

2016

SUMMER INSTITUTE

What Works:

Designing Teaching for
Diverse Learners

July 12-14

CSU Office of the Chancellor
Long Beach, California

Welcome to the 2016 CSU ITL Summer Institute!

The California State University (CSU) Graduation Initiative aims to close gaps in opportunities and achievement for all students by 2025. Charting a path toward that goal, the CSU Institute for Teaching and Learning focuses its 2016 Summer Institute on proven strategies that can be implemented at the course level to create inclusive climates and engage all students in deep learning.

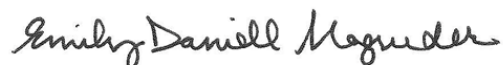
“What Works: Designing Teaching for Diverse Learners” opens with a keynote by Linda Nilson on self-regulated learning, or “active learning on the inside.” The second day features sessions on research-based principles for building inclusive communities and teaching to increase student learning. The day will conclude with dinner and a presentation on developing a first-gen mindset. The closing sessions on the final day will prepare us to recognize student learning and success and to consider how information about who our students are and how they are performing can be used to ensure their success.

Outcomes

By the end of the Institute, participants will be able to:

- Explain self-regulated learning and how students benefit from practicing it.
- Develop assignments and learning activities based in strategies proven to increase student learning and integrate them into one course.
- Develop activities to create an inclusive learning climate and engage diverse learners.
- Design and implement a plan to measure the effect of one change on student learning.
- Explain how the CSU Student Success Dashboard can help a campus use data to move to a culture of evidence and continuous improvement.

Thank you—presenters and participants—for making the commitment to spend three days during the summer at the CSU Office of the Chancellor in Long Beach to collaborate with colleagues and consider new approaches to teaching that ensure deeper learning and success for all students. We appreciate your dedication to the educational mission of the CSU, and we hope you leave inspired to incorporate at least one new strategy in a course in the fall and to share the results on your campus.



Emily Daniell Magruder
Director, Institute for Teaching and Learning

Special Thanks

There are many people whose work has made the institute possible. Dr. Loren Blanchard, Executive Vice Chancellor for Academic and Student Affairs, provided funding. Victoria Bhavsar, Debra David, Leslie Kennedy, Laura Lohman, Whitney Scott, and Darlene Yee-Melichar served on the planning committee and generously shared ideas. Dr. Christine Mallon, Assistant Vice Chancellor for Academic Programs and Faculty Development, remains a steadfast proponent of faculty-led professional development. The careful work of Kathy Thi Gibson and Tarita Varner has been indispensable.

Schedule

Tuesday, July 12

11:00	Registration Opens	
11:30 – 12:30	LUNCH	
12:45	Welcome and Opening Remarks	<i>Dumke</i>
2:00 – 2:30	Icebreaker	
2:30 – 4:30	Keynote Self-Regulated Learning: Active Learning on the Inside	<i>Dumke</i>
5:30 – 7:00	RECEPTION at the Hilton	

Wednesday, July 13

7:00 – 8:00	BREAKFAST	
8:00 – 9:45	Measuring the Promise of a Learning-Centered Syllabus: Creating Courses Students Will Love to Take and You Will Love to Teach	<i>Dumke</i>
9:45 – 10:05	BREAK	
10:05 – 11:50	CONCURRENT SESSIONS Fostering Habits of Mind in Today's Students <i>or</i> Transparent Assignment Design and Student Success	<i>Wallace and Anacapa</i>
12:00 – 1:30	LUNCH	
1:30 – 3:15	CONCURRENT SESSIONS Introduction to Team-Based Learning <i>or</i> Engaged Academic Literacy for All with Reading Apprenticeship	<i>Wallace and Anacapa</i>
3:15 – 3:30	BREAK	
3:30 – 5:15	Culturally Relevant Pedagogy: Best Practices for Inclusivity in the Classroom	<i>Dumke</i>
6:30	DINNER at the Hilton Presentation Developing a First-Gen Mindset	

What Works: Designing Teaching for Diverse Learners

Thursday, July 14

7:30 – 8:30	BREAKFAST
8:30 – 10:15	How Do We Know (and How Do They Know) They're Learning? <i>Dumke</i>
10:15 – 10:45	BREAK
10:45 – 12:30	The CSU Student Success Dashboard: Research, Visualization <i>Dumke</i>
12:30 – 12:45	CLOSING
12:45	LUNCH

To download Summer Institute materials, please visit <http://tinyurl.com/CSUITLsi16>

Keynote and Session Information

Tuesday, July 12

Opening Remarks

Loren Blanchard, CSU Executive Vice Chancellor for Academic and Student Affairs

Self-Regulated Learning: Active Learning on the Inside

2:30 p.m.

Linda B. Nilson, Director Emeritus, Office of Teaching Effectiveness and Innovation
Clemson University

Most students have serious misconceptions about learning, especially about the amount of effort and focus it should require of them and your role in their learning process. One way to dispel these misconceptions is to teach your students how to become self-regulated learners. Self-regulated learning is the metacognitive skill and practice of strategically planning, monitoring, and evaluating one's learning -- a key study habit that few students know about. Research tells us that instructors can improve their students' exam performance, written and designed products, and problem-solving skills by incorporating into their courses even a few of the many forms of self-regulated learning activities. These modest additions also reduce the overconfidence that many students feel about their mastery of the material and their ability to apply it. After this plenary, you will be able to explain what self-regulated learning is and how students benefit from practicing it. You will also be able to design and integrate into your courses proven self-regulated learning assignments and activities that induce students to practice it. You can choose from among those designed for specific times during the term and those connected to lectures, readings, problem sets, papers, projects, and exams.

