CAFÉ WEEK(S)
2015
August 17-28
CAMPUS CENTER ROOM 215
The CAFE is excited to offer an array of sessions presented by nationally and internationally renowned speakers as well by accomplished professors at the University of La Verne. We have developed so many interesting sessions that we had to schedule them over two weeks.
To register, click here or visit laverne.edu/cafe
Deadline to register is August 1, 2015
ABOUT OUR GUEST SPEAKERS

Linda Nilson

Linda B. Nilson is founding director of the Office of Teaching Effectiveness and Innovation (OTEI) at Clemson University and author of *Teaching at Its Best: A Research-Based Resource for College Instructors*, now in its third edition (Jossey-Bass, 2010), *The Graph- ic Syllabus and the Outcomes Map: Communicating Your Course* (Jossey-Bass, 2007), *Creating Self-Regulated Learners: Strategies to Strengthen Students’ Self-Awareness and Learning Skills* (Stylus, 2013) and *Specifications Grading: Restoring Rigor, Motivating Students, and Saving Faculty Time* (Stylus, 2015). Currently she is working on the fourth edition of *Teaching at Its Best* for Jossey-Bass and applying cognitive psychology to assess how various instructional technologies affect learning. Dr. Nilson’s career as a full-time faculty development director spans 25 years. In this time, she has published many articles and book chapters and has given well over 500 keynotes, webinars, and live workshops at conferences, colleges, and universities both nationally and internationally.

Saundra McGuire

Saundra Yancy McGuire is the Director Emerita of the Center for Academic Success and Retired Assistant Vice Chancellor and professor of chemistry at Louisiana State University. Prior to joining LSU in 1999, she spent eleven years at Cornell University, where she served as Director of the Center for Learning and Teaching and Senior Lecturer in the Department of Chemistry, and received the coveted Clark Distinguished Teaching Award. She has delivered keynote addresses and faculty development workshops at over 200 institutions in 40 states and five countries. In 2012 she was elected a fellow of The Council of Learning Assistance and Developmental Education Associations (CLADEA), and in 2011 she was elected a Fellow of the American Association for the Advancement of Science (AAAS). In 2010, she was elected a Fellow of the American Chemical Society and also became one of only seven individuals in the Nation to have achieved Level Four Lifetime Learning Center Leadership Certification at that time. In November 2007, the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring (PAESMEM) was presented to her at a White House Oval Office Ceremony. She has published in *The Journal of Chemical Education, American Scientist, Science, The Learning Assistance Review, To Improve the Academy, and New Directions for Teaching and Learning.*
ABOUT OUR GUEST SPEAKERS

Connie M. Schroeder

Dr. Connie M. Schroeder is the Senior Consultant for the Instructional and Organizational Development at the Center for Excellence in Teaching and Learning at the University of Wisconsin-Milwaukee. Dr. Schroeder has been in leadership positions in higher education since 1984 at both research institutions and liberal arts colleges. Connie joined UWM in 2001 and provides consultation and workshops on instructional development strategies, including course assessment, learner-centered course design, small group learning and active learning strategies across all disciplines for instructors at UWM, including faculty, teaching academic staff, and graduate teaching assistants. She provides extensive curriculum development for departments or schools and oversees the CETL Basic Certificate for Professional Development in Teaching and Learning, initiated outreach, and programming for adjunct and part-time instructors. Connie works with several institutional initiatives, including the First Year Transition Course Program and Northwest Quadrant Active Learning Classrooms.

Christy Price

A professor in both the School of Liberal Arts and the School of Health Professions, and the founding director of the Center for Academic Excellence at Dalton State College, Christy Price has been teaching at the collegiate level for 24 years. She is a nationally recognized authority on innovative teaching techniques to engage millennial learners and was chosen by the Carnegie Foundation for the Advancement of Teaching as the Outstanding US Professor for 2012 in the Baccalaureate Colleges category. Dr. Price also won the 2010 Carnegie Foundation Outstanding Professor Award for the state of Georgia. She was honored by the National Resource Center for the First Year Experience and Students in Transition as an Outstanding First Year Student Advocate for 2009. Dr. Price won the University System of Georgia Teaching Excellence Award in the Two & Four Year College sector for 2008/2009 and the Excellence in Teaching Award at Dalton State in 2007. Dr. Price’s awards are, in part, a result of her use of innovative strategies in assisting students to achieve learning outcomes. Her dynamic and interactive style makes Dr. Price a favorite as a professor and presenter. She regularly presents as a keynote speaker and has led faculty development workshops and retreats at over seventy institutions across the United States and abroad.
Navigating Religious Accommodations in the Classroom (Zandra Wagoner)
La Verne has passed a new academic policy for Religious Accommodations. This interactive, problem solving session will focus on how to navigate student requests for religious holiday and curricular accommodations due to deeply held beliefs and practices. **9AM-10AM**

