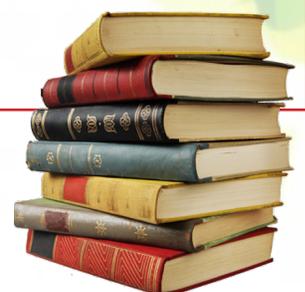# FALL 2017

Skyline COLLEGE Achieve

CTTL CENTER FOR TRANSFORMATIVE TEACHING & LEARNING

Adjunct Faculty Teaching & Learning Symposium:

(Re)Imagining Our Roles as Community College Educators

Saturday August 12, 2017
8:00am - 3:00pm

This adjunct faculty-only event supports The Skyline College Promise by providing adjunct faculty workshops and faculty engagement that will help deliver "meaningful and culturally relevant learning experiences" (The Skyline Promise) particularly intended to enhance student success in the first and second semesters of college.

Eventbrite

Register at: https://fall2017symposium.eventbrite.com
Contact: skylinecttl@smccd.edu

Agenda at a Glance

8:00am to 8:30am	8:30am to 8:45am	8:45am to 9:30am	9:45am to 11:00am	11:15am to 12:30pm	12:30pm to 1:15pm	1:30pm to 3:00pm
Check In & Continental Breakfast	Welcome & Introductions	Opening Keynote	Concurrent Workshop 1	Concurrent Workshop 2	Lunch Break	Closing Session & Remarks
Building 4, Room 4-180			Various Locations		Dining Hall	Bldg. 4, Room 4-180

Keynote Speaker: Dr. Paul Hernandez

(Re)Imagining How to Succeed with Our Students

Paul Hernandez earned a PhD in sociology, specifically the sociology of education, social inequality, and diversity. His book, *The Pedagogy of Real Talk: Engaging, Teaching, and Connecting with Students at Risk*, focuses on creating learning experiences to build rapport and meaningful relationships with students. Dr. Hernandez is a recognized speaker, leader, and consultant in college access and success, community outreach, and pedagogy for educators working with underserved/underprepared students and those at risk of dropping out of school. Dr. Hernandez has taught at both the community college and university levels. His expansive work connects to higher education, K-12, and non-profit organizations, further developing and evolving work with students and communities. Prior to college, Dr. Hernandez was engulfed in gang culture and deep poverty, surviving on the streets of Los Angeles. He shares his unique story of being a youth at risk and how his path influenced his work. Dr. Hernandez was awarded the National Education Association Reg Weaver Human and Civil Rights and several other awards.

Outcomes

- Explore and engage in specific teaching strategies that promote active learning
- Engage in community building and idea exchanges that foster growth in successful teaching
- Explore and identify campus resources that support student success
- Learn how to build student-centered lessons, activities, and assessments
- explore and identify ways the CTTL can support teaching and student learning

CTTL

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Concurrent Workshop #1: 9:45am — 11am

Learning How To Authentically and Effectively Connect with Students

Presenter: Paul Hernandez, PhD

Location: Bldg. 6, Rm. 6-202

Description: Based on Dr. Paul Hernandez' book *The Pedagogy of Real Talk: Engaging, Teaching, and Connecting with Students at Risk*, this session guides a discussion to identify what challenges we face in connecting with our students in the classroom and how to enhance connections to improve the learning process.

Getting Started with Canvas

Presenter: Ricardo Flores, Instructional Technologist

Location: Bldg. 5, Rm. 5-100A

Description: Canvas Basics will introduce new Canvas users to basics such as logging in the first time and thereafter, editing your user profile to add a picture and other information, managing your account set-tings and notifications, adding files, creating pages and modules, getting help with Canvas, and a brief overview of the entire LMS. Participants in this workshop will: 1) become familiar with the Canvas LMS ecosystem in general; and 2) learn how faculty and students can get help with Canvas. Participants will also practice logging in and testing out their sandbox; edit their profile, settings, and notifications; add content; and create pages and modules.

NOTE: Basic computer skills (word processing, e-mail, file management), basic internet skills (use of browser, searches, uploading/downloading files), and an open mind to try new things will be needed for this workshop.

Using the CCSSE to Inform Classroom Practices

Presenters: Karen Wong, Coordinator of Institutional Effectiveness; Zahra Mojtahedi, Planning & Research Analyst

Location: Bldg. 7, Rm. 7-111

Description: Visualize the successful students in your class. What may come to mind are students who complete their homework and take advantage of tutoring and office hours. But what other key factors may impact student learning, both within and outside the classroom? To what extent are students engaged with college faculty and staff? With other students? With the subject matter being learned? The higher the degree of engagement, the more likely students are to persist in their college studies and to achieve at higher levels. Learn from Skyline College students' responses to the Community College Survey of Student Engagement, a national survey focused on teaching, learning, and retention in community colleges. Identify some of those factors and what you can do as an instructor to enhance learning and support students in overcoming challenges.