Wednesday, July 13

Measuring the Promise of a Learning-Centered Syllabus:

Creating Courses Students Will Love to Take and You Will Love to Teach

8:00 a.m.

Whitney Scott & Ashley Samson, CSU Northridge

Imagine crafting a learning-centered syllabus that students will actually read. Then envision a course where students approach you at the end of the semester with accolades of how the course transformed their thinking, awakened a love for learning, or sparked a new passion. Most of us want students to discover the value of our course, to recognize the knowledge and skills they will learn, and to understand how an expert approaches our discipline. What if you could do all this before your students ever set foot in the classroom?

This interactive workshop is based on the award-winning work and guidance of faculty developer Michael Palmer from the University of Virginia's Center for Teaching Excellence. He and his colleagues devised an empirically tested *syllabus rubric* that motivates faculty to create stronger learning-focused syllabi and to abandon the traditional syllabus. Bring a copy of your fall syllabus and let's apply this syllabus rubric and discover a course that can more deeply connect with your students and their unique walk of life, thereby resulting in impactful and *significant learning* (Fink, 2005). We might be the first

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workshop of the day, but we have abundant and contagious energy along with a free door prize for on-time attendees.

By the end of this session, attendees should be able to:

- Describe key components of a learning-centered syllabus rubric.
- Specifically modify and improve a syllabus to be more learning-centered.
- Select appropriate resources (e.g., papers, books, web sources, or new friends) as next steps to developing as a learning-centered instructor.

Fostering Habits of Mind in Today's Students

10:05 a.m.

Rebecca Kersnar, Natasha Oehlman, & Becky Reed Rosenberg, CSU Monterey Bay

Recent theory and practice on teaching and learning has recognized the importance of explicit instruction on habits of mind (which take multiple forms and names) to student development and success in academia and beyond. This session will focus on a set of habits of mind adopted at CSU Monterey Bay and shared broadly with students and faculty. It will offer some course and assignment exemplars that embed instruction and practice on specific habits of mind. Participants will be invited to share how they understand and address habits of mind—what successes they've had, what proves most challenging—and they will work collaboratively to improve an assignment or activity they currently use to more robustly address and integrate the habits of mind.

Participants will:

- Identify and define one model of habits of mind and observe some examples of integration of habits of mind into coursework.
- Consider the importance of explicit instruction in habits of mind and address challenges this presents.
- Improve the application of a habit(s) of mind in a course activity or assignment.

Transparent Assignment Design and Student Success

10:05 a.m.

Michael Willard, CSU Los Angeles

In 2014-15 Cal State LA faculty participated in an AAC&U-University of Nevada Las Vegas initiative, “Transparency and Problem-Centered Learning” (<https://www.aacu.org/problemcenteredlearning>) focused on underserved student success. A team of five faculty from Cal State LA along with faculty teams from six other colleges and universities—involving 1180 students and 35 faculty—implemented transparently-designed problem solving assignments in General Education courses. Students in classes that used more transparency reported gains in academic confidence, sense of belonging, and skills like working in groups and using written and oral communication. All students reported benefits but first-generation and underrepresented students reported even greater benefits. Similar studies (<https://www.academicimpressions.com/news/one-easy-way-faculty-can-improve-student-success>) of transparency by Mary-Ann Winkelmes of the “Transparency in Learning and Teaching” (TILT) Project at UNLV report the following student outcomes: increased motivation, higher quality of student work, fewer challenges to grades, improved sense of academic confidence, and improved sense of belonging. This session replicates the work of the TILT project.

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Participants will:

- Review how transparently designed assignments offer equitable opportunities to for all college students to succeed.
- Identify transparent assignment design strategies in sample assignments.
- Apply transparent assignment design strategies to their own courses.
- Create a draft assignment for their courses.
- Discuss the possibility of creating/participating in a multi-campus collaboration across CSU campuses to collect data about transparent teaching.

Introduction to Team-Based Learning

1:30 p.m.

Jennifer Imazeki, CSU San Diego

Team-Based Learning (TBL) is a “whole-course” flipped design that has students working on higher-order problems in permanent (semester-long) teams. In a TBL course, each unit begins with the Readiness Assurance Process in which students absorb preparatory material on their own and take a quiz on that material, first individually and then again as a team, with immediate feedback. Class sessions are then devoted to in-class application exercises, answered by teams and with instructor feedback. These exercises are carefully designed to ensure maximum interaction between the students in their teams and among the teams. Thus, students spend the vast majority of class time using and applying material. In this workshop, participants will learn about the key principles of TBL, how to design a TBL course, and tips to ensure a smooth transition to this new course style. The best way to understand how TBL works is to see it in action. Thus, participants are asked to watch a short (12-minute) video before the workshop; participants will then be divided into teams and experience the Readiness Assurance Process firsthand. We will discuss characteristics common to successful TBL courses and address common questions about implementing TBL. Note that TBL is a “flipped classroom” format and much of the discussion of best practices will also apply to flipping more generally.

Watch the video, “Team-Based Learning: Group Work that Works” before the workshop. The video can be found at <http://facultyinnovate.utexas.edu/teaching/engagement/teaching-large#tbl>. It's the second video on the page. (Note: Although the webpage is about teaching large classes, TBL can be effective in any size class.) You can also access the video directly on Vimeo: <https://vimeo.com/51713733>. There WILL be a quiz on the material so be sure to watch it before you get to the workshop!

Participants will understand the components of the TBL process and how this course design supports student learning.

Engaged Literacy for All with Reading Apprenticeship

1:30 p.m.

