



COME GET SOME GRIT

CONFERENCE PROGRAM

**18TH CSU SYMPOSIUM ON UNIVERSITY TEACHING
CALIFORNIA STATE UNIVERSITY LOS ANGELES**

GRIT

**EXPLORING PERSEVERANCE, MINDSET
AND CHARACTER IN THE CLASSROOM**

MARCH 13 & 14, 2015



**The California
State University**



Welcome

March 13, 2015

Dear CSU Colleagues,

Welcome to the 18th Annual Symposium on University Teaching. On behalf of Cal State L.A., we are honored to have so many colleagues from across the system represented at this event. Please enjoy your time with us in East LA. We are proud of our historical location, which celebrates diversity, and our students, who in many ways represent the future of California.

This year's theme, Grit, speaks to the public mission of the 23 campuses and to the majority of our students, for whom education is acquired by sacrifice, tenacity and perseverance. Faculty in the CSU are to be commended for caring so deeply about this issue and for hosting a conference devoted entirely to their teaching.



Provost Lynn Mahoney

This year's Symposium is important for several reasons. We are showcasing the science of learning and the so-called "non-cognitive" factors that keep students in college and persisting until graduation. Over 80 presentations and posters by almost 200 CSU faculty attest to the incredible work that all of our faculty do, connecting their students' lived experiences with theory and practice, while preparing them for meaningful lives beyond professional training. The two Symposium preconference workshops on metacognition and the many concurrent sessions on Saturday are a witness to the power of self-awareness and personal growth.

This is a practical, working conference devoted to the teacher-scholar model. You will leave the symposium with a refreshed perspective on your work, some new ideas, and even new colleagues. We hope you enjoy a productive time with us and leave Los Angeles energized and refreshed!

A handwritten signature in black ink that reads 'Lynn Mahoney'.

Lynn Mahoney, Ph.D.

Provost

California State University, Los Angeles

Welcome

March 13, 2015

Dear CSU Colleagues,

Welcome to the 18th Annual Symposium on University Teaching. When the CSU Faculty Development Council began planning the 2015 conference last October, our proposed theme of 'grit' resonated immediately with most members.

I think this resonance has to do with something we have long suspected: Acquiring a college education demands equal parts vision, hard work, and determination. We assume that if students are in college then they should already possess these qualities. But it turns out that academic tenacity is less related to the *what* of what we teach, than the *how*. We could do well to consider designing curriculum that acknowledges the place of these so-called non-cognitive factors.



Catherine Haras

This is an exciting time to think about learning. Advances in cognitive science promise unconventional treatments of classroom experiences. A well-rounded education should help to develop in students qualities that strongly link their interest with self-efficacy. People learn by believing that with the right help and effort they are able, that they belong, and that they can practice and make explicit connections with and between ideas.

Our students find that coming to college takes perseverance and that staying is often an act of courage. But they are not the only ones responsible for developing these qualities. What is required of us?

This year, faculty from 16 of the 23 CSU will share how they have created significant learning experiences that promote just these qualities.

Thanks to you for all you do in the classroom, for joining us, and lending your voice to this effort.

Best Regards,

A handwritten signature in black ink, which appears to read 'Catherine Haras'.

Catherine Haras

Director, Center for Effective Teaching and Learning (CETL)
California State University, Los Angeles



Conference Program

Acknowledgements

Thank you to all of the presenters and participants who have made the commitment to come to Cal State LA for this symposium. This year, we had a record number of submission from 18 of the 23 CSU campuses. We are delighted that this year's theme of Grit has resonated with so many of our faculty across the system. We hope you enjoy this year's symposium and appreciate your time and commitment to teaching and learning in the CSU.

Reviewers

We wish to thank this year's proposal reviewers. With the record number of proposal submissions, reviewers took time out of their busy schedules to help review at least 10 proposals each. We are grateful for their time, energy, and recommendations.

2015 Reviewers: Charlene Hu (Bakersfield); Brett Christie (Chancellor's Office); Kaye Bragg, Emily Macgruder, and Keisha C. Paxton (Dominguez Hills); Rudy J. Sanchez (Fresno); Beverly Bondad-Brown, Maria Fernandez, Catherine Haras, Jeff Suarez-Grant, Wayne Tikkanen (Los Angeles); Vivienne McClendon (Maritime); Daniel Shapiro (Monterey Bay); Victoria Bhavsar (Pomona); Lynn Tashiro (Sacramento); Mary-Meg E. Gorzycki (San Francisco); Amy Strage (San Jose); Matt Lusky, Patrick B. O'Sullivan, Robin Parent (San Luis Obispo); Elisa Grant-Vallone (San Marcos); and Ann Steckel (Sonoma).

Conference Program

Find the conference schedule online at the conference website. We encourage you to view the materials on a mobile device, or bring a printed copy with you. This year, the conference schedule will also be available via the **Eventbase Free App**. With this app, you are able to view the schedule, plan your itinerary, view maps and the symposium location, and connect via social media. To access the conference materials, download the Eventbase app, search for "CSU Symposium on University Teaching" then click *Launch Event Guide*.

Eventbase is available on iOS, Android, Blackberry, and mobile web.

Food and Beverage

Your registration fee includes a drink ticket and appetizers at the conference reception on Friday, March 13 and continental breakfast, and lunch on Saturday, March 14. Name badges are required for entrance to all meals.

Door Prizes

Due to generous donations from our co-sponsors, we will be raffling door prizes throughout the pre-conference and symposium. You will receive a raffle ticket with your registration materials. Please print (legibly) your name, campus and email address on the raffle ticket and place it in the raffle box at the registration desk. Winners must be present to collect their prize.

Photo Booth

We encourage all to take advantage of the Grit Photo Booth. Props and a western backdrop will be near the 3rd Floor entrance to the University Student Union. Be sure to use the hashtag #CSUgrit on Twitter or Instagram. We will be awarding prizes to our favorites.

Conference Program

Web Access

Attendees can utilize complementary guest wireless access on Friday from 8:00 am to 8:00 pm and on Saturday from 8:00 am to 5:00 pm. Search for the CSULA-OPEN wireless network on your mobile device. You will be directed to a wireless portal web page. Select the GUEST option where you will be required to enter your name, mobile phone number, mobile carrier, and email address. After agreeing to the CSULA Terms of Use, you will receive a guest login user name and password on your mobile phone. Questions and concerns regarding the guest wireless network should be directed to the ITS Helpdesk at (323) 343-6170.

Keynote Speakers

Conference Keynote: Productive Persistence: Tenacity + Good Strategies: A Practical Theory of Student Success
Saturday, March 14, 8:30 AM – 10:00 AM | Golden Eagle Ballrooms 1-3

Rachel Beattie

Director of Productive Persistence

Carnegie Foundation for the Advancement of Teaching

One of the most promising new ideas for promoting student success involves the use of psychological strategies to improve students' "non-cognitives" — their motivation, engagement, and persistence. We call these ideas "Productive Persistence," or the academic mindsets to persist coupled with the strategies to make that persistence useful for skill acquisition. Academic mindsets are predictive of a variety of motivation and achievement outcomes, and we have found that these mindsets can be changed. This keynote will present how, guided by the research-based Productive Persistence framework, practical activities and classroom routines can improve student mindsets and success.



Pre-Conference Keynote: Transparent Teaching and Learning Strategies that Enhance Students' Success
Friday, March 13, 1:00 PM – 2:30 PM | Golden Eagle Ballrooms 1-2



Mary-Ann Winkelmess

Coordinator of Instructional Development and Research

University of Nevada, Las Vegas

Transparent teaching/learning practices offer opportunities to foster students' metacognition, confidence, and their sense of belonging in college. The Transparency in Teaching and Learning in Higher Education Project is an award-winning, grassroots experiment that has already engaged over 10000 students and 250 faculty in explicit conversation about methods of teaching and learning in colleges and universities across the US. We'll review recent research findings from the Transparency Project as well as educational research behind the concept of transparent teaching/learning, and then

apply that to the design of class activities and course assignments. Participants will leave with a draft assignment or activity for one of their courses, and a concise set of strategies for designing transparent assignments that promote students' learning.