The Brain Out on a Limb (Stephen Chew)
Learning often requires risk-taking, and learners who are more adept at responding well to risk become more effective at learning and academic achievement. This session will cover techniques to engage students in deep levels of learning using interleaving, varied practice, and elaboration. These practices have helped students embrace difficulty and avoid the illusion of knowing. **10:30AM-11:30AM**

**Note:** Attendees of this session will be offered a copy of *Make it Stick*, one of the sources used in this presentation.

Students and Research: The Faculty Advisor/Mentor and Support for Ethics and Integrity (Sarah L. Dunn and Saiqa Anne Qureshi)
The responsibilities of the Faculty Advisor/Mentor from the Institutional Review Board perspective in student-conducted research at La Verne will be presented in this session. Also included will be the presentation of materials available to La Verne staff and faculty to support students incorporating ethics and integrity in research and beyond. **1PM-1:45PM**

Institutional Review Board (IRB) Basics (Sarah Dunn)
This session will review the history of protecting human subjects protections history and how to effectively complete an IRB application. **2PM-2:45PM**

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Research and Internal/University Wide Assessment Data (Sarah L. Dunn and Saiqa Anne Qureshi)
This joint session will discuss the cutting edge area of internal/university wide assessment data. The University accumulates a large amount of data daily and some may want to use this information for future publications and presentations. This session will provide guidance on whether an IRB review is needed, the IRB application process, and how to appropriately disseminate the data collected. **3PM-4PM**
Designing Your Own Course *(Connie Schroeder)*
Step back and identify the big ideas and questions that are relevant to students in order to design a framework for your course. Explore strategies to get students to wonder before we give them answers to questions they haven’t asked. You will develop a course framework that uncovers the course’s big ideas and compose clear course learning outcomes. Attendees will receive the CETL *Course Design* booklet. **9AM-10:45AM**

**Titles, Purposes, Alignment, and Instructions (Connie Schroeder)**
Is your course framed by content and what you cover? What if you used an alternative approach to forming the skeleton of your course? Explore strategies for developing assignments aligned with overarching course learning outcomes, naming assignments with clarity, and describing assignments and instructions. Practice scaffolding large assignments into smaller parts that highlight the learning process vs. simply the products. Attendees will receive the CETL *Course Design* booklet. **11AM-12PM**

Intentionality and Alignment/ Integrating Content and Preparation for Class *(Connie Schroeder)*
The alternative to flying-by-the-seat-of-your-pants or being only one class ahead of students is work upfront which is guaranteed to lower your stress and provide a means for selecting course content, assignments, and in class activities. Engage with your peers in writing clear course session outcomes and making content selection an intentional process that aligns with your course outcomes. Attendees will receive the CETL *Course Design* booklet. **1PM-1:45PM**

Rubrics, Grading Schemes, and Low Stakes Assessment *(Connie Schroeder)*
Many courses rely on a grading scheme with largely high stakes assessments that cannot support the expectations of an active learning course in which students take responsibility for their learning. Rubrics and low stakes assessments actually challenge students to learn by engaging them in reflection and self-assessment. This session will transform your evaluation and assessment process! Attendees will receive the CETL *Course Design* booklet. **2PM-4PM**
Wednesday, August 19th

**Framing Active Learning through Kolb’s Experiential Learning Cycle** *(Connie Schroeder)*

Active Learning can move students to the highest level of learning through an assortment of individual, pair, group, and all class learning activities (online or in class). How does one arrange these transitions and sequences? How can you captivate students from the start? Kolb’s Experiential Learning Cycle offers a simple framework for nearly any type of course that will engage learners yet allow for the continuum of approaches, from mini-lectures or highly active exercises. Attendees will receive the CETL booklet, *Kolb’s Active Learning Cycle*. 9AM-12PM