Ann Foster, Santa Rosa Junior College & 3CSN

Do your students struggle to do the reading required for your class? Do you ever wonder how to help them engage with your course texts? The Reading Apprenticeship (RA) framework helps teachers support students across disciplines and levels to become motivated, strategic, and critical readers, thinkers, and writers, to develop positive literacy identities, and to engage with challenging academic texts. This session offers an overview of the RA framework and modeling of and practice with two RA routines. There will also be time to envision how to integrate disciplinary ways of reading, writing, and thinking into your courses. You can learn more about the learning dimensions of the RA framework by reading Chapter Two from *Reading for Understanding*, located in the Summer Institute folder (<http://tinyurl.com/CSUITLsi16>) and at the following link: <http://readingapprenticeship.org/wp-content/uploads/2014/01/RFU-Ch-2-Excerpt.pdf>

Culturally Relevant Pedagogy: Best Practices for Inclusivity in the Classroom

3:30 p.m.

Shametrice Davis, CSU Long Beach & Daniel Soodjinda, CSU Stanislaus

In this session, we will define and discuss the importance of inclusivity and culturally relevant pedagogy as it relates to the academic success of underrepresented and marginalized students. Through reflecting on their own courses, participants will develop and share pedagogical techniques, student tasks, and assessments that will foster inclusion and relevance in the classroom.

Participants will be able to:

- Define culturally relevant pedagogy.
- Incorporate at least one inclusive and/or culturally relevant practice into their teaching.
- Design a more inclusive syllabus.
- Increase awareness of classroom climate difficulties for underrepresented marginalized students.

Developing a First-Gen Mindset

6:30 p.m.

La'Tonya Rease Miles, University of California, Los Angeles

Dimpal Jain & Tracy Lachica Buenavista, CSU Northridge

Institutions of higher education should be intentional about providing programs and initiatives that address the challenges and enhance the strengths of their first-generation students. First-gen students possess an important set of skills, which if tapped, may be a foundation on which to build a successful pathway through college completion. This session will highlight those important characteristics and identify (and challenge) myths about this population. Participants in this session will examine how their institutions could better support students' sense of belonging, ease of academic adjustment, and interaction with faculty.

Participants will:

- Know the common characteristics and strengths of first-generation college students.
- Understand ways to support and empower this population on their campus.
- Identify at least one concrete way to address first-gen identity in their classroom.

Thursday, July 14

How Do We Know (and How Do They Know) They're Learning?

8:30 a.m.

David Connors, CSU Los Angeles

Effective teachers are always monitoring student learning. Keeping the focus on student learning will naturally result in an integration of assessment strategies with pedagogy. This session will provide a deeper understanding of how to recognize student learning and success as well as how students recognize their own learning.

The CSU Student Success Dashboard: Research, Visualization

10:45 a.m.

Jeff Gold & Desdemona Cardoza, CSU Office of the Chancellor

There are many stakeholders involved in ensuring student success at an institution. However, it can be argued that the most important constituency is the faculty. These are the individuals who interface with the students on a daily basis and at every critical milestone and turning point in their academic career. Having information readily available at the system and campus level is important, but it is also important to have information available at the college, major and department level. Faculty must be able to see information about their students and understand who they are. They need to be able to see how students are performing in the courses that they teach, as well as understand who are the students who declare the majors in their departments and who leave for other majors. They need to understand the paths that their students take in terms of unit loads and continuous enrollment or stopping out. The CSU Student Success Dashboard is a tool designed to help campuses use data to move toward a culture of evidence in assessing student success outcomes. Recently we have added a "Faculty Dashboard" which focuses exclusively on views by major and department. This tool is designed to help faculty understand their role in ensuring student success.

Participants will gain a better understanding of the CSU Student Success Dashboard and how it can help a campus can use data to move to a culture of evidence and continuous improvement.

Presenters



Linda B. Nilson is director emeritus 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* (Jossey-Bass), now in its fourth edition, *The Graphic Syllabus and the Outcomes Map: Communicating Your Course* (Anker/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). Her next book, *Online Teaching at Its Best*, with co-author Ludwika A. Goodson, is in progress for Jossey-Bass. She is also beginning a book on discussion with Jennifer Herman for Stylus.

Dr. Nilson's career as a full-time faculty development director spans over 25 years. Before coming to Clemson University, she directed teaching centers at Vanderbilt University and the University of California, Riverside and was a sociology professor at UCLA, where she entered the area of educational development. After distinguishing herself as an excellent instructor, her department selected her to establish and supervise its Teaching Assistant Training Program. In sociology, her research focused on occupations and work, social stratification, political sociology, and disaster behavior.



Tracy Lachica Buenavista is an Associate Professor in the Department of Asian American Studies and a core faculty member in the Educational Leadership doctoral program at California State University, Northridge. She is also the co-principal investigator for the CSUN Dreamers, Resources, Empowerment, Advocacy, and Mentorship (DREAM) Center, one of the first undocumented student research and resource centers in the California State University system. Her research uses Critical Race Theory to examine the racialized educational experiences of Asian Americans, including students with undocumented status,

Pilipinx "1.5-generation college students," and "first-generation faculty."



Desdemona Cardoza is a Professor of Psychology at California State University Los Angeles. She is currently working as a Special Consultant to the California State University Office of the Chancellor. She has served as Provost and Vice President for Academic Affairs, Dean of Natural and Social Sciences, Vice President for Information Technology and Director of Institutional Research at California State University Los Angeles. She received her Master's and Ph.D. in Psychology from UC Riverside and her B.A. in Psychology from UC Berkeley.



David Connors is a Professor of Music Education and the Director of Academic Programs and Accreditation at California State University, Los Angeles. He manages the Program Review process and coordinates discipline specific accreditation and serves as the Accreditation Liaison Officer for the campus. He is responsible for the coordination of institutional learning outcomes assessment.