Schedule at a Glance

Friday, March 13, 2015

12:30 pm – 5:30 pm GE Ballroom Patio	Registration Desk Open
1:00 pm – 2:30 pm GE Ballrooms 1 & 2	Preconference Keynote <i>Transparent Teaching and Learning Strategies that Enhance Students' Success</i> / Mary-Ann Winkelman, University of Nevada, Las Vegas
2:45 pm – 4:15 pm GE Ballrooms 1 & 2; 3	Preconference Workshops
4:30 pm – 5:30 pm GE Ballroom Patio	Conference Reception

Saturday, March 14, 2015

8:00 am – 12:00 pm GE Ballroom Patio	Registration Desk Open
8:00 am – 8:30 am GE Ballrooms 1-3	Continental Breakfast
8:30 am – 10:00 am GE Ballrooms 1-3	Conference Keynote <i>Productive Persistence: Tenacity + Good Strategies: A Practical Theory of Student Success</i> Rachel Beattie, Carnegie Foundation for the Advancement of Teaching
10:10 am – 10:40 am 10:50 am – 11:20 am 11:30 am – 12:10 pm 3 rd Floor U-SU Rooms	Concurrent Session 1 Concurrent Session 2 Concurrent Session 3
12:15 pm – 1:00 pm GE Ballrooms 1-2	Lunch
12:45 pm – 1:30 pm GE Ballroom 3	Poster Session and Dessert
1:40 pm – 2:20 pm 2:30 pm – 3:00 pm 3:10 pm – 3:40 pm 3:50 pm – 4:20 pm 3 rd Floor U-SU Rooms	Concurrent Session 4 Concurrent Session 5 Concurrent Session 6 Concurrent Session 7

Pre-Conference Schedule

Friday, March 13, 2015

12:30 pm – 5:30 pm

Golden Eagle Ballroom
Patio

Registration Desk Open

1:00 pm – 2:30 pm

Golden Eagle Ballroom
1 & 2

Preconference Keynote Address

Transparent Teaching and Learning Strategies that Enhance Students' Success

Mary-Ann Winkelmes, *University of Nevada, Las Vegas*

Transparent teaching/learning practices offer opportunities to foster students' metacognition, confidence, and their sense of belonging in college. The Transparency in Teaching and Learning in Higher Education Project is an award-winning, grassroots experiment that has already engaged over 10000 students and 250 faculty in explicit conversation about methods of teaching and learning in colleges and universities across the US. We'll review recent research findings from the Transparency Project as well as educational research behind the concept of transparent teaching/learning, and then apply that to the design of class activities and course assignments. Participants will leave with a draft assignment or activity for one of their courses, and a concise set of strategies for designing transparent assignments that promote students' learning.

2:45 pm – 4:15 pm

Golden Eagle Ballroom
1 & 2

Preconference Workshops

Metacognition's Role in Higher Order Thinking: The Case for the Teaching of Thinking and for Assessing our Students' Progress in Ways of Knowing

Ed Nuhfer, *formerly from Channel Islands and Humboldt*

Metacognition is presented as "thinking about thinking," but how are students to understand what is productive to "think about" when they are striving for a high quality university education? This session will focus on providing answers to that question for both students and faculty. Higher order thinking takes years to develop, and metacognitive reflection is a habit of mind associated with the upper levels of higher order thinking. While lessons and courses can produce content mastery and disciplinary skills, it requires extended curricula to build capacity for higher order reasoning. The earlier we can introduce metacognitive reflection on thinking into curricula, the more likely graduates are to leave college with increased capacity for higher order thinking. General education courses offer superb opportunities to employ metacognition about learning content, skills and reasoning to start students on the path to better thinking. We will examine six metacognitive tools that promote reflection across the scales of lessons, courses and curricula and summarize what we have learned from assessing over 17,000 undergraduates, graduates and faculty for understanding metadisciplinary ways of knowing.

How to Teach your Students to Think Like Experts

Peter Newbury, *University of California, San Diego*

Whatever course you teach, from Anthropology to Zoology, to whatever audience, from freshmen to graduate students, you want your students to think, behave, and communicate in more expert-like ways. But what is "expertise"? According to Bransford et al. (2000), experts have a deep foundation of knowledge, organized into a conceptual framework that's optimized for retrieval. In other words, experts can quickly select the right tool for the job and then use that tool properly. There are more characteristics of expertise, though: that voice in your head that tells you if what you're doing right now is working and the perseverance to continue if it's not. In

Golden Eagle Ballroom 3

Pre-Conference Schedule

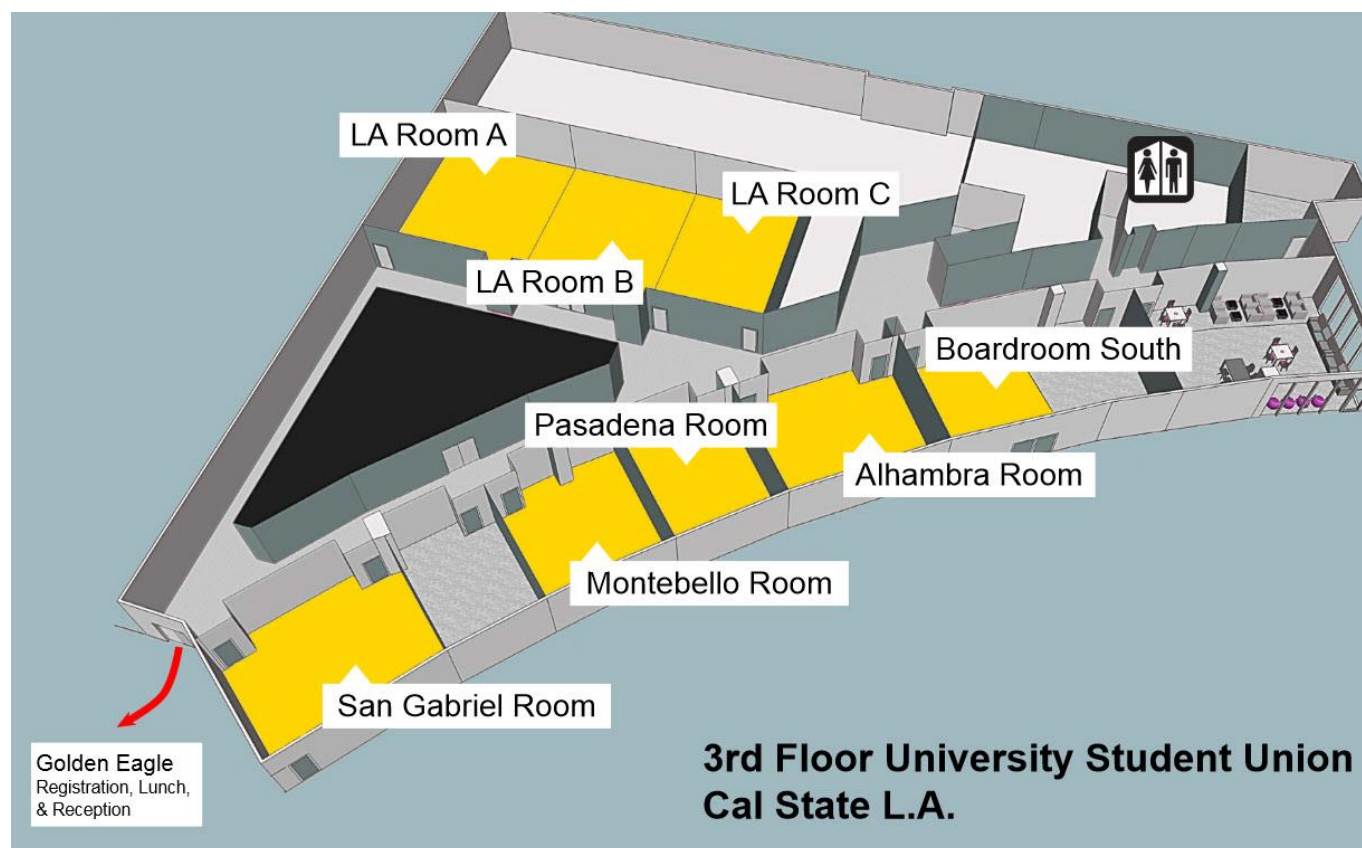
a traditional university lecture, the instructor talks and the students add new knowledge to their conceptual frameworks. To become experts, however, students need to practice retrieving and applying that knowledge, listening to their metacognitive voices, and dealing with failure (and success.) Peer instruction with clickers, where the instructor poses a multiple-choice question and students think, vote, and discuss their answers, is an active, evidence-based instructional strategy that supports the development of expertise in each student. In this workshop, you'll analyze what makes a good "clicker question" and experience a particular protocol instructors can follow to make every episode of peer instruction as valuable as possible. All are welcome: the more diverse your disciplines and wider your experiences with clickers, the richer our discussions will be.

4:30 pm – 5:30 pm

Golden Eagle Ballroom
Patio

Conference Reception

Join your CSU colleagues for drinks and appetizers on the patio. Each registration includes one drink ticket. Door prizes will also be raffled off at the reception.



