Note-Taking Strategies for Students (Pat James)
Do you spend too much time reteaching old material? Do you wish students could just be sponges for your course content? This session will help you encourage and empower students to retain and apply course content across a variety of disciplines. 9am-10am

The Google Suite for Classroom Use (Gail Tang)
Do you wish your students interacted with you and each other in between class meetings? This session will review collaboration tools with a focus on the Google suite of products. Additionally, some useful iPad apps will be discussed. 10am-11am

Top Five Effective Teaching Strategies (Pat James)
Effective learning strategies will be discussed to engage students in their own learning. This session will use collaborative approaches to add to faculty’s teaching tool kit and will help address the varied academic needs of students. 11am-12pm

Writing Across the Curriculum (Kat Weaver)
But I don't teach writing! We'll discuss strategies for incorporating writing within majors and across undergraduate curriculum, freshman to senior year, in a scaffolded approach. Additionally, the benefits of peer critiquing and utilizing writing to learn content will be discussed. 1pm-2pm

Effective Use of Blackboard in Teaching (Kathy Duncan)
I have a Blackboard account and I know how to upload my syllabus - now what? This session will explore some of the many features and tools that are effectively used by faculty to increase student engagement and to enhance student learning. 2pm-3pm

Community Engagement (Marisol Morales)
Community engagement can create transformative learning experience for students as well as faculty. In this interactive workshop, participants will learn about developing pedagogical strategies to incorporate community engagement and service learning, tied to university values, into their curriculum and research. 3pm-4pm

Student Engagement (Jessica Decker)
Simple-to-use strategies for increasing student engagement in the classroom will be presented. Experience cooperative strategies that are easy to implement across subjects and will help students process and retain information. 4pm-5pm

Getting Started with Blackboard (Bryan Best)
This is a general introduction to Blackboard including logging in, basic navigation, managing the course menu, and using the control panel. 9am-10:30am

Grade Center in Blackboard (Bryan Best)
In this session, you will learn how to use the Grade Center to assess course work and keep students informed of their current grade. Additions include creating columns manually or automatically using tool functions, adding rubrics, and uploading graded documents. 11am-12pm

Student Self-Assessment (Jendayi Saada)
Often, professors spend a significant amount of time grading student assignments and giving valuable feedback that students look past as they search for the grade the professor assigned. By not reading and reflecting on the professor’s feedback, students miss the opportunity to learn from mistakes and improve their learning. This workshop will highlight techniques for helping students become self-regulated learners through the use of self-evaluation exercises. 1pm-2pm

Connect Instantly with Any Audience (Dana Nagengast)
This interactive session will help you learn eight keys for success to connect instantly with any audience. You will practice using neuro-linguistic programming language to positively influence your state of mind and experience immediate rapport with faculty, staff, and students. 2pm-3pm

Culturally Responsive Teaching (Panel)
This panel discussion will address challenges of and strategies for meeting the diverse academic needs of students. Best practices will be shared by the panel as well as session participants. 3pm-4pm

Strategies for a Pluralistic Classroom (Zandra Wagoner)
Students bring a variety of religious, philosophical, and secular world views into the classroom. This session will provide strategies to enrich the teaching experience and promote student growth while honoring these perspectives. 4pm-5pm
Wednesday 8.20.14

Adaptive Learning Using Flipped Strategies (Frank Ives)
Consider a classroom structure that adapts to the student. Those who need less get less. Those who need more or select to have more get individualized attention. In this session, you will explore the adaptive classroom. This is a flipped talk; come prepared to the Q&A session by watching this short video http://youtu.be/lyjvfFZVjIQ 9am-9:30am

Plagiarism (Donna Bentley)
This session will inform faculty of developments in teaching students how to cite appropriately, as well as the use of tools to assess if a student has plagiarized. RefWorks, SafeAssign, and other resources available to University of La Verne faculty will be demonstrated. 10am-10:30am

Linking Library Resources to Blackboard (Erin Gratz and Karen Beavers)
Integrate library resources into your Blackboard course including subject guides, reading lists and embedded streaming media. 10:30am-11:30am

Using Data Sets (Donna Bentley)
Use of data sets and manipulating “big data” has, with technological advances, become available for individual faculty to incorporate into their research. Selected public data sets in a variety of disciplines will be reviewed; search strategies to find data sets will be discussed; and subscription data sets available through Wilson Library, such as Rand State Statistics, will be demonstrated. 11:30am-12pm

Publishing (Vinaya Tripuraneni, Liberty McCoy and Jennifer Esteron)
Overview of publishing opportunities for faculty, including open access models. 12:30pm-1:30pm

Library Resources available to support teaching and research (45 min. sessions)
CAS: Erin Gratz and Karen Beavers 2pm
CBPM: Linda Gordon 3pm
CEOL: Donna Bentley, Shelley Urbizagastegui 4pm

Thursday 8.21.14

Course Design and Development Made Easy and Logical (Linda Nilson)
In this workshop, you will learn how to structure a logical, cohesive, and coherent course around measurable student learning outcomes and filling out your skeletal design with effective means for your students to achieve your ends and appropriate ways to assess your students’ progress towards the ends. During the workshop, you will begin this process on a new or an established course of your choosing. **Please bring with you any key materials you may have on a course that you are designing, or bring the syllabus, including your list of learning outcomes, for a course you are revamping.** 9am-12pm

Scholarship Made Easier: Best Practices for Writing and Publishing More Effectively and Efficiently (Linda Nilson)
In this workshop, you will learn concrete, step-by-step strategies for maximizing your production of manuscripts that have a high likelihood of publication (or conference presentation) in an appropriate outlet. The strategies address all phases of the scholarly writing process: identifying easily-publishable topics, preparing yourself emotionally, organizing yourself for writing, following a formula, controlling your writing time, writing effectively, getting feedback, identifying the best publication outlets, querying journal editors, monitoring your submission, and reacting to reviews. 1pm-3pm

Getting Students To Do (and Comprehend) the Readings (Linda Nilson)
The core out-of-class assignment that we give our students is readings. However, without incentives to do so, few college students regularly do the assigned readings. We will examine why students do not do the readings as a complex interplay of their values, experience, cognitive skills, and behaviors as well as our own misconceptions and behavior. You will leave with a variety of specific measures for fostering reading compliance and increasing reading comprehension and thereby enhancing your students’ learning. 3pm-5pm

Friday 8.22.14

ePortfolios: What are They? Why Should I Care? (Helen L. Chen)
This is a conceptual approach to the importance of ePortfolios and their role in 21st century teaching, learning, and assessment. This session will address the concept of folio thinking, design approaches to ePortfolios, and effective uses of them for course, program, and institutional assessment of learning outcomes. 10am-12pm

ePortfolio Basics (Sammy Elzarka)
How do I start an ePortfolio? How can changes be made to an ePortfolio? How can course work be submitted and graded using ePortfolios? All these and many more questions will be addressed in this session. This will be an active workshop so please bring a fully powered laptop or tablet. 1pm-2:30pm

Getting Started with Blackboard (Bryan Best)
This is a general introduction to Blackboard including logging in, basic navigation, managing the course menu, and using the control panel. 2:30pm-4pm

Grade Center in Blackboard (Bryan Best)
In this session, you will learn how to use the Grade Center to assess course work and keep students informed of their current grade. Additions include creating columns manually or automatically using tool functions, adding rubrics, and uploading graded documents. 4pm-5pm