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Shametrice Davis is an Assistant Professor in the Educational Leadership department at California State University, Long Beach. She has a background in higher education administration, having worked in academic advising, admissions, and diversity programs management. Her combination of varied school and work experiences informs a research agenda inclusive of historically Black colleges and universities, issues of race and ethnicity in critical campus incidents, and socialization experiences for African American doctoral students in educational leadership programs.



Ann Foster has been teaching English at Santa Rosa Junior College (SRJC) since 1995. From 1995-2008, she also taught Literacy Across the Curriculum courses in the Teaching Credential program at Sonoma State University and served as a Field Supervisor for the School of Education. She currently serves as 3CSN's Network and Reading Apprenticeship Coordinator, and she is a Faculty Fellow with the California Faculty Collaborative, which includes faculty from the California State University and the California Community Colleges. Through all of her work, she strives to employ equitable, high-impact practices in course development, assignment design and professional learning facilitation. She earned a B.A. in French from San Diego State University, a secondary teaching credential from San José State University, and an M.A. in Reading, Language, and Thinking from Sonoma State University.



Jeff Gold is the Senior Director of Academic Technology for the California State University, Office of the Chancellor. In this role, Jeff manages a variety of strategic projects which provide CSU leadership, faculty and staff with innovative analytical tools that enable them to understand the impact that their policies and programs are having on student success.



Jennifer Imazeki is a Professor of Economics and the Director of the Center for Teaching and Learning at San Diego State. In all of her courses, she uses active learning approaches, and has been an advocate for active learning in general, particularly using technology and team-based learning.



Dimpal Jain is an Assistant Professor in Educational Leadership and Policy Studies at California State University, Northridge. Her research centers on partnerships between community colleges and universities, most notably how baccalaureate granting institutions can develop and maintain a transfer receptive culture for first generation, underserved, low income students of color. She utilizes critical race and womanist frameworks within her scholarship and is committed to qualitative inquiry that honors the intersectional identities of first generation students.

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Rebecca Kersnar teaches science and environmental policy communication courses and offers writing support within the School of Natural Sciences at CSU Monterey Bay. She has an M.A. in TESOL with a focus on academic writing and reading, a certificate in language program administration, and a B.S. in biology. She has participated in a range of learning communities, committees, and initiatives such as the Campus Sustainability Committee, the Focus the Region Steering Committee, some critical thinking teaching collectives, and a math-writing initiative through a Compass grant. She has recently been appointed an associate in the Center for Teaching, Learning and Assessment at CSUMB. Rebecca is a contributor to *Fostering Habits of Mind in Today's Students* (Stylus, 2015).



La'Tonya Rease Miles is the Director of First Year Experience at UCLA, where she works collaboratively with Residential Life, Student Affairs departments more generally and academic departments campus-wide to develop initiatives and to increase awareness of the first-year experience on campus. Prior to this position, La'Tonya was the Director of the Academic Resource Center at Loyola Marymount University. There, she established the First To Go program and spearheaded campus-wide initiatives that address student food insecurity. Her research interests include the hidden curriculum in higher education, narratives about the first-generation college experience, and the relationship of physical space and college student engagement.



Natasha Oehlman has been an instructor of writing and professional communication at CSU Monterey Bay. She has an M.A. in English composition. Her scholarly interests include peer review in the classroom, transfer of learning in integrated reading and writing environments, and the use of digital environments (i.e., blogging, ePortfolios, multimedia) in ways that deepen and enhance student learning experiences, both professionally and personally. She enjoys fostering confidence in students through their discovery and development of voice as writers. She works with undergraduate students in the Undergraduate Research Opportunities Center at CSUMB, an accelerated research and scholars program with educational pathways leading to graduate programs. Natasha is a contributor to *Fostering Habits of Mind in Today's Students* (Stylus, 2015).



Becky Reed Rosenberg received her Ph.D. in history, but has also studied and taught rhetoric and composition. She has focused her professional career on faculty development and student support services, with particular attention to underserved, underrepresented students. She was founding director of the faculty development center at the University of Washington, Bothell, and directed the Center for Teaching, Learning, and Assessment at CSU Monterey Bay until her retirement in 2014. At CSUMB, she had the extraordinary opportunity to serve as program manager of the Collaborative Alliance for Postsecondary Success (CAPS) project, which addressed embedding habits of mind in the developmental and introductory writing and math curricula. Becky is a contributor to *Fostering Habits of Mind in Today's Students* (Stylus, 2015).



Ashley Samson is an Associate Professor of Kinesiology and is the newly appointed Associate Director of Faculty Development at CSU Northridge. Aside from her years of ongoing work with New Faculty Orientation, she has experience leading a Learning-Centered Faculty Learning Community (FLC) based on the reputable work of Dee Fink's Significant Learning. She also works closely with CSUN student athletes as a *Mental Performance Consultant* using cutting-edge motivational research, also highly applicable in the classroom. As a result, she was among a group of CSUN faculty that worked with the National Urban Alliance who came to CSUN to cultivate optimal learning environments for the CSUN Scholar Athletes who often experience intersecting layers of discrimination during their educational journey.

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Whitney Scott is a Professor of Child & Adolescent Development and the Director of Faculty Development at CSU Northridge. Formerly the Director of New Faculty Orientation (NFO), she is passionate in providing programming for untenured faculty and recently co-authored a paper in the *Journal of Faculty Development* on how to create effective learning-centered NFOs. As a California Certified Conflict Mediator, she is equipping herself with the varied and complex interpersonal skills in cultural competency and cultural humility, a lifelong journey. Her recent attendance at the National Conference on Race & Ethnicity in American Higher Education (NCORE) solidifies that everyone benefits when we, in our privileged role of being a CSU teaching faculty member, harness and optimize diversity, inclusion, and a deeper level of belongingness both in our classrooms and throughout the institution.