Group work is one pedagogical strategy that can elicit more complaints than any other. How can you ensure effective teams and true collaboration rather than piecemeal work? How can you encourage student groups to integrate and synthesize knowledge as well as think critically together? Participants will receive the CETL booklet, *Active Learning and Small Group Learning* with many examples and strategies and begin designing breakout groups, active learning class sessions, and a team project using the five core principles. 1PM-4PM
My Top Ten: The Best and Worst Teaching Practices I Have Ever Seen (Linda Nilson)
Dr. Linda Nilson has been directing teaching centers full-time since 1989, during which time she has observed hundreds of classes and has interviewed thousands of students. She has seen a lot and heard a lot, as well as read a lot, about what enhances student engagement, learning, and respect for the instructor and what doesn’t. This overview of best and worst teaching practices will enable you to capitalize on the experience of other faculty to avoid pitfalls and build on their successes. **9AM-12PM**

Critical Thinking Unmasked: How to Infuse it into a Discipline-Based Course (Linda Nilson)
Critical thinking (CT) is a deeply misunderstood cognitive skill set, and faculty may think they are teaching it when they are not. Because the CT literature is quite fragmented and abstract, it does little to clarify the concept or offer concrete approaches to teaching and assessing it. This workshop will synthesize the various perspectives into specific activities and assignments that develop your students’ CT skills, including metacognitive reflection, and allow you to monitor and assess them, whatever your discipline. **1PM-4PM**

Note: University of La Verne attendees of these sessions will be offered one of two books: *Specifications Grading* or *Teaching at Its Best*, both by Linda Nilson.
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<tr>
<th>Time</th>
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<th>Presenter</th>
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<tr>
<td>3PM-4PM</td>
<td>Quick Start for Early Career Academics (Linda Nilson)</td>
<td>Designed for junior faculty, this workshop will reveal a number of proven strategies that will help you excel in teaching, collegiality, and research, writing, and publishing. Specifically, it will enable you 1) to plan the early stages of your academic career to achieve success, which includes tenure, based on the lessons of early-career faculty who have come before you at other institutions, and 2) to control your time so you can follow your plan and become more effective and efficient in your professional life.</td>
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<td>9AM-12PM</td>
<td>Enhancing Long Classes with Interactivity (Linda Nilson)</td>
<td>What’s a long class? Anything over 2 hours. By the end of this workshop, you will be able to utilize each class period more fully with activities that will: 1) maintain student attention and interest; 2) help your students learn your material more effectively; and 3) increase students’ enjoyment of and satisfaction with your course. We will focus on proven methods like interactive lecturing (specifically, the break activities), group work, discussion management techniques, and other highly engaging student activities.</td>
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<td>1PM-2:45PM</td>
<td>The Truth About Learning Styles (Linda Nilson)</td>
<td>This workshop will examine the reliability, validity, and effects on student learning of five popular models of “learning styles.” By the end, you will be able to explain how well each of the models meets conventional scientific and statistical standards and how some can “feel” so right and test so poorly. You will also be able to apply research findings from cognitive psychology to design effective assignments and class activities that teach students knowledge and skills through multiple senses and in multiple modes.</td>
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**Inner Lives, Spiritual Development, and Student Success**
*(Zandra Wagner)*
Recent research shows that students who score high on spiritual development measures have greater success and satisfaction in college. This session will review the research and unpack what is meant by "spirituality" and then provide suggestions for ways that the classroom and co-curricular programs can support the development of students' inner lives. **9AM-10AM**

**Mindfulness in the Classroom**
*(Faculty Panel: Amy Demyan, Christopher Perez, Laurie Schroeder, and Patricia Taylor. Session facilitated by Zandra Wagner)*
This panel will include practical examples and strategies for incorporating reflective practices in classroom teaching, while also providing evidence that positively supports the use of these various mindfulness practices with students. **10:30AM-11:30AM**