Symposium Schedule

Saturday, March 14, 2015	
8:00 am – 12:00 pm Golden Eagle Ballroom Patio	Registration Desk Open
8:00 am – 9:00 am Golden Eagle Ballrooms 1-3	Continental Breakfast
8:30 am – 10:00 am	<p>Conference Keynote</p> <p><i>Productive Persistence: Tenacity + Good Strategies: A Practical Theory of Student Success</i></p> <p>Rachel Beattie, <i>Carnegie Foundation for the Advancement of Teaching</i></p> <p>One of the most promising new ideas for promoting student success involves the use of psychological strategies to improve students' "non-cognitives" — their motivation, engagement, and persistence. We call these ideas "Productive Persistence," or the academic mindsets to persist coupled with the strategies to make that persistence useful for skill acquisition. Academic mindsets are predictive of a variety of motivation and achievement outcomes, and we have found that these mindsets can be changed. This keynote will present how, guided by the research-based Productive Persistence framework, practical activities and classroom routines can improve student mindsets and success.</p>
10:10 am – 10:40 am	<p>Concurrent Session 1</p> <p><i>The Roving Rhetorician</i></p> <p>Sean Carswell, <i>Channel Islands</i></p> <p>This presentation will focus on the CSU Channel Islands Roving Rhetorician initiative. The initiative employs an English faculty member with considerable expertise in writing pedagogy to help faculty in other disciplines implement writing into their courses. The Roving Rhetorician works with faculty members on an individual basis to address concerns or fears about teaching writing, to cultivate personalized strategies for writing, and to develop rubrics that make evaluation goals more transparent. The presenter, a longtime CI Rhetorician, will discuss the program and explain a variety of interventions he has used over the years to facilitate more effective tactics for teaching writing university-wide.</p>
Los Angeles Room A	
Los Angeles Room B	<p><i>How Teachers Create Grit: Classifying and Operationalizing those Teacher Practices that Promote Grit, A Growth Mindset and a Psychology of Success in K-16 Classrooms</i></p> <p>John Shindler, Albert Jones, and A.D. Williams, <i>Los Angeles</i></p> <p>This presentation outlines a simple theoretical and practical construct for understanding how K-16 classroom teachers can promote, grit, a growth mindset and a psychology of success within individual students and a school culture as a whole. The presentation includes data from a study of 300 schools nationally. The presentation will include an opportunity for participants to examine and classify common teaching practices into those that either promote a POS (leading to grit and a growth mindset) and those that lead to a POF (leading to a fixed-ability orientation, an external locus of control and a sense of alienation). Participants will leave the presentation equipped to identify and apply those specific practice that will lead to any classroom promoting POS and being characterized by grit and a growth mindset as well as those practices that work against this goal and should be avoided.</p>

Symposium Schedule

10:10 am – 10:40 am

Los Angeles Room C

Concurrent Session 1 (cont.)

Empowering Students by Helping Them Develop Their Own Mental Toughness

Kathleen Gabriel, *Chico*

Most students begin college determined (and motivated) to be successful. However, when academics become strenuous, for many, they begin to waiver. Attendance, time, effort and focus in their studies may not only falter, but also negatively affect their learning and performance. Nevertheless, by using the research on mental toughness and teaching students about the four Cs (commitment, confidence, challenge, & control) of mental toughness (Clough and Strycharczyk, 2012), professors can help students develop mental toughness, which will increase their motivation and resilience for their own learning and academic performance. There is little doubt that student motivation is an important factor affecting the performance of students in their courses (Bligh, 2000, p. 57). Mental toughness can greatly impact the student's motivation to complete tasks, put forth best effort, and not give-up when facing tough challenges. This interactive workshop will not only share research but also include activities for promoting mental toughness.

Using Monsters to Take the Fear Out of Freshman Writing

Erica Duran, *San Marcos*

Monsters are a perennial favorite in literature, film, and games. Thus, many college students enter their first-year writing classroom with more than a casual familiarity with zombies, vampires, and other creatures. These monsters, and many others, provide a unique platform for the critical examination of societal issues like racism, class-ism, what it means to be ethical, and much more. Students often hesitate to talk about, let alone write about these issues when they first enter the first-year classroom for a variety of factors including lack of what they feel is personal experience with the topic or a hesitancy to judge others. However, nearly all students have experience with monsters, so using them as a theme in a freshman composition course encourages student writers to flex their knowledge early in the semester while at the same time quickly developing an engaged community anxious to share conversation as well as writing.

Improving Student Persistence and Achievement Using a "Commit to Study" Contract

Jeffery Paradis, *Sacramento*

Although most faculty are overt with their learning objectives (often including them in their syllabus and on assignments), they are rarely as transparent with their expectations regarding student study habits. And while students are often told they need to "study harder", many have neither the framework nor the skill set required to make meaningful changes to their study habits. This often leads to student frustration and, particularly in the STEM disciplines, a significant decrease in graduation rates. Combined with evidence supporting the notion that students do best when they learn about study skills in context, it becomes incumbent upon faculty to provide a tangible model for student success. The presentation will discuss significant improvements in student retention found by using a "Commit to Study" contract which outlines non-content related skills and behaviors that are crucial for student success as well as a motivating mechanism to encourage student persistence.

Flippin' General Chemistry: Just in Time Teaching, Knowledge surveys and other Pedagogical Spice

Wayne Tikkanen, *Los Angeles*

Large lecture classes in the first term of general chemistry are challenging as they pose an academic challenge in content and also establishing good study habits and dispositions. Presented here are the results of flipping large general chemistry lectures, with the addition of just in time teaching (JITT) methods and metacognitive approaches. The use of detailed learning management system logs was used to determine what resources correlated with student success

San Gabriel Room

Montebello Room

Pasadena Room

Symposium Schedule

10:10 am – 10:40 am

as measured by total points accumulated. Take-aways include better appreciation of: LMS log data; use of JITT in a flipped class and; the impact of students learning awareness on performance.

XL-L-M-S: Transforming [through] EDES 101

Alhambra Room

Michael Lucas and Carmen Trudell, *San Luis Obispo*

A passive, two-hour, weekly lecture for 500, led by the professional college Dean, has been transformed into a one hour, content-based large lecture, complemented by twenty-one, one-hour mentored exploration sections, where a weekly active learning assignment, based on the lecture content, is led by an upperclassman mentor [technically, ISAs-Instructional Student Assistants]. The use of ISAs in teaching and grading modes is facilitated by the faculty-in-charge conducting a separate weekly seminar for the ISAs on lecture content, the pedagogy behind the exploration/assignments, and explanation of the rubric in use for the assignment grading, transforming the ISAs as well. The freshmen's first class on transforming into a professional, their first class in interdisciplinary study, their first class in team-based work, is activated across expert extra-large to collegial small scale groups, scaffolded by a student not far removed from themselves. The presentation includes assignments, rubrics, and portfolio samples from students.

Everyone Needs a Mentor: Various Formats for Mentorship

Boardroom South

Rennie Tang, *Pomona*

Mentorship is a topic that has recently risen to the surface as an important component of my role as professor both inside and outside the classroom. Whether it is mentorship between students of different year levels or between students and professionals, the growing need for mentorship is clear. When mentorship is affiliated with a disciplines professional licensure process or offered to students who need extra help, the traditional structure is a one-on-one relationship. This proposal expands the scope of mentorship by exploring various methods by which it may be delivered, beyond the one-on-one format. I will present examples of different mentoring sessions that I have led. Participants will be invited to engage in a Speed-Mentoring session involving rotations of 3-minutes conversations. The fast paced format maximizes the number of interactions, keeps the energy level up and serves as a great icebreaker.



Symposium Schedule

10:50 am – 11:20 am

Los Angeles Room A

Concurrent Session 2

Everything You Always Wanted to Know About Service Learning, But Were Afraid to Ask

Maria Ballesteros, Dax Jacobson, and Martin V. Smith, *Channel Islands*

While we would never claim to know all that there is to know about service learning (SL), we want to share with you what we have learned since we started using SL as an effective, experiential approach to teaching at the MVS School of Business & Economics. Specifically, we will review three different upper level courses in which students engage in long-term team based projects in collaboration with community partners. We will discuss the rationale for utilizing SL, course design, preparation and implementation as well as course management challenges. Reflective methodology and assessments of learning, for both the students and us, and additional outcomes will also be presented. Finally, we will report on our ongoing effort to better understand the barriers for wider adoption of this teaching methodology. If you believe in building students grittiness through community engagement and are unsure how to start, this is your session.

Helping Students Through the Nitty-Gritty of Writing Literature Reviews: A Constructivist Approach

Los Angeles Room B

Katherine O'Clair, *San Luis Obispo*

Students in thesis-based degree programs often struggle with the literature review process for a variety of reasons, particularly their lack of familiarity and experience with this type of discourse. Moreover, many do not receive the instruction, guidance, and direction they need to learn the researching and writing skills that will allow them to be successful in completing this important component of the thesis. Students can benefit from instruction that helps them to develop an in-depth understanding of the form and function of the literature review, which will make the researching and writing process less uncertain and arduous. This presentation will introduce strategies to help students learn about and become comfortable with the literature review process using a classroom-based constructivist approach that includes activities such as reading and analyzing exemplars and student-instructor collaboration to develop a rubric for peer evaluation of their literature reviews.

Building Resilience and Critical Thinking Using Self and Group Influence

Los Angeles Room C

Joe Dulla, *San Bernardino*

Student engagement, metacognition, critical thinking, reading, writing, and resiliency are important considerations on every campus. This can be even more challenging in online programs. Using the combined concepts of social influence and a simple template for critical thinking, reading, and writing, two methods will be explored in this workshop. The first is the A-R-E method to encourage critical thinking, reading, and writing. The other is the Pay it Forward exercise. Participants in this highly interactive workshop will be encouraged to engage with both concepts and exit with viable, easy, and workable templates that can be immediately employed in either face-to-face or online classes to increase student engagement, critical thinking, and goal setting. Real-world examples, lessons learned, and pedagogical impact will also be shared.