Daniel Soodjinda is an Associate Professor of Liberal Studies and Teacher Education at California State University, Stanislaus. He uses a lens of equity and social justice to teach graduate and undergraduate students in educational foundations, curriculum development, instructional technology, and social justice. Recently Daniel was appointed to the CSU Stanislaus Affirmative Action and Diversity Committee where he where he took a leadership role in developing the campus's first "Mission Statement on Diversity." He is also the current project director of the California State University's Digital Ambassador program, a position that is charged with supporting faculty and teacher candidates in utilizing online and computer-based resources to enriched blended learning experiences.

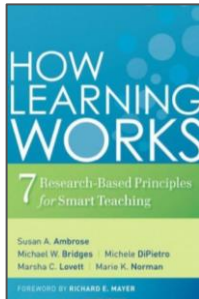


Michael Willard is an Associate Professor of Liberal Studies and the Faculty Director of Service Learning in the Center for Engagement, Service, and the Public Good at Cal State LA. He has worked in faculty development initiatives at Cal State LA to develop large-scale models for implementation of a two-course civic learning requirement in the University's new General Education curriculum focused on problem-solving assignments, cross-division Academic Affairs-Student Affairs Town Hall student forums, and an on-line faculty development module. He was the faculty lead for the University's participation in the AAC&U "Transparency and Problem-Centered Learning" initiative.

Recommended Reading Raffle

We asked the facilitators and the members of the Faculty Development Council what books have most influenced their approach to designing teaching for diverse learners. Their sixteen recommendations are listed below, along with publisher descriptions, and we are raffling one copy of each. For a chance to win, write your name on the raffle tickets included with your registration materials and place them in the containers for the books you most want to read.

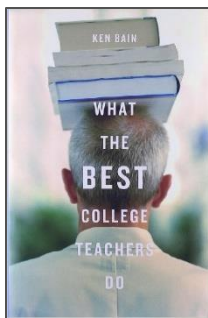
Drawing will be held at the closing session on Thursday.



Susan A. Ambrose et alia, *How Learning Works: Seven Research-Based Principles for Smart Teaching* (Jossey-Bass 2010)

Any conversation about effective teaching must begin with a consideration of how students learn. However, instructors may find a gap between resources that focus on the technical research on learning and those that provide practical classroom strategies. *How Learning Works* provides the bridge for such a gap.

In this volume, the authors introduce seven general principles of learning, distilled from the research literature as well as from twenty-seven years of experience working one-on-one with college faculty. They have drawn on research from a breadth of perspectives (cognitive, developmental, and social psychology; educational research; anthropology; demographics; and organizational behavior) to identify a set of key principles underlying learning—from how effective organization enhances retrieval and use of information to what impacts motivation. These principles provide instructors with an understanding of student learning that can help them see why certain teaching approaches are or are not supporting student learning, generate or refine teaching approaches and strategies that more effectively foster student learning in specific contexts, and transfer and apply these principles to new courses.

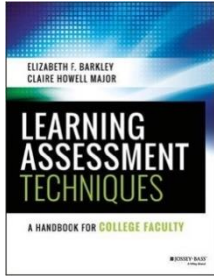


Ken Bain, *What the Best College Teachers Do* (Harvard 2004)

What makes a great teacher great? Who are the professors students remember long after graduation? This book, the conclusion of a fifteen-year study of nearly one hundred college teachers in a wide variety of fields and universities, offers valuable answers for all educators.

The short answer is—it's not what teachers do, it's what they understand. Lesson plans and lecture notes matter less than the special way teachers comprehend the subject and value human learning. Whether historians or physicists, in El Paso or St. Paul, the best teachers know their subjects inside and out—but they also know how to engage and challenge students and to provoke impassioned responses. Most of all, they believe two things fervently: that teaching matters and that students can learn.

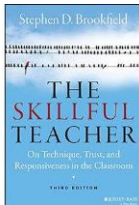
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Elizabeth F. Barkley and Claire H. Major, *Learning Assessment Techniques: A Handbook for College Faculty* (Jossey-Bass 2016)

Learning Assessment Techniques provides 50 easy-to-implement active learning techniques that gauge student learning across academic disciplines and learning environments. Using Fink's Taxonomy of Significant Learning as its organizational framework, it embeds assessment within active learning activities.

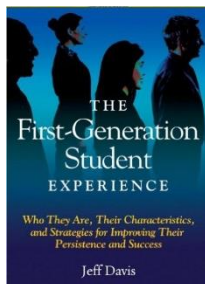
Each technique features: purpose and use, key learning goals, step-by-step implementation, online adaptation, analysis and reporting, concrete examples in both on-site and online environments, and key references—all in an easy-to-follow format. The book includes an all-new Learning Goals Inventory, as well as more than 35 customizable assessment rubrics, to help teachers determine significant learning goals and appropriate techniques. Readers will also gain access to downloadable supplements, including a worksheet to guide teachers through the six steps of the Learning Assessment Techniques planning and implementation cycle.



Stephen D. Brookfield, *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom* (Jossey-Bass 2015)

It is not easy to teach well. Stephen Brookfield describes teaching as resembling a kind of "muddling through" that involves us negotiating moments of surprise as we learn our own truth about the realities of the classroom or online experience. But that doesn't mean that great teaching can't be achieved. Four core assumptions inform this book: that skillful teaching boils down to whatever helps students learn, that the best teachers adopt a critically reflective stance towards their practice, that the most important knowledge we need to do good work is an awareness of how students are experiencing their own learning and our teaching, and that we should always aim to treat students as adults. To that it could be added: You *can* become a great teacher.