**Get Students to Focus on Learning Instead of Grades: Metacognition is the Key!** *(Saundra McGuire)*
21st Century students come to college with widely varying academic skills, approaches to learning, and motivation levels. Faculty often lament that students are focused on achieving high grades, but are not willing to invest much time or effort in learning. This session will focus on the importance of helping students acquire simple, but effective, learning strategies based on cognitive science principles. We will engage in interactive reflection activities that will allow attendees to experience strategies that significantly improve learning while transforming student attitudes about the meaning of learning. **1PM-4PM**
SCHEDULE
Tuesday, August 25th

**Increasing STEM Student Motivation: Strategies that Work!** (Saundra McGuire)
Motivating today’s STEM students to actively engage in learning activities proves challenging for most faculty. Very often millennial students do not respond as did students in the past to extrinsic motivators such as bonus quizzes and extra credit assignments. However, as James Raffini presents in *150 Ways to Increase Intrinsic Motivation in the Classroom*, when the psychoacademic needs of students are met in creative ways, student motivation soars. This presentation will engage STEM faculty in a discussion of addressing student needs for autonomy, competence, relatedness, self-esteem, and enjoyment in order to significantly increase student motivation.

**9AM-10:15AM**

**Using Appreciative Advising to Help Students Excel** (Saundra McGuire)
Students often come to college with high aspirations, but with inadequate preparation to excel. This interactive session will present a discussion of appreciative advising, an advising technique developed by Jennifer Bloom. This approach has the potential to facilitate more effective academic advising of today’s students. Effectively integrating learning strategies into advising sessions will also be discussed.

**10:30AM-12:00PM**

**TechSmith: Innovative Tools for Teaching** (Bryan Best, Erin Gratz, and Lisa Looney)
Make a real impact on your students’ learning experience. TechSmith has tools and ideas that will help you spend more quality time working with your students. This session will focus on three: SnagIt, Camtasia, and Camtasia Relay. Included will be basic tutorials as well as effective practices by faculty.

**1PM-2:30PM**

**Open Education Resources-What is that?** (Erin Gratz)
Open educational resources (OER) are freely accessible, openly licensed documents and media that are useful for teaching, learning, and assessing as well as for research purposes. In this session, learn the value of OER, how to locate a variety of OER commons, and how it can lower the cost of college for students.

**2:45PM-3:45PM**

**Blackboard Tips and Tricks** (Bryan Best, Deborah Olson, and Erin Gratz)
During this session, we will cover a variety of features in Blackboard Learn that may make life simpler. Join us as we cover a few simple tips and tricks that will help you get the most our of Blackboard. Whether you are a new or seasoned user of Blackboard, you are sure to find some useful tips and tricks, including best practices.

**4PM-5PM**
The University of La Verne has a new, robust ePortfolio platform called Digication. With its official launch scheduled for fall 2015, several sessions will cover the use and management of portfolios for students, faculty, and staff.

**ePortfolios**
This first session about Digication will introduce participants to ePortfolios. Included will be the creation, editing, sharing, and reviewing of sample ePortfolios. Additionally, model ePortfolios and templates will be reviewed and discussed. **9AM-12PM**

**Assessment Systems**
Digication has a robust assessment module allowing for scoring of student artifacts and management of the resulting assessment data. Included in this session will be the creation and management of assessment groups, use of the standard matrix, and using the rubric management tool. **1PM-2:45PM**

**Administrators Session**
This session is focused on the administrative functions of the platform including managing accounts, courses reports, and general best practices. **3PM-5PM**