Nourishing Grit: Counter-storytelling as High Impact Practice

San Gabriel Room

Carolina San Juan, Marisela R. Chavez, Corina Benavides- Lopez, and Cristina Rose Smith, *Dominguez Hills*

Counter-storytelling nourishes grit. This panel explores the potential of counter-storytelling assignments (ethnographic research, family history and oral histories) as a high-impact practice grounded in the principles of culturally relevant education. Informed by Critical Race Theory, counter-storytelling provides students, especially those who are first generation college students and/or immigrants, the means to connect and analyze their actual lived realities in relation to the institutions that shape their lives. As faculty in the Division of World Cultural and Gender Studies,

Symposium Schedule

10:50 am – 11:20 am

the presenters represent three disciplines, Chicano Studies, Women's Studies, and Asian Pacific Studies.

Building Grit in Remedial Freshman English: A Unique Collaboration

Montebello Room

Rebecca Joseph, Jorge Ribiero, Becky Hopkins, and Cecilia Morales, *Los Angeles*

We will present a unique collaboration between CSULA's English Department (English), Educational Opportunity Program (EOP), and Charter College of Education (CCOE) to increase the number of freshmen who pass their remedial English classes and successfully complete their freshman years. Currently more than 70 percent of CSULA freshmen are remedial in English, and the Cal State system gives them only one calendar year to fulfill their remediation or risk expulsion. Working with the most vulnerable of these freshmen academically, financially, and emotionally, EOP offers special English 96 and 101 sections. These same students concurrently take a four unit support class taught by teacher education professors, who not only workshop the 101 work but also introduce students to successful college life. The English and CCOE professors and EOP advisors collaborate each quarter and provide ongoing mentoring and advising to students. This collaboration embeds resilience, diversity, literacy, grit, peer mentoring, and technology.

Using a Discrimination Case and Google Docs to Anchor Students' Statistical Reasoning

Pasadena Room

Ji Son, *Los Angeles*

One of the most important concepts to learn in statistics is the logical flow behind making inferences. Inferential thinking is difficult because it requires an understanding of many different individually difficult concepts including probability, sampling, normal distributions, standardization, etc. Instead of targeting this inferential structure after covering the sub-components, psychology students in my course are given a taste of this overarching organization by using hands-on materials and google docs to work through a court case about discrimination (modified for classroom use in Watkins, Scheaffer, & Cobb, 2011). This concrete example is referenced throughout the course as we formally work through understanding the different components of statistical inference. The aim of this approach is to demonstrate to students what they are supposed to learn early on and to illustrate how seemingly unrelated units will eventually come together. Pre- and post-instruction assessments suggest meta-cognitive improvements in understanding concepts and gaining skills.

Building Resilience by Reducing the Cost of Failure

Alhambra Room

Solina Lindahl, *San Luis Obispo*

Our larger education system tends to make failure very costly for young people. This encourages all the wrong things in our students: timidity, ever-increasing demands for specific structure and detailed recipes for straight A's, academic dishonesty and an overall reduction in intellectual curiosity and the deeper interrogation of coursework. No wonder they are anxious, over-medicated and prone to a fixed mindset. There are several proven strategies for improving student resilience including peer instruction, creation of support networks within the university, and other interventions. This discussion focuses specifically on classroom strategies available to individual instructors. Topics to be discussed include using online games to encourage persistence, using adaptive low-stakes quizzing to reduce the cost of trying and failing, and sharing historical failures in your academic discipline to allow students to identify with people who fail and then later succeed.

Symposium Schedule

10:50 am – 11:20 am

Boardroom South

Concurrent Session 2 (cont.)

One Shot: Engaging Teachers in Linguistics by Supporting Literacy, Diversity, and Resilience.

Ondine Gage, *Monterey Bay*

Drawing on the theme of Eminem's one shot, the presenter will demonstrate a variety of pedagogical practices which support literacy, build on the strengths of student diversity, and engage resilience through strategic metacognitive reflection. Opportunity knocks once in a lifetime; Ling 392 may be the only course in linguistics which pre-service teachers will ever take before entering the credential program and the teaching profession. Essentially, we have one moment to capture student's interest in the nature of language acquisition and the diagnostic tools of linguistics. Using a deliberate sequence of practices embedded within the curriculum, the presenter will describe techniques for building a cohesive classroom environment which values student diversity, for supporting the acquisition of disciplinary academic vocabulary, for structuring and motivating students to complete reading assessments, and for supporting students in their overall strategic approach to learning course content dubbed as the math of language.

11:30 am – 12:10 pm

Los Angeles Room A

Concurrent Session 3

Teaching with and Learning from Students' Cultural Wealth

Michael Willard, Valerie Talavera-Bustillos, Bidhan Roy, Claudia Kouyoumdjian, and Kirsten Fisher, *Los Angeles*

The AAC&U funded five faculty to each teach two civic/service learning classes: a control class without, and an experimental class with, "transparency" methods that help students understand how/why they learn content in particular ways. Informed by research on transparency, High Impact Practices, and use of AAC&U "Integrative Learning" and "Problem Solving" VALUE rubrics, the project focuses on the degree to which transparency about community cultural wealth (CCW) allows students at a minority serving institution to understand CCW as a strategy for problem solving and academic success. Course content and civic/service learning experiences focus on "community cultural wealth" related to food (Biology), family (Child and Family Studies) education (Chicano Studies), prison literacy (English), and community arts (Liberal Studies). CCW identifies assets and resources that communities of color develop and support: 1) aspiration and resilience to maintain hopes for the future in the face of barriers; 2) linguistic and social skills; 3) familial knowledge; 4) social networks of people and community resources; 5) skills of navigating social institutions like universities; 6) resistance to inequality. In each course students drew from their civic/service learning experiences to better understand how to: define a problem; identify CCW strategies for solving a problem; propose CCW solutions/ hypotheses; evaluate potential solutions; implement/propose solution; and evaluate outcomes.

Initial Student Small Group Meetings: Conflict Style Reflections, Agenda, & Group Charter

Emily Paramonova, *Northridge*

I am sharing a successful method I use in my Communication classes, promoting resilience, literacy, and goal setting for integrating diverse students into small groups for special projects. Students first take questionnaires to discover their approaches to conflicts, then an agenda is provided for the first group meeting so the students, after sharing their survey results, choose how they will communicate with each other, how their group will deal with difficult situations, what their initial group goals & roles are. First initiating personal self-awareness, allowing for critical thinking as a group, sharing the ways they similarly approach difficult situations, then setting clear goals for their group task, groups in my classes have quickly formed solid bonds during their first meeting. Issues of diversity and challenges of quieter students are minimized with such clear, interactive steps for each group. The audience will experience steps in this process.

Los Angeles Room B

Symposium Schedule

11:30 am – 12:10 pm

Concurrent Session 3 (cont.)

Los Angeles Room C

Growing Grit: A Collaborative Performance Project inspired by the Freshman Common Reading

Ellyn Gersh Lerner and Debbie Mercado, *Northridge*

This presentation offers a window into an innovative project recently undertaken at California State University Northridge. The Postmortal Performance Project offered first-semester freshmen the opportunity to participate in the development and performance of a 40-minute theatre production inspired by the Freshman Common Reading for 2014-2015. Working collaboratively with a faculty director, the group of 28 students met weekly for three hours from mid-September to early November (eight weeks). Although time was limited and only three of the students had any prior experience with theatre production, the process culminated in five highly praised public performances. The project not only introduced students to the theatre, but also clearly helped them develop tenacity and perseverance. All eight of the symposiums themes related to grit played a significant role in this project. The presentation will offer ideas on how to conceptualize and develop similar projects for students at all levels.

San Gabriel Room

Resilience by Design: Writing as a Means of Empowerment

Kathleen Klompfen, Kimberly Vose, and Stacey Beauregard, *Channel Islands*

This panel discusses how Channel Islands reboot of the Early Start program which focuses on building confidence and overcoming the remedial label and composition pedagogies are fertile ground for cultivating resilience and perseverance. Speaker 1 presents the concept of resilience and its relationship to grit in the context of college writing and writing centers. Speaker 2 discusses Channel Islands reboot of the Early Start program, and generative freewriting as a means to build perseverance. Speaker 3 shares writing assignment ideas that help students tap into the resilience their lives have already taught them. Speaker 4, a CSU Channel Islands composition student, reflects on her/his experience of Early Start and/or First Year Composition. Ours will be an interactive session in which we create a space for all participants to reflect on their own pedagogy by asking to participate in a generative free write, and share their experience with the exercise.

Montebello Room
(Combined Session)

Bait, not Switch: Step Away from the Syllabus to Engage Students Mindfully

Kirti Sawhney Celly and Charles Thomas, *Dominguez Hills*

Undergraduate students often fail to see the larger vision of the core curriculum, especially when their concentration seems unrelated. We teach two core courses in two different departments in the college of business--principles of marketing and legal environment of business. We each open the first day of class with an in-class assignment to frame the relevance of the core course to students overall degree interests and their larger career interests. Utilizing a fictional restaurant, multiple crisis scenarios implicating both legal and marketing issues are presented. Students must read the case, and work in small groups to prioritize the challenges facing the small business. In doing so, the students learn to appreciate how the each course's concepts are useful in understanding business and in their academic pursuits. We find this assignment successful in engaging students in goals-setting and addressing the relevance of the material from the start of the course.