In this completely rewritten edition of the bestselling classic, Brookfield restates some of the chief insights of previous editions but interprets them for new contexts, such as online learning environments and increasingly diverse classrooms. He uncovers what students most value in their teachers—that they are authoritative allies—and explains how one can develop and demonstrate the credibility and authenticity required to fill that role. Six brand new chapters cover the important topics of teaching critical thinking, using play and creativity in the classroom, teaching in teams, helping students take responsibility for learning, teaching about racism, and exercising teacher power responsibly.



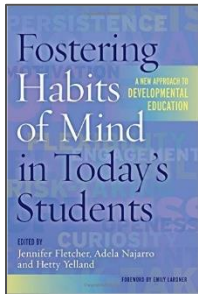
Jeff Davis, *The First-Generation Student Experience* (Stylus 2010)

More first-generation students are attending college than ever before, and policy makers agree that increasing their participation in higher education is a matter of priority.

Despite this, there is no agreed definition about the term, few institutions can quantify how many first-generation students are enrolled, or mistakenly conflate them with low-income students, and many important dimensions to the first-generation student experience remain poorly documented. Few institutions have in place a clear, well-articulated practice for assisting first-generation students to succeed.

At the heart of the book are 14 first-person narratives – by first-generation students spanning freshman to graduate years – that help the reader get to grips with the variety of ethnic and economic categories to which they belong. The book concludes by defining 14 key issues that institutions need to address, and offers a course of action for addressing them.

What Works: Designing Teaching for Diverse Learners



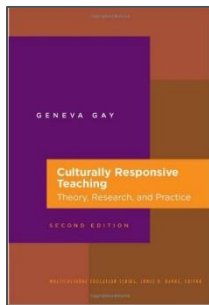
Jennifer Fletcher, Adela Najarro, Hetty Yelland, eds., *Fostering Habits of Mind in Today's Students: A New Approach to Developmental Education* (Stylus 2015)

Students need more than just academic skills for success in college and career, and the lack of an explicit instructional focus on the “soft skills” critical to postsecondary success poses a challenge for many students who enter college, especially the underprepared.

Based upon a multi-campus, cross-disciplinary collaboration, this book presents the resulting set of habits-of-mind-based strategies that demonstrably help not only low-income, ESL, and first-generation college students overcome obstacles on the path to degree completion; these strategies equally benefit all students. They promote life-long, integrative learning and foster intellectual qualities such as curiosity, openness, flexibility, engagement, and persistence that are the key to developing internalized and transferrable competencies that are seldom given direct attention in college classrooms.

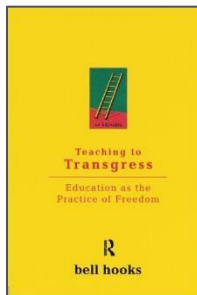
This contributed volume, written with full-time and adjunct faculty in mind, provides the rationale for this pedagogical approach and presents the sequential instructional cycle that begins by identifying students’ assets and progressively focusing on specific habits to develop their capacity to transfer their learning to new tasks and situations.

* This book will be raffled during the session on “Fostering Habits of Mind in Today's Students.”



Geneva Gay, *Culturally Responsive Teaching: Theory, Research, and Practice* (Teachers College Press 2010)

The achievement of students of color continues to be disproportionately low at all levels of education. More than ever, Geneva Gay’s foundational book on culturally responsive teaching is essential reading in addressing the needs of today’s diverse student population. Combining insights from multicultural education theory and research with real-life classroom stories, Gay demonstrates that all students will perform better on multiple measures of achievement when teaching is filtered through their own cultural experiences.



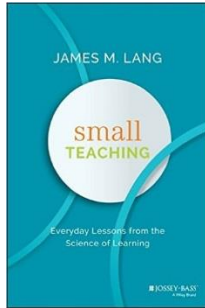
bell hooks, *Teaching to Transgress: Education as the Practice of Freedom* (Routledge 1994)

"After reading *Teaching to Transgress* I am once again struck by bell hooks’ never-ending, unquiet intellectual energy, an energy that makes her radical and loving." -- Paulo Freire

In *Teaching to Transgress*, bell hooks--writer, teacher, and insurgent black intellectual--writes about a new kind of education, *education as the practice of freedom*. Teaching students to "transgress" against racial, sexual, and class boundaries in order to achieve the gift of freedom is, for hooks, the teacher's most important goal.

bell hooks speaks to the heart of education today: how can we rethink teaching practices in the age of multiculturalism? What do we do about teachers who do not want to teach, and students who do not want to learn? How should we deal with racism and sexism in the classroom?

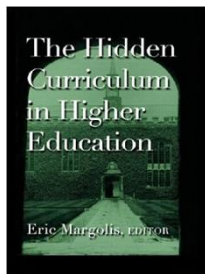
What Works: Designing Teaching for Diverse Learners



James Lang, *Small Teaching: Everyday Lessons from the Science of Learning* (Jossey-Bass 2016)

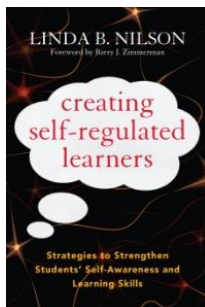
Cognitive psychologists, neuroscientists, and biologists all have produced a revealing body of research over the past several decades on how human beings learn, but often translating these findings into the classroom is overwhelming for busy instructors. *Small Teaching* bridges the gap between research and practice by providing a fully developed strategy for making deliberate, structured, and incremental steps towards tuning into how your students are hardwired to learn.

Developed by a global authority on teaching and learning, the practice of "small teaching" enables every type of educator in all disciplines to energize and boost student understanding by introducing small activities that require minimal preparation and grading. The models inside are specifically designed to be used as both one-time experiences to innovate a course session or unit plan as well as a menu of options that can be combined into an entirely new teaching approach. Each chapter gives examples of how a particular learning phenomenon appears in everyday life, supporting research and findings, up to five small-teaching models, guidance for customizing your own models, and quick-reference features when you need inspiration fifteen minutes before class.



