching Students with Special Learning Needs</b> Elizabeth Tu, Erin Woodhead and Richard Sessions, SJSU

# Symposium Workbook

**19<sup>th</sup> Annual CSU  
Teaching and Learning Symposium**

**San José State University**

**October 21-22, 2016**



## Instructions for Using the Symposium Workbook

First of all, I want to express my appreciation to Todd Zakrajsek, PhD, faculty development director and conference organizer *extraordinaire*, for permitting me to “borrow” his idea – and indeed, his template – for a conference workbook. Those of you who have had the pleasure of attending a Lilly Conference on College and University Teaching and Learning will undoubtedly recognize this workbook as a close cousin of the tool he created. Thank you, Todd – your generosity embodies the spirit of collegial collaboration, and I want to be absolutely sure to give credit where credit is due (and deserved!).

**A word about the purpose of this workbook.** Over the years, I have had the opportunity to attend many, many professional conferences. In some instances, I contributed to the formal program in some way. In others, I had the good fortune to just be there just to learn. In virtually every instance, I did my best to immerse myself in the moment, attending sessions, engaging in animated and thoughtful conversation, taking notes, collecting business cards and handouts. But all too often, the conference “high” dissipated quickly as I returned to business-as-usual. As I look back, one thing is quite clear: regardless of my role or responsibilities at the gathering, *I benefitted much more from the experience when I had (read “made”) the time to prepare and follow through.* Isn’t this exactly what we encourage our students to do, to get the most out of their educational opportunities?

*Fruitful preparation didn’t necessarily take a lot of time:* Skimming through the program, making note of sessions I wanted to attend or people I wanted to meet were helpful strategies, to be sure. But it made a huge difference when I spent a few additional minutes thinking through

- *why I wanted to attend* – that is what, specifically, I hoped to learn and how that would allow me to address goals or challenges in my work; and
- *what I could bring to the table* – that is how what I did or knew or spent time thinking about might enrich conversations I might have with colleagues.

In the same vein, I gained more from attending conferences where I *actually followed through* on some of the ideas I’d found so energizing, rather than simply filing them away along with my travel receipts. (Go figure!!).

*And so we offer this workbook ... designed to help you plan, reflect, and connect.* We have created it in Word format, so that you can most easily adapt it to your particular needs. We hope that this tool will help you bring more ideas to the Symposium to share, and also come away having gained more from the time you are investing in it.

In the spirit of collegiality,

Amy

Amy Strage, PhD  
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**I - To ensure that you get the most out of the conference,  
PREPARE, DO YOUR HOMEWORK, AND BE INTENTIONAL...**

Find a quiet place where you can read and think, undisturbed, for a bit. Consider what you hope to gain by attending the Symposium. Think about classes you currently teach, and students you currently work with, about situations you wish you had been able to handle more effectively or creatively. Skim through the Symposium schedule, posted on-line.

**One Minute Paper:** Set your phone to the stopwatch function or find a clock with a second hand. Give yourself one minute to write a response to the following:

***What do you hope to gain by attending this year's CSU Teaching and Learning Symposium?***



## Goals and Objectives

Alternatively, or perhaps in addition to your response to the “One Minute Paper” prompt above.

*Before* you actually attend any of the Symposium sessions, identify *two or three specific goals* you hope to achieve at the conference that you can *apply this term or this year*. These might be:

- addressing challenges with respect to your teaching or your interactions with students,
- learning more about strategies that you have heard of that interest you, or
- finding colleagues who share a common interest/passion for a specific topic.

*By the close of the conference*, be sure to make a quick note about information you gained that relates to each of these goals. Also, make a note of the names of any attendees you talked with about topics related to these items and in a few key words, summarize what you discussed.

### Goal 1

Brief description:

Notes:

## Goal 2

Brief description:

Notes:

### Goal 3

Brief description:

Notes:

**II – To ensure that you get the most out of the conference,  
 REACH OUT ... DON'T BE SHY... NETWORK...**

The benefits of attending professional gatherings like the CSU Teaching and Learning Symposium can be manifold. We expect that the information and ideas you gather will be very helpful to you, as you return to your work. But we also hope that *you will be inspired by the people you meet. Try for 5-6 new contacts at this conference.* Use the space below to organize information about who they are, how to reach them, and why you want to follow up with them.

Name	Institution/Email/Contact information	Reason for Follow-up

**III – To ensure that you get the most out of the conference,  
REFLECT AND FOLLOW THROUGH...**

**Action Items**

All too often, we squander the energy and possibilities we generate when we attend professional conferences because we don't make it a priority to follow up and follow through once we return home. To sustain your momentum, *list at least 5 things will you do within 2 weeks of the conclusion of the Symposium.* These may include individuals to contact, resources to order, or materials to develop. **BE SURE TO INCLUDE SOMEONE YOU WANT TO TALK TO AT YOUR HOME CAMPUS**, with whom you would like to share an idea you had or something you learned at the Symposium.

<b>To Do List</b>	
<b>1.</b>	
<b>2.</b>	
<b>3.</b>	
<b>4.</b>	
<b>5.</b>	

**Thank You Note** (You've probably already thought to do this, but in case it's slipped your mind...)

In fiscally restrictive times, it is important that funds are used in ways that best benefit the institution. To encourage future travel to teaching conferences and to acknowledge financial support provided for this symposium, we encourage our participants to send a quick note of thanks to the individual(s) responsible for your attendance. As appropriate, consider including one or two insights you gleaned from the symposium, one or two ideas you plan to incorporate into your teaching or your work with students, or information pertaining to anything specific you were asked to do, learn or explore. Also, as appropriate, provide details about ways in which you might share what you gained through your attendance at the Symposium with your campus community.

**Take Home Final Exam** (To be completed a few weeks *after* the Symposium. Set a reminder on your calendar!!)

Review your notes from previous pages, then construct an answer to the following prompts:

1. What have you changed (or do you plan to change) in your teaching (or other work, as appropriate) as a direct result of something you learned at the Symposium? What impact do you anticipate these changes will have on student learning? Try to be as specific as possible.
2. Whom have you contacted since the conference and what has resulted from those interactions?
3. Is there something you will be doing in your class(es) (or elsewhere in your work) that could be a presentation at a future CSU Teaching and Learning Symposium?
4. Did you send the thank you note to the person providing support for your attendance at the conference? If not, please send your note of thanks at this time.