Symposium Schedule

11:30 am – 12:10 pm

Concurrent Session 3 (cont.)

Montebello Room
(Combined Session)

From Classroom to Conference: Developing a Pop-Up Gallery and "Borderless" Studio Practices

Julianne Gavino and Amiko Matsuo, *Channel Islands*

Within the Art Program at CSU Channel Islands, two instructors blend course curricula and classrooms for a dynamic project-based learning experience. Advanced Ceramics: Theory and Practice (Art Studio) and Multicultural Art Movements (Art History) students cross-engage and collaborate to produce a pop-up gallery and panel discussion for the annual SAGE student research conference. In this, instructors facilitate high-impact classroom activities revolving around the study and practice of global art production. In all, students incubate, research, and exchange ideas with tenacity. Their joint effort materializes as an art exhibition where students present their work to a public audience in interactive ways. This presentation addresses the projects theoretical premise, curricular integration strategies, and student learning outcomes. A teaching simulation that emphasizes how to conduct an artist interview will call on audience members for participation and feedback. Overall, the highlighted symposium themes include mentoring, goal setting, and collaboration.

Using Pecha Kucha Presentations to Develop Graduate Student Mindfulness

Sharon Ulanoff, Joan Fingon, and Kelly Kotowski, *Los Angeles*

This presentation demonstrates how instructors and students use Pecha Kucha presentations to facilitate students' development of the habits of mind to complete an advanced degree. Pecha Kucha (chit chat in Japanese) entails narrating a story in 20 visually based slides that are shown for 20 seconds each (Gries & Brooke, 2010; www.pecha-kucha.org). The format moves presenters away from reading text to thinking visually/metaphorically and becoming more mindful about content to construct arguments rather than present already composed, written arguments (Gries & Brooke, p. 21) so they can focus on the message to engage the audience (Beyer, 2011). Research demonstrates that students better connect to content with Pecha Kucha presentations than with traditional presentations (Beyer, 2011; John & Christensen, 2011). Furthermore, the use of effective visuals and multimodal techniques promote conceptual understanding and creativity (Fisher, Brozo, Frey, & Ivey, 2011; Harden, 2007; Matthewman, Blight, Davies, & Cabot, 2004; Reynolds, 2008).

Using Sudoku to Teach Metacognitive Strategies through Collaborative Teaching

Ruth Ahn, Juliana Fuqua, Bernadette Martinez, and Poe Teng, *Pomona*

The concept of metacognition has received much attention recently, and studies have indicated that improving metacognition leads to improved learning (Bransford, Brown, & Cocking, 2000; Zhao et al., 2014). Metacognition is often a difficult concept for students to understand due to the abstractness of its meaning: thinking about thinking or cognition about cognition• (Flavell, 1985, p.104). In this presentation, we will demonstrate how two faculty members teaching Educational Psychology and Adolescent Psychology collaboratively taught metacognitive strategies in our combined class of 70 university students, using Sudoku as a problem-solving activity to experience think-alouds. During this presentation, participants will engage in a Sudoku activity in groups, generate think-alouds and reflect upon the process. In addition, they will hear about a few metacognitive strategies that can help students study more effectively. The presentation will conclude with a reflection by two students who participated in the collaborative session.

Pasadena Room
(Combined Session)

Pasadena Room
(Combined Session)



Symposium Schedule

12:45pm – 1:30 pm

Golden Eagle Ballroom

Poster Session (cont.)

Virtual Labs Improve General Education Biology

Robert Desharnais, Paul Narguizian, and Ji Son, *Los Angeles*

Using Fruit and Vegetable Diversity to Change Non-majors Attitudes Towards Science

Kirsten Fisher, *Los Angeles*

Grit and Resilience After Poor First-Test Performance in a College Class

Kevin Grobman, *Monterey Bay*

Promoting Grit in Undergraduate Students Through Grant Writing

Melanie Horn Mallers, James Ruby, and Joe Albert Garcia, *Fullerton*

Hermeneutic Analysis of the Supplemental Instruction Leader Experience

Philip Janowicz, *Fullerton*

CSU Affordable Learning Solutions: Expanding Faculty/Student Options

Leslie Kennedy, *Chancellor's Office*

From Angst to Assurance: Utilizing Simulation to Increase Student Resiliency and Confidence

Harkmore Lee and Sofya Bagdasaryan, *Los Angeles*

Mentorship Through the Journal of Transformative Leadership and Policy Studies

Porfirio Loeza and Katrina Pimentel, and Carlos Nevarez, *Sacramento*

Student-Developed Health "Street Smarts" Fairs to Promote Critical Thinking on Campus

William London, *Los Angeles*

Active Learning in the Experimental Study of Food - Stories of Undergraduate Research Mentoring

Sunil Mangalassary, *Los Angeles*

Professional Collaboration and Guided Application: Course Design with Professional Practice in Mind

J. Ann Moylan, *Sacramento*

Reach Out and Connect to the New Generation with Technology

Karno Ng, *San Marcos*

True Grit: Promoting Student Resiliency Through Interprofessional Education

Nassrine Nouredine, Darla Hagge, and Debra Brady, *Sacramento* | William Ofstad, *Northstate University*

CSU Virtual Labs Teaching Commons

Chris Odionu, *Chancellor's Office*

Establishing Positive Culture to Prevent Bullying Among Students

Stephanie Osowski, *San Marcos*

The Gritty Path To Better Course Evaluations

Patrick O'Sullivan, *San Luis Obispo*

Cultivating GRIT Through Experiential Learning

Robin Parent and Katy Palmer, *San Luis Obispo*

Teamwork in Large Enrollment Science Classes

Galen Pickett, Thomas Gredig and Zvonimir Hlousek, *Long Beach*

Symposium Schedule

12:45pm – 1:30 pm

Golden Eagle Ballroom

Poster Session (cont.)

Habits for Success in Communication Disorders: A Peer Mentoring Program

Gabriela Simon-Cerejido, *Los Angeles*

Implementing Arduino Microcontroller Technology for Inquiry- and Modeling-Based Learning in Undergraduate Laboratories

Ryan Smith and Nelson Coates, *Maritime*

What Do Students Know about the Ocean? Assessing Ocean Literacy at the California Maritime Academy

Steven Runyon, Alex Parker and Colin Dewey, *Maritime*

An Interdisciplinary Approach to Redesigning a "Bottleneck" Course: Improving Student Success in Biology 1403 (Animal Biology)

Erica Wildy, *East Bay*

Mindset & Goal Setting in the College Classroom

Vanessa Wood, *Channel Islands*

Teaching and Learning Semi-Naked with Three Modalities: Face-to-Face, Online, and Hybrid

Shu-Chen Jenny Yen, *Fullerton*

Flipping the Anatomical Position: Videos + Interactive Laboratories Increase Grades in Anatomy

Kelly Young, Jacqueline Pal, Tiffany Price and Kerry Robison, *Long Beach*

1:40 pm – 2:20 pm

Los Angeles Room A

Concurrent Session 4

Resilience Through Rigor: Teaching Students to Express their Own Prompts and Problems

Amy Wiley, *San Luis Obispo*

It's hard to teach students how to think if you're busy telling them what to think. Teaching students to craft their own project and essay prompts encourages self-regulation and resilience while providing students with a deep appreciation of the logical underpinnings of problem-solving methods. This mindful approach to prompt-writing requires adherence to a rigorous but easily learned form but that simplicity and rigor opens the door to creative approaches to content. Shifting the responsibility for defining the problem to the student places the instructor in the position of mentor and encourages the student to embrace her own authority, freeing both to focus on transferrable, threshold skills and methods for finding and developing solutions. In writing short, defined, formally rigorous prompts, students can learn the importance of drafting, revising, and rethinking the nature of problems they set for themselves in an efficient and effective format that supports deeper compositional and attitudinal development.

Peer Mentoring in the Classroom: An Interactive Workshop

Carole Srole, Christopher Endy, and Birte Pflieger, *Los Angeles*

This workshop session invites the audience to explore how peer mentoring inside the classroom can promote student achievement and tenacity. The session will also discuss methods for training advanced students to serve as peer mentors. Audience members will reflect and share ideas on how in-class peer mentoring could function in their own classes. For this session, the workshop leaders draw on their experience with peer mentoring in a lower-division course for non-majors. Our project enabled faculty to work with 50-plus students in small-group learning communities and to teach content and skills without long lectures. Unlike traditional teaching-assistant or SI models, the model explored in this workshop involves peer mentors working inside the classroom under the guidance of the faculty member. The session will show how peer-

Los Angeles Room B

Symposium Schedule

1:40 pm – 2:20 pm

Los Angeles Room C
(Combined Session)

mentoring works, how faculty can adopt it, and how it benefits both intro-level students and the more advanced peer-mentor students.