Eric Margolis, *The Hidden Curriculum in Higher Education* (Routledge 2001)

The Hidden Curriculum in Higher Education is a daring look at the way colleges and universities produce race, class, and gender hierarchies and reproduce conservative ideology. These original and provocative essays shed light on all that remains hidden in higher education.

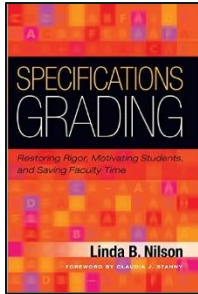


Linda Nilson, *Creating Self-Regulated Learners: Strategies to Strengthen Students' Self-Awareness and Learning Skills* (Stylus 2013)

"Linda Nilson has done it again! Her newest book on self-regulated learning should be on every faculty member's shelves, but more importantly, it should be in every student's hands. It would not be an exaggeration to say that I owe, in part, my lucky selection as a Carnegie Foundation/CASE U.S. Professor of the Year to reading and applying many of the teaching and learning principles that she has formulated and refined for years and that she now outlines in *Creating Self-Regulated Learners*. The book is well researched, theoretical and analytical, but also full of detailed, practical tips and resources. The focus is not on producing a bunch of magicians' tricks to bolster study skills; rather, Nilson stresses the importance of rethinking and redesigning our teaching and our courses to help students learn how to learn, giving them self-directed, self-assessing habits that transform them into reflective, life-long learners. Nilson's contributions to higher education are substantial, and this book is another gift to all of us who care about good teaching and helping students become autonomous, deep learners."

- **John Zubizarreta**, Professor of English, and Director of Honors & Faculty Development, Columbia College, Past President, National Collegiate Honors Council & Carnegie Foundation/CASE U.S. Professor of the Year

What Works: Designing Teaching for Diverse Learners

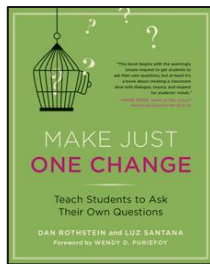


Linda Nilson, *Specifications Grading: Restoring Rigor, Motivating Students, and Saving Faculty Time* (Stylus 2014)

In her latest book Linda Nilson puts forward an innovative but practical and tested approach to grading that can demonstrably raise academic standards, motivate students, tie their achievement of learning outcomes to their course grades, save faculty time and stress, and provide the reliable gauge of student learning that the public and employers are looking for.

She argues that the grading system most commonly in use now is unwieldy, imprecise and unnecessarily complex, involving too many rating levels for too many individual assignments and tests, and based on a hairsplitting point structure that obscures the underlying criteria and encourages students to challenge their grades.

This new specifications grading paradigm restructures assessments to streamline the grading process and greatly reduce grading time, empower students to choose the level of attainment they want to achieve, reduce antagonism between the evaluator and the evaluated, and increase student receptivity to meaningful feedback, thus facilitating the learning process – all while upholding rigor. In addition, specs grading increases students' motivation to do well by making expectations clear, lowering their stress and giving them agency in determining their course goals.

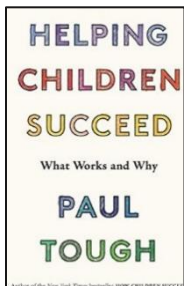


Dan Rothstein and Luz Santana, *Make Just One Change* (Harvard Education Press 2011)

The authors of *Make Just One Change* argue that formulating one's own questions is "the single most essential skill for learning"—and one that should be taught to all students.

They also argue that it should be taught in the simplest way possible. Drawing on twenty years of experience, the authors present the Question Formulation Technique, a concise and powerful protocol that enables learners to produce their own questions, improve their questions, and strategize how to use them.

Make Just One Change features the voices and experiences of teachers in classrooms across the country to illustrate the use of the Question Formulation Technique across grade levels and subject areas and with different kinds of learners.



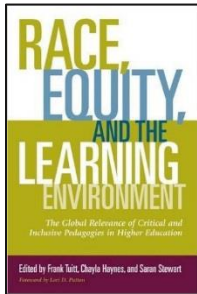
Paul Tough, *Helping Children Succeed: What Works and Why* (Houghton Mifflin Harcourt 2016)

In *How Children Succeed*, Paul Tough introduced us to research showing that personal qualities like perseverance, self-control, and conscientiousness play a critical role in children's success.

Now, in *Helping Children Succeed*, Tough takes on a new set of pressing questions: What does growing up in poverty do to children's mental and physical development? How does adversity at home affect their success in the classroom, from preschool to high school? And what practical steps can the adults who are responsible for them—from parents and teachers to policy makers and philanthropists—take to improve their chances for a positive future?

Tough once again encourages us to think in a brand new way about the challenges of childhood. Rather than trying to "teach" skills like grit and self-control, he argues, we should focus instead on creating the kinds of environments, both at home and at school, in which those qualities are most likely to flourish. Mining the latest research in psychology and neuroscience, Tough provides us with insights and strategies for a new approach to childhood adversity, one designed to help many more children succeed.

What Works: Designing Teaching for Diverse Learners



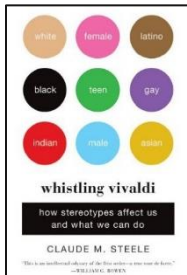
Frank Truitt, Chayla Haynes, and Saran Stewart, eds., *Race, Equity and the Learning Environment: The Global Relevance of Critical and Inclusive Pedagogies in Higher Education* (Stylus 2016)

At a time of impending demographic shifts, faculty and administrators in higher education around the world are becoming aware of the need to address the systemic practices and barriers that contribute to inequitable educational outcomes of racially and ethnically diverse students.