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Concurrent Workshop #1: 9:45am — 11am *(Contd.)*

Thinking About Thinking: Using Metacognitive Reflection to Support Learning

Presenter: Jesse Raskin, Associate Professor of Paralegal Studies

Location: Bldg. 7, Rm. 7-109

Description: Metacognition is, put simply, thinking about thinking. Research shows that metacognitive practices increase students' abilities to transfer or adapt their learning to new contexts and tasks. In this fun and interactive workshop, we will explore metacognition and practice techniques for using metacognitive reflection to support learning.

#EquityMatters: Educational Equity, Cultural Fluency and Student Success at Skyline College

Presenter: Lasana Hotep, Dean of Student Equity & Support Services

Location: Bldg. 6, Rm. 6-206

Description: What are the factors that influence student success outside of the classroom? What is the difference between Educational Equity v. Educational Equality? What does culture have to do with teaching Science, Math and Technology? Participants in this workshop will be engaged in conversations around questions addressing Educational Equity and Cultural Fluency. Our students come from diverse cultural, socioeconomic and racial backgrounds and their intersecting identities may play a role in their success inside and outside the classroom. The Division of Student Equity and Support programs will introduce you to programs, services and activities that faculty can engage in to support students on their academic journeys. Please join us in this critical, engaging and informative workshop!

Concurrent Workshop #2: 11:15am — 12:30pm

Authentic Assignments: Teaching in the World of Wikipedia

Presenter: John Calavitta, Assistant Professor of English

Location: Bldg. 7, Rm. 7-109

Description: An Authentic Assignment is one that is similar to a task done in the real world. For writing to be authentic, its purpose must result in some form of action or response, and what better action than to answer a real call for writing on a Wikipedia page! Contributing to a Wiki allows students to contribute to public knowledge in a real way, answering a real call for writing on a topic. In this workshop, faculty will learn how to create a Wiki assignment that motivates students by giving them a real-world purpose, audience, and context. Also, when writing and knowledge have a meaningful context, learners care and remember more.

"Strength in Numbers": Easy Ways to Facilitate Small Group Work in the College Classroom

Presenter: Jessica Hurless, Assistant Professor of Communications

Location: Bldg. 6, Rm. 6-202

Description: It is no secret that group work has the potential to provide students significant benefits and help them develop skills that will make them more successful in the workforce. However, simply breaking students into groups does not always guarantee this success. This workshop will not only explore the benefits and challenges of incorporating group work into the classroom, but will demonstrate a number of easy ways to facilitate the work. In the end, participants should walk away with specific strategies they can employ in their classrooms to help students collaboratively learn while achieving learning outcomes.

Concurrent Workshop #2: 11:15am — 12:30pm *(Contd.)*

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Helping Students Engage in Challenging Texts

Presenter: Chris Gibson, Associate Professor of English

Location: Bldg. 6, Rm. 6-206

Description: In this workshop, we will explore some strategies to help students unpack challenging texts both inside and outside of the classroom. The primary strategies we will cover are the *Think Aloud*, *Talking to the Text*, *Metacognitive Reading Log*, and *Academic Speed Dating*. These tools will help instructors promote an inquiry-based approach in their classrooms while also helping students interact with each other and the assigned readings to promote greater class discussion and engagement. Workshop participants will learn how to help students: 1) effectively preview assigned readings; 2) perform close readings of assigned texts; 3) prepare reading logs to actively engage in the texts; and 4) participate in an inquiry-based classroom environment.

Supporting Students with (Dis)Abilities: A General Overview

Presenter: Melissa Matthews,

Disability Resource Center

Location: Bldg. 7, Rm. 7-111

Description: Adjunct faculty will receive information about how to work with the Disability Resource Center (DRC) to provide accommodations to DRC students. This session will provide a general overview of services, faculty responsibilities, and information about how to work with the strengths of DRC students.

Closing Session: 1:30pm — 2:40pm

Maximizing Student Success: Partnering with Student Services

While faculty play a key role in students' academic journey, students often need help that goes beyond instruction and the classroom. Student success is made more possible when faculty see themselves as bridges between students and Student Services programs. This closing session will feature a panel discussion that highlights Student Services programs—the Skyline College Promise Scholarship Program, Student Success & Support Program, Categorical Programs Support, and the Student Code of Conduct. Faculty will be inspired to create partnerships between themselves and Student Services with the hopes of helping students beyond the classroom.

Compensation Information

Adjunct faculty who attend the entire symposium will be compensated for 6-hours at the 'special rate'. Timesheets will be provided at 3:00 p.m. after closing remarks.

"Learning is more effective when it is an active rather than a passive process"

— Kurt Lewin (German-American psychologist)

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