Applying Yoga Philosophy to Build Resilience in Teachers (and Students)

Alicia Moretti, *San Luis Obispo*

Drawing on participant's personal practices, published research, and classical knowledge, the workshop teaches yogic concepts and their application to academic resilience. First, it addresses self-regulation through breathing, posture, gesture, and thought in order to improve performance. Participants will try basic exercises of pranayama [breath control] and asana [steady pose] and apply them to their teaching. The other branches of Ashtanga yoga as well as the traditional life science of Ayurveda and the classical philosophy of Vedanta will also be explored. Participants will leave the workshop with ideas about building resilience in their university spaces through yogic principles and practices.

Imagining Possible: Movement That Creates Thinking

Connie Wong, *Los Angeles*

Many students come from challenging environmental and socioeconomic circumstances. Disadvantaged. Underserved. Low income. How does empowering imagination and creativity within these interconnected worlds foster grit, resilience and character? Can we make the lack of resources alternatively advantageous? The ability to create "something" unique out of "nothing" speaks to the development of critical thinking, problem solving and self-efficacy. Can promoting a different sort of mindfulness about ourselves and about others translate to more expansive and more meaningful approaches to one's role in the world? How do we learn what is possible within us? In that process of discovery, who has and who has not? How do we use our so-called limitations and restrictions to make us stronger, bolder, more enlightened and ultimately more hopeful? Movement lessons might just change how we think, feel, listen, see, connect, learn AND teach.

Fostering Resilience, Persistence, and Self-Reflection in Today's Students

Jennifer Fletcher, Natasha Oehlman, and Olga Blomgren, *Monterey Bay*

Successful preparation for college and career requires more than skill development. An array of intellectual dispositions--such as resilience, persistence, and self-reflection--are also critical for postsecondary success. Students who internalize these habits of mind are more likely to trust their efforts, feel connected to their college culture, enjoy their studies, and understand learning as a process. In this hand-on session, faculty will share strategies for fostering student's intellectual growth through learning experiences that target habits of mind. Classroom applications include reflective exercises, peer interactions, and formative assessments that promote metacognition and self-regulation. Participants will also discuss the scholarship and multi-campus collaboration that inform this approach. Goals:
• Examine ways to pull back the curtain on the behind-the-scene processes and mindsets that go into academic brainwork.
• Explore how an assets-based approach supports first-generation and underserved students by valuing each learner's unique gifts, intellectual capacity, and potential for growth.

From Hands-on to Minds-on: Design an Engaging Learning Experience

Jane Dong and Pearl Chen, *Los Angeles*

In recent years, project-based learning has been widely adopted in various engineering programs. However, just adding projects to traditional classes may not necessarily generate positive impact on student learning. Our study shows that while many students are motivated by the project idea at the beginning, their motivation typically fades during the working process. This presentation describes an interdisciplinary project conducted by an engineering educator and a learning scientist to explore effective strategies to provide sustainable motivation and promote deep learning using PBL. An innovative instructional system design method, Participatory Design

San Gabriel Room

Montebello Room

Symposium Schedule

1:40 pm – 2:20 pm

Approach, will be introduced to show how instructor and selected students collaborated to redesign EE440, a senior-level computer networking course, to encourage mindful learning. Quantitative and qualitative data will be reported to show how students responded to various pedagogical components, and discussion will be held to engage audience in identifying ideas to promote deep learning in their own teaching practice.

Resilience + Learning to Learn = Motivated Students at SJSU

Pasadena Room

Cynthia Rostankowski and David Mesher, *San Jose*

The Humanities Honors Program at San Jose State welcomes students from all backgrounds and majors, and embodies the vibrant diversity of the state of California. It offers diverse, enriched intellectual activities through a distinctive globally focused multidisciplinary curriculum. Humanities Honors has been engaged in integrative learning for the last 60 years, and is a highly successful path to completion of GE. It offers diverse, enriched intellectual activities through a distinctive globally focused multidisciplinary curriculum. We support student success in many ways, including trained peer mentors, many university support services, and we strive to know each student well an important undertaking in a large university. For these reasons and others our program has the best retention and graduation rates of all first-year programs at SJSU better than 80% with a university rate of approximately 47% - because of the ways resilience and perseverance follow from this program.

Alhambra Room

(Combined Session)

(Re)imagining Grit: A Urban Perspective on the Lives of Academically "Successful Latinas"

Miguel Lopez, Maria Martha Ramirez, Ruby Velasquez, and Lauren Ramirez, *Monterey Bay / Ixel Cervantes and Leah Bracenas, High School Students from Salinas, CA*

The growth of grit and a growth mindset as lenses to promote and understand academic success have reshaped PreK-16 education. Yet, the complexities of how urban Latina youth demonstrate a subaltern grit and how, simultaneously, pre-service Latina teachers see (or, do not see) this grit, is still an arena for observation and research. This presentation explores how a mentorship model between successful urban Latina teens and undergraduate Latinas preparing to be "maestras" provides for an expanded understanding of an urban and culturally rich sense of grit. The presenters, through a community-based photography and testimonio project, model how the telling of historias by Latina youth, gives "voz" and agency to their lives albeit through their "cultura" and love of "familia." And, simultaneously, how the "testimonio" project is a teaching tool by which pre-service teachers are able to (re)examine educational frames, like, social belonging and self-regulation, and thus, "internalize" a (re)imagined grit.

Alhambra Room

(Combined Session)

First and Second Generation Latino Studies, challenging data to expose GRIT

Valerie Talavera- Bustillos, Claudia Kouyoumjdian, Bianca Guzman, and Nicole Garcia, *Los Angeles*

With increases of Latinos in post-secondary education, examination of first and second-generation college student's experiences is critical, especially at Hispanic Serving Institutions. This diversity is acknowledged as an asset, yet, do we know what their GRIT looks like? This research project is part of a larger study on health, yet provides insights into first and second-generation college student experiences. A Community Cultural Wealth model allows examination of unrecognized student resources/challenges that illustrates the GRIT they have and need. A mixed method approach and descriptive statistics examined group differences. Both groups report equal amount of GRIT with similar number of sources of support/challenges. In addition, second-generation college students continue to experience similar challenges as their counterparts. Thus, second-generation students have GRIT, we need to ask, do they have unacknowledged GRIT, do they need it in other areas? Understanding this can assist in program development for increasing retention and completion rates.

Symposium Schedule

1:40 pm – 2:20 pm	Concurrent Session 4 (cont.)
Boardroom South	<p><i>Grit, Pride, and Empowerment in the Teaching of Medieval Literature at Cal State LA</i></p> <p>Michael Calabrese, <i>Los Angeles</i></p> <p>Much of what I do reflects my personal history as a first-generation college student, and a personal history of grit openly informs my teaching and breaks down any perceived barrier between me and the students. I use myself as exemplar of diversity, resilience, and goal setting. That I personally reflect the class profile and the pattern of immigration history (in an east-coast, Italian version) has always been the trademark of my teaching. Parallel to this, my subject is medieval literature, particularly the reformist poem Piers Plowman, which is about the history of work and the pursuit of social justice, in order to give the students at CSULA ownership of and access to a shared medieval past. I teach according to the doctrine of working class self-empowerment, and yet also the very themes we study in medieval literature are themselves about such tenacity in the history of class and social power.</p>
2:30 pm – 3:00 pm	Concurrent Session 5
Los Angeles Room A	<p><i>Lights, Camera, Critical Thinking: Integrating Literacy and Creativity</i></p> <p>Lorna Fitzsimmons, <i>Dominguez Hills</i></p> <p>This presentation takes a workshop approach to the discussion of classroom strategies for integrating literacy and creativity. The cultivation of grit is deepened when the student takes pleasure in the assigned material. Many students are likely to be attracted to a course on comedy. Yet it often comes as a surprise for them to find out that the theory of comedy can be challenging material to understand. This presentation walks the audience through the ways in which I developed my Comedy: Power and Pleasure course to enhance student's critical thinking skills as well as their creative juices. It includes worksheets illustrating the structured pathway approach I take to help students understand the history of comic forms (drama, film), to apply critical theory, to develop their own creativity, and to learn to love thinking critically.</p>
Los Angeles Room B	<p><i>Teaching Writing in Large-Forum Classes</i></p> <p>Edwin Sams, <i>San Jose</i></p> <p>Teaching writing to large-forum classes can be done effectively with small group collaborative writings. At San Jose State University, English 22 (Fantasy/Science Fiction) is a humanities elective with a cap of 100 students. There in-class activities prepare students for three 1000-word writing assignments: a documented book review, a ghost chapter, and a definition essay. In groups of seven, students arrange secondary source information into MLA documentation, plot dialogs with narrative arcs, and compose formal definitions of the term wonder. Each activity is connected to assigned readings and is worth one participation grade (participation is worth 10% of the student's final average). Providing students with opportunities to succeed in small writing assignments prepares them to accomplish large writing assignments on their own. Working on writing activities in small groups increases resilience by reassuring students that their contributions have value and increases literacy by encouraging active reading and critical thinking.</p>
Los Angeles Room C	<p><i>The Class Size Gap and Technology: Is Help A Click Away?</i></p> <p>Chiara Gratton-Lavoie and Denise Stanly, <i>Fullerton</i></p> <p>The paper analyses how class size and technological innovation impact learning in an important lower-division course, Principles of Microeconomics. We use data collected across two academic years (four academic semesters) for several sections of the same course, which were taught by the same instructor using the same textbook and supplemental materials. For the first two semesters, we focused on the impact of class size on learning, finding that higher learning achievements are typically obtained in small classroom environments. The introduction of electronic response cards in the subsequent two semesters of our experiment allowed us to</p>

Symposium Schedule

2:30 pm – 3:00 pm

San Gabriel Room

assess the impact of innovation on learning, and especially to determine if the class size-related learning gap can be reduced with the use of clickers. We also explore the question of whether response card use in the classroom has a positive impact on attendance.