Co-Presented by Jeff Yan and Kelly Driscoll

*Co-Founders of Digication*
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<td>1:45PM - 2:45PM</td>
<td>Pedagogy for a Distracted Society (Jason Neidleman)</td>
<td>This session will describe pedagogical techniques which simultaneously improve student performance and increase student satisfaction. These techniques enhance student attentiveness, both inside and outside the classroom, and are embraced by the students themselves. Emphasis in this session will be placed on the competing demands for student attention, including technology devices, and how to garner student engagement. A group discussion about these practices will round out the session. 1:45PM-2:45PM</td>
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<td>9AM-10:15AM</td>
<td>Supporting Language Acquisition of Multilingual Writers/Speakers Across the Curriculum (Jolivette Mecenas)</td>
<td>How can multilingual students in our classes be taught effectively? Who ARE multilingual students? Language acquisition is a process that evolves over time, with active engagement of students’ reading, writing, and oral/aural literacies. In this session, faculty members from across the curriculum discuss active teaching strategies that focus less on linguistic error, and more on students’ academic potential. Workshop materials will provide participants with resources for responding to student writing and for promoting class participation for all students, but with attention to supporting multilingual students. 9AM-10:15AM</td>
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<td>11:00AM-12:30PM</td>
<td>Student Panel (Current Students and Recent Graduates) *</td>
<td>Ever wonder what students think of the teaching they see? In this session, a panel of students will reflect on the various experiences they have had throughout their academic life at La Verne and which were most conducive to learning. All faculty and course names will remain anonymous to allow for an open dialogue about teaching effectiveness. 11:00AM-12:30PM</td>
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**Catered lunch provided for this session.** All faculty, staff, and students are welcome. 12:30PM-1:30PM
The Ultimate Course is Not an Illusion: Creating Courses of Excellence (Christy Price)
Different disciplines and different student learning outcomes may perhaps call for different course designs and methods. However, the current research related to how the brain learns, combined with the literature on high impact instructional strategies, provides a valuable guide for ideal course design, methods, and assessments. During this workshop, we will outline the key elements of excellent courses. The shift from teaching to learning will be emphasized along with the idea that student learning must drive the learning environments we create and the methods we choose. Open-ended questionnaires and check-lists which summarize the literature will be utilized in order to create action plans for embedding the elements of excellence in our courses. 9AM-10:15AM

If We’re Teaching, Why Aren’t They Learning? Enhancing Student Achievement of Learning Outcomes with Learning-Centered Teaching (Christy Price)
During this engaging, interdisciplinary session, an overview of the recent literature regarding effective pedagogy and strategies for creating successful learning environments at the college level will be provided. The shift from teaching to learning will be emphasized along with the idea that student learning must drive the learning environment we create and the methods we choose. 10:30AM-12:00PM

Creating “I Don’t Want to Miss a Moment of This!” Learning Environments Student Motivation (Christy Price)
During this presentation we will briefly review the literature regarding student motivation and share the findings of Dr. Price’s own research on this topic. Throughout the presentation, participants will be encouraged to reflect on their methods and the learning environments they create. Digitized video clips of student interviews will be utilized in order to convey practical steps we can take to increase student motivation, interest, and desire to learn in the courses we teach. 1PM-2:45PM

What’s All the Fuss About the FLIP? Flipping over the Inverted Classroom (Christy Price)
One of the hottest trends in teaching and learning in higher education right now is the "Inverted Classroom." During this workshop, we will review the theory behind the practice and discuss strategies for inverting our classes. 3PM-4PM
ABOUT THE CAFE
Center for the Advancement of Faculty Excellence

Our Mission

The Center’s mission is to assist the University in realizing its vision and full potential as an intentional learning organization by supporting faculty and staff, individually and collectively, to continue their rigorous and relevant ongoing development in coordination with the University’s core values and strategic initiatives. The Center serves the University by benefiting faculty and staff in the following four areas:

- Faculty Advancement
- Organizational Development
- Curriculum Development
- Instructional Development

Hours of Operation and Phone Support: Monday-Friday 8:00AM-5:00PM

Location: 2220 E. 3rd Street, La Verne CA
Phone: 909.593.3511 x4086

Email: café@laverne.edu
Twitter: @ULaVerneCAFE
CAFE WEEK(S) 2015

CAFÉ FUN FACTS
MEET OUR TEAM

SAMMY ELZARKA, Ph.D
Director, CAFE

BRYAN BEST
Instructional Technology Coordinator, CAFE

NIKITA LALLA
Administrative Assistant II, CAFE

Match 7 out of 10 fun facts with the correct name for a chance to win a gift basket from the CAFÉ.

1. Was in a break dancing crew
2. Likes breakfast for dinner
3. Has never eaten Rocky Mountain oysters
4. Was born bald
5. Dressed up as “Scary Spice” for Halloween
6. Was in a “R & B” band
7. Watches Saturday morning cartoons
8. Takes cold showers everyday
9. Won $1,700 on a penny slot machine
10. Never had ears pierced

Answers must be submitted via our Qualtrics registration form before Monday, August 17th.

Click here to register/play the game.