Focusing on the higher education learning environment, this volume illuminates the global relevance of critical and inclusive pedagogies (CIP), and demonstrates how their application can transform the teaching and learning process and promote more equitable educational outcomes among *all* students, but especially racially minoritized students.

The examples in this book illustrate the importance of recognizing the detrimental impact of dominant ideologies, of evaluating who is being included in and excluded from the learning process, and paying attention to when teaching fails to consider students' varying social, psychological, physical and/or emotional needs.

This edited volume brings CIP into the realm of comparative education by gathering scholars from across academic disciplines and countries to explore how these pedagogies not only promote deep learning among students, but also better equip instructors to attend to the needs of diverse students by prioritizing their intellectual and social development; creating identity affirming learning environments that foster high expectations; recognizing the value of the cultural and national differences that learners bring to the educational experience; and engaging the “whole” student in the teaching and learning process.



Claude M. Steele, *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do* (Norton 2011)

Claude M. Steele, who has been called “one of the few great social psychologists,” offers a vivid first-person account of the research that supports his groundbreaking conclusions on stereotypes and identity. He sheds new light on American social phenomena from racial and gender gaps in test scores to the belief in the superior athletic prowess of black men, and lays out a plan for mitigating these “stereotype threats” and reshaping American identities.

Workbook

Have you ever returned from a professional development conference or institute full of ideas that never get implemented? Borrowing a great idea from the Lilly Conferences on College and University Teaching and Learning, we include a brief workbook to help you organize information and resources, reflect on possible applications, and create a plan for implementing one or two changes.

Goal Setting

What motivated you to attend this summer institute? What specifically do you hope to learn or gain over the three days? In the space below, briefly record what brought you here and list two or three specific goals you hope to achieve or questions you hope to answer.

Applications

Interesting or promising ideas or techniques

Possible applications of those ideas or techniques

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Reflections

At the end of each day, or after each session, briefly reflect. Include two or three new things you learned, a couple of questions you have or things you would like to know more about, and one thing you will consider applying in the fall.

Tuesday

Wednesday

Thursday

Networking

One of the goals of ITL summer institutes is to enable you to collaborate with colleagues from across the system. Use this space to organize the contacts you have made. Be sure to jot a quick note here or on the back of a business card as a reminder of the issue or reason for follow-up.

Name

Institute

Follow-up

Name	Institute	Follow-up

Notes:

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Notes:

19th Annual CSU Teaching and Learning Symposium



Promoting Student Success through Innovation, Creativity, Diversity & Teamwork

For nearly two decades, faculty, staff and students from throughout the California State University system have gathered each Spring, 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 host this year's conference.

Conference topic strands:

We invite submissions on any topic related to teaching and learning in higher education settings, but we are especially interested in proposals that address one or more of the following:

- Diversity
- High-impact educational practices
- Innovative collaborations
- Resilience
- Technology
- CSU-supported curriculum development & re-design

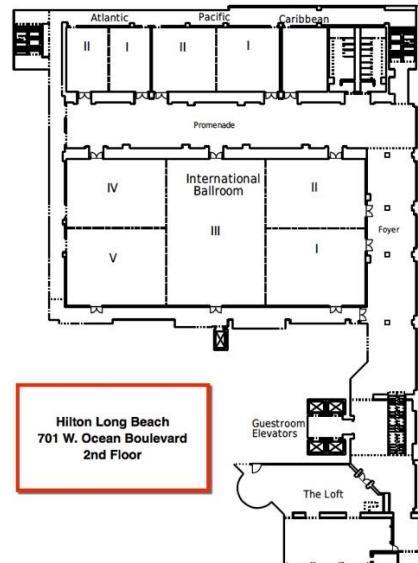
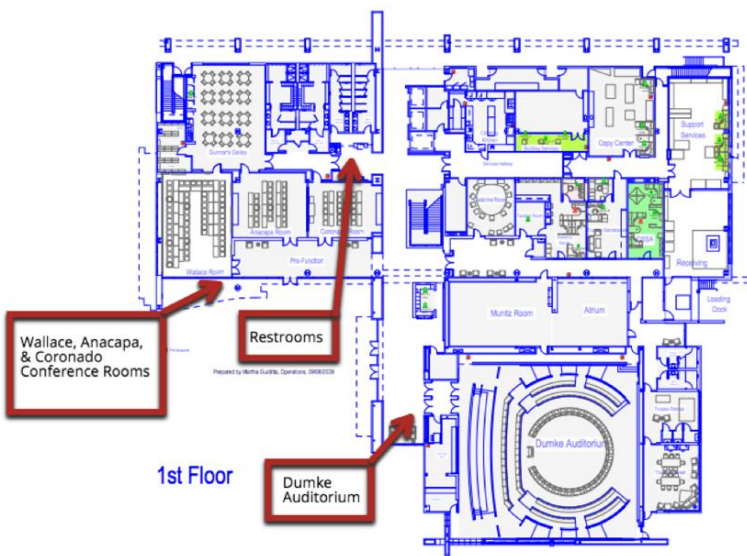
Conference sessions:

Sessions include pre-conference workshops, paper presentations, poster sessions, lightning-talks, and a keynote address. We hope to engage symposium attendees in lively and thoughtful discussion as we share ideas about ways to best serve our students and our communities.

Additional information about the symposium is available at:

<http://www.sjsu.edu/cfd/CSUTandLSymposium/>

What Works: Designing Teaching for Diverse Learners



California State University, Office of the Chancellor

Office of The Chancellor 401 Golden Shore, Long Beach, CA 90802-4210