Dynamic Linking for Teacher Learning

Linda Bynoe and Jennifer Colby, *Monterey Bay*

Preparing K -12 teachers at the CSU requires building students' capacities for resilience. Dynamic Linking for Teacher Learning is a strategy developed by the presenters during their research in schools and their university teaching practice. The strategy prepares CSU Liberal Studies undergraduates with deeper learning experiences and supports K -12 teachers in the profession to be lifelong learners. The core of the strategy is to activate a world-view of personal knowledge, values, and beliefs that foster creative and critical inquiry. The inquiry is participatory and collaborative and builds the skills for linking interdisciplinary elements or pillars: Culture, Community, Eco-systems and Arts and Innovation, to the process of curriculum development. Across teacher preparation and professional development, lesson planning is a core skill that when interconnected with Dynamic Linking for Teacher Learning and the Common Core Standards will activate deeper learning pedagogies that engage participants in relevant, multicultural connections and promotes resiliency and lifelong learning.

Montebello Room

Metacognition as a Tool to Organize Thinking and Learning

Ruth Ahn and Poe Teng, *Pomona*

In my quest to pursue excellent teaching, I have implemented student-centered pedagogy based on Vygotsky's social constructivism in all my classrooms. My efforts in this area stem from my belief that I am a facilitator of learning, guiding my students to be active agents of their own learning (Freire, 1970). One such effort is teaching the concept of metacognition, which is known to benefit students become self-regulated learners (Fox & Riconscente, 2008). In this presentation, my student and I will explicate our recent experience in our Educational Psychology course in which students learned the concept of metacognition and its strategies. Comparing the different methods he used to study for the mid-term exams before and after learning metacognition, the student presenter will discuss how using metacognitive strategies benefitted his learning and organize his thinking. We will then discuss lessons learned from this experience from faculty and student perspectives.

Pasadena Room

Context and Intention in the Critical Evaluation of Information Sources

Jesse Vestermarck, *San Luis Obispo*

How do today's college students approach the vast amount of information now at their fingertips? The cynical--though realistic--response would be that they jump straight to Google and Wikipedia and stop at the first few results or the main entry. However, context and intention can play a huge role in the desirability of quality information, significantly complicating and ideally deepening student's information searching goals. When students understand the professional scenarios under which they might need quality information, and that information sources lie on a wide spectrum with clues as to their relative credibility, they are encouraged to think more critically about the sources they encounter. A simple combination of handheld technology, visual design, and role playing can help us engage students in thinking about the kind of big-picture, real world information issues that will prepare them for responsible professional practice.

Alhambra Room

iVote: A Web-Based Classroom Response System for Mobile Platforms

Yu Sun, *Pomona*

Audience response systems such as iClicker (i.e., a radio frequency device that allows students to anonymously respond to instructor's questions) have been successfully applied in classrooms to enhance the learning, engagement, and participation of students. Although the dedicated response device is easy to use, a few issues prevent it from being adopted at a larger scale: 1)

Symposium Schedule

Boardroom South	<p>students have to purchase and remember to bring the device to classrooms; 2) the device is not flexible to support a diverse range of questions (e.g., iClicker only support questions with a maximum of 5 answer options); 3) the device does not support two-way interactions (e.g., the device cannot receive feedbacks). To address these issues, we have built a web-based response system that can be directly used in any of the mobile devices or computers. Instructors are enabled to customize questions, view real-time response status, and send feedbacks to students.</p> <p>Motivation, Resilience, and Concrete Student Experience</p> <p>Patrick Belanger, and Ajit Abraham, <i>Monterey Bay</i></p> <p>This presentation explores strategies for motivating student resilience. In our experience, academic perseverance is bolstered when class materials resonate with concrete interests. Through two illustrative case studies, we address how faculty might create learning environments that explicitly align with student's histories and concerns. The first describes an introductory ethics course. By presenting ethics as a personal and cultural phenomenon, we have enhanced student engagement by capturing imaginations and initiating self-reflection. The second addresses the learning experience of a first generation student in a basic philosophy course. Although initially disinterested in the readings on Confucianism, she was eventually able to translate Confucian ideas of benevolence into practice by sharing her experiences of work in the hospitality industry. Together, these studies illustrate the importance of concretizing theoretical questions in light of student experience. Each suggests that when academic work dovetails with student histories and interests, student engagement and resilience are enhanced. 3:30</p>
<p>3:10 pm – 3:40 pm</p> <p>Los Angeles Room A</p> <p>Los Angeles Room B</p>	<p>Concurrent Session 6</p> <p>Enhancing Learning Through PowerPoint</p> <p>Lorna Fitzsimmons, <i>Dominguez Hills</i></p> <p>According to a recent study, the majority of surveyed students found PowerPoint more effective than use of overhead projection or the blackboard (Lawler, Chen, and Venso 2007). This presentation discusses my findings that the use of PowerPoint has the following advantages: it increases student interest and attentiveness, enables comparative analysis and increases student understanding of the material, enhances student recall, facilitates interactive learning, increases the quality of student note-taking, provides a model from which students learn to use PowerPoint for their own presentations, and deepens the student's sense of belonging to the community of fellow classmates. At a time when instructors increasingly find themselves competing with the student's laptop, the dynamic use of PowerPoint can be an effective tool for getting and keeping student's attention and enhancing the learning process.</p> <p>The Flipped Classroom. A Not For-Cost-Reduction Platform</p> <p>Ardavan Asef-Vaziri, <i>Northridge</i></p> <p>By delivering lectures online using screen capture technology, students can learn course material at the time and location of their choice, when they are in control to pause, rewind, and fast-forward the professor. Class time is no longer spent teaching basic concepts, but rather focused on more value-added activities such as problem solving, systems thinking and active learning, as well as potential collaborative exercises such as case studies, web-based simulation games, and real-world applications. A flipped classroom is an online course because its online components must compete with the best of the online courses. It is also a traditional course since not even a single class session is cancelled while all the lectures are delivered online. This core concept is reinforced by a network of resources and learning processes to ensure a smooth, lean, and synchronized course delivery system. Our pilot statistical analysis indicates that a flipped classroom, when implemented in a quantitative and analytical course, can outperform its alternatives.</p>

Symposium Schedule

3:10 pm – 3:40 pm

Los Angeles Room C

Concurrent Session 6 (cont.)

Collaboratively Teaching Students to Collaborate

Emily Magruder, *Dominguez Hills*

If group learning works, why do students complain so much? In spite of evidence that collaborative learning is significant learning, students almost universally complain when presented with group projects. Surmising that students' discomfort stems from not having been taught how to collaborate, two faculty from different disciplines – one in English, the other in Education – collaborated to design a module to teach students how to work effectively in groups in an online upper-division general education humanities course. This presentation presents the module and lessons learned from cross-campus collaboration; reviews educational theories of social learning; and draws connections between the ability to work well with others and the development of resilience, self-awareness, and self-regulation. Participants will engage in a facilitated discussion about what works and doesn't work in group work, create their own metaphors for effective and ineffective collaboration, and use rubrics to evaluate virtual objects created by students in the pilot course.

A Radically Different Final Exam That Achieves Our Goals For Our Classes

Suketu Bhavsar, *Pomona*

Instructors aspire for students to master all the material covered. I believe a comprehensive final assesses the breadth and depth of their learning. It requires students to review early material in light of later topics, create connections and integrate understanding, thus retaining knowledge for the long term. This can make comprehensive finals a significant basis for their grade but are especially daunting for non-STEM majors in required GE synthesis STEM classes. I experimented with a final exam format that calmed student fears and encouraged thorough review. A week before the exam students received challenging, well-crafted numbered questions that interconnected and spanned the entire range of topics. At the final, each student was required to pick a number out of a hat and answer that question in a 5-minute presentation. They also had to comment on 10 other presentations. A workshop will explore how this can work for your class.

A Comparison of Student Learning in Online vs. Traditional Introductory Microeconomics Courses

Matthew Holian, *San Jose*

The author describes his experience teaching two sections of Principles of Microeconomics at San Jose State Student in a semi-formal controlled comparison. The control course was taught as a typical on-campus course. The treatment course was conducted almost entirely online, though students were required to come to campus twice to take exams. This report presents quantitative and qualitative evidence. Statistical analysis reveals students in the online section did worse overall on average, though the difference was not statistically significant. At the same time, online students performed better on some assignments. Analysis of student comments on the course finds students place value on having access to both online and traditional courses, though the overall satisfaction with the online section is somewhat lower. The author considers institutional factors (classroom technology, pedagogical support) that can help or limit the success of online courses, and offers suggestions for faculty instructors and university administrators.

San Gabriel Room

Montebello Room

Symposium Schedule

3:10 pm – 3:40 pm

Pasadena Room

Concurrent Session 6 (cont.)

Grit and Engineering Students' Achievements

John Chen, David Janzen, Karen McGaughey, Jennifer Teramoto Pedrotti and James Widmann, *Pomona*

There is growing awareness that innate talent -- i.e., IQ or intelligence -- is neither the only nor the most important trait for predicting future success or a wide range of achievement outcomes in adults or younger populations from adolescents to university students. Grit -- defined as passion and perseverance for long-term goals -- is likely to be important to individuals trying to achieve the challenging, long-term goal of attaining an engineering degree, which requires not only talent but also its focused and sustained application over a long period. This work-in-progress tests the hypothesis that grit predicts student's (1) grade point average, (2) time-to-graduation, and (3) retention through the second year of engineering studies. An online survey is being used to collect relevant data from a diverse cohort of engineering students. The data include measures of achievement as described earlier, grit, and several other traits known to influence achievement outcomes.

Alhambra Room

Teaching Writing & Rhetorical Knowledge Through Repurposing & Reflection

Matthew Luskey, *San Luis Obispo*

As articulated in the CWPA's Outcomes Statement for First Year Composition, students must develop their rhetorical knowledge by composing for a variety of purposes, audiences, and contexts. First-year composition courses often strive to meet this outcome by varying the genres and modes students write in; however, these variations are often insufficient in fully developing rhetorical knowledge, and they fall short in supporting a student's transfer of writing knowledge from one situation (assignment, class, discipline) to the next. This presentation will share the design, resources and student artifacts from a final project in a first-year writing course that strives to increase and transfer rhetorical knowledge by emphasizing student agency and metacognition. The project requires: 1) a radical repurposing of an earlier work of writing; and 2) a reflective narrative that explains and analyzes the choices the student makes in composing his or her work to fit a new rhetorical situation.

Boardroom South

Understanding Micro aggressions and Working for Student Success, Satisfaction, and Graduation

Kristina Ruiz-Mesa, *Los Angeles*

Dominant discourses surrounding higher education argue that colleges and universities are where students explore and reify ideas about society, justice, and themselves. If these dominant discourses of critical reflection hold true, then it is crucial that institutions of higher education are prepared to support and successfully retain and graduate students from an array of socioeconomic and racial backgrounds. If the United State Census and international demographer predictions are accurate, the coming decades will bring about increased racial diversity in the United States population, and hopefully, greater diversity in higher education. As institutions of higher education move towards greater inclusion and racial diversity, successful retention and graduation of all students will only come with institutional effort and change. This presentation will present information on racial micro aggressions experienced within higher education and offer strategies for success and resiliency for students, faculty, and administrators to work towards increased inclusion, student satisfaction, and graduation.

Symposium Schedule

3:50 pm – 4:20 pm

Los Angeles Room A

Concurrent Session 7

Skipping Stones: FLC Connections to Reflection and Resilience

Vivienne McClendon and Nipoli Kamdar, *Maritime*

Over the last six years, many faculty at California State University Maritime have participated in various faculty learning communities (FLCs). Voluntarily faculty comes from across the university to partake, learn and share within interdisciplinary learning teams. The FLC topics range from classroom technology, maritime integration, ocean literacy, student assessment techniques and more. Faculty practice teaching innovation, learn to gather assessment data, and reflect on its meaning and implication for future classes. In essence, faculty are building grit for classroom improvement. Do faculty perceive any connection between their own learning in and satisfaction with FLCs and broader issues such as student reflection, resilience and grit? Data from FLC participant's survey and a focus group reveal early stepping stones of growth in reflective teaching practice and reflective student learning practice.

Critical Education and Service Learning with Communities of Color and Working Class Students

Los Angeles Room B

Vivian Price, Kirti Celly, Brenda Riddick, Ellie Zenhar, Jose Prado and Cheryl McKnight, *Dominguez Hills*

Critical education encourages experience based reflective analysis to foster independent thinking. Faculty provides examples from art, sociology, political science, labor studies, and from a service-learning center that deconstruct narratives and value creative innovation. Emphasis is on approaches that engage students from working class communities both academically and stimulate empowerment.

Purpose Drives Perseverance: Creating Space to Reflect on Learning

Los Angeles Room C

Frauke Loewensen, *Monterey Bay*

In the last few years there has been a renewed interest in the science of successful learning in part due to the cognitive revolution and a new understanding of how the brain functions brought about by neuroscience. The purpose of this interactive presentation is to describe and explain some classroom techniques that incorporate the insights of this new research. We will discuss the importance of creating a space for students for reflection, self-awareness, persistence, mindful attention, and carefully designed practice. Participants will be able to describe and evaluate the usefulness of these techniques when applied to their everyday teaching.

Goal-Setting Pedagogies for Honors Thesis Writing

San Gabriel Room

Lucian Gomoll, *Los Angeles*

The Honors College at Cal State LA provides students with several interdisciplinary classroom experiences that supplement courses in their majors. Our students must enroll in freshman and junior seminars organized around thematic topics. They also write honors theses during their senior year. In most honors programs, a student will write his or her thesis under the advisement of a single mentor. At Cal State LA, however, a core faculty member of the Honors College teaches a year-long sequence of thesis writing courses to enhance their experience. My 2014-2015 honors thesis writing practicum includes students from the humanities, social sciences, and STEM fields. Each of them also has a primary advisor in his or her major. This presentation will explore the challenges and successes of establishing an interdisciplinary community of advanced undergraduates who are interested in very different topics but are committed to achieving a common goal before graduation: the thesis.

Symposium Schedule

3:50 pm – 4:20 pm

Concurrent Session 7 (cont.)

Montebello Room

Does student goal orientation influence oral communication skill acquisition for a problem based learning Kinesiology course

David Mandeville, Tiffanie Ho and Lindy Valdez, *Sacramento*

This study aimed to ascertain the effect of problem based learning on student oral communication skill acquisition and to determine how student goal orientation influences skill acquisition. Student groups from undergraduate kinesiology courses ($n = 14$) were assessed for oral communication proficiency at 2 time points separated by 8 weeks. Oral communication was assessed by 2 raters using video recordings of student case report presentations. Individual student goal orientation was assessed using a metric in which students prioritized self vs. social learning and performance vs. goal orientation. Dependent t-test assessed changes to oral communication skill across time; a linear regression equation assessed the relationship between oral communication skill and aggregated student goal orientation. Student's oral communication proficiency trended toward gains at follow-up testing ($p = .058$) and these gains were best predicted by self-directed learning goal ($p = .025$) and socially-directed performance goal orientation ($p = .033$).

Dare to Fail and Fail Big!

Tanya Kane-Parry, Kristin Mellian, Ryan Pest, *Los Angeles*

Risk, failure, rejection get knocked down, then get up and go for it again that's what grit is. In the realm of the performing arts, every day, every class, every assignment, involves great personal, intellectual and creative risk. The stakes are high, but the commitment to achieve must be higher. In the first year undergraduate acting classes the initial task is to tear down the walls of fear via partner and group exercises that reveal the true Self, and in that process, help each student discover and develop his/her grit. Our failures, not our successes, are what make us learn and grow. Each student's risk is bolstered by the collective witnessing and support of the classroom. Additionally, I have developed a training and mentoring program for our graduate students in the MA in Theatre and MFA in Performance to teach sections of the undergraduate acting classes.

How to Publish and Author a Multimedia Textbook

Carsten Lange, *Pomona*

Textbooks are expensive and although multimedia content is often provided by publishers, it is not fully integrated with the texts. The presentation will illustrate a collaborative authoring environment that allows multiple authors working together to create a freely available, interactive book with multimedia content. I developed the authoring system entirely based on open-source software. It serves as a platform to integrate multimedia-rich, interactive, Web-based learning content such as videos, interactive graphs and simulations directly into the final product --- a printable book in PDF format. Additional, an Internet application allows instructors to customize the e-book to their individual teaching goals. Recently, using the authoring system together with other writers, I created a freely available digital textbook on Microeconomics. I will use this book project as an example to explain how the authoring system can be utilized to develop a multimedia integrated book for any subject.

The Social Science Writing Project at California State University, Northridge

Miriam Neirick, *Northridge*

The Social Science Writing Project is a two-year pilot initiative within CSUN's College of Social and Behavioral Sciences to teach, encourage, inspire, and support student writing in the Social Sciences. Twenty-three faculty members, students, and alumni from across eight departments have collaborated to teach twenty student writing workshops, facilitate four faculty development seminars in the area of writing instruction, and to supervise ten Writing Mentors, who are Instructional Student Assistants hired to provide writing support to students working in a social

Pasadena Room

Alhambra Room

Boardroom South

Symposium Schedule

science course. My presentation will describe the process of securing college funding, creating the collaboration, implementing the pilot, and developing tools to assess it. I will also present assessment data collected in Fall 2014, including workshop and seminar attendance, responses to post-workshop surveys, and information gathered in exit interviews that will be conducted with Writing Mentors and their faculty supervisors.

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