What Works:
Designing Teaching for Diverse Learners

Develop assignments and learning activities based in strategies proven to increase student learning and integrate them into one course.

Develop activities to create an inclusive learning climate and engage diverse learners. Design and implement a plan to measure the effect of one change on student learning.

Explain how to use data to move to a culture of evidence and continuous improvement.
Welcome to the 2018-19 TLC’s Teaching & Learning Series!

This year’s state and campus-wide initiatives have brought many changes affecting our students, curriculum, disciplines, and departments. More than ever, all faculty, administrators, and staff will need to “gear up” to bolster student achievement through personalized academic guidance, targeted academic support, and rigorous/innovative teaching approaches—all concerted efforts geared to help students successfully complete their academic goals. ELAC aims to close gaps in opportunities and achievement for all students by 2025. Charting a path toward that goal, the TLC’s Teaching and Learning focuses its 2018-19 series on proven strategies that can be implemented at the course level to create inclusive climates and engage all students in deep learning.

Our goal is to provide our ELAC family with workshops on self-regulated learning, active learning, research-based principles for building inclusive communities and teaching to increase student learning, developing a first-gen mindset, recognizing student learning and success and to consider how information about who our students are and how they are performing can be used to ensure their success.

Thank you—presenters and participants—for making the commitment to spend one day each month to collaborate with colleagues and consider new approaches to teaching that ensure deeper learning and success for all students. We appreciate your dedication to the educational mission of ELAC, and we hope you leave inspired to incorporate at least one new strategy in a course in this academic year and to share the results on your campus.

Sincerely,
Nancy Ramirez
Professional Development Coordinator

Professional Development Team

Josue Ramirez
Computer Lab Assistant
323-265-8949
ramireja2@elac.edu

Ronaldo Villalobos
Office Assistant
323-415-5453
villalre@elac.edu

To R.S.V.P or for the most updated information on a training please visit the Professional Development Office website.

# February

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Title</th>
<th>Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thu 2/7</td>
<td>12:15</td>
<td>Sharing the Floor: Facilitation Strategies Connecting What to Learn with How to Learn</td>
<td>Elena Tinker Diaz</td>
</tr>
<tr>
<td>Thu 2/14</td>
<td>12:1</td>
<td>Enhancing Lessons with Engaging Online Applications</td>
<td>Luis Orozco</td>
</tr>
<tr>
<td>Fri 2/22</td>
<td>10:12</td>
<td>Connecting the Dots: Lecture Development through a Student-Centered Lens</td>
<td>LaQuita Jones, Carlos Centeno</td>
</tr>
<tr>
<td>Fri 2/22</td>
<td>12:2</td>
<td>Metacognition and Engagement: Helping Students Learn How to Learn</td>
<td>Shamini Dias, PhD.</td>
</tr>
</tbody>
</table>

# March

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Title</th>
<th>Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri 3/1</td>
<td>10:12</td>
<td>Sharing the Floor: Facilitation Strategies Connecting What to Learn with How to Learn</td>
<td>Elena Tinker Diaz</td>
</tr>
<tr>
<td>Thu 3/7</td>
<td>5:45</td>
<td>Scaffolding the Research Assignment: Identifying Information Needs &amp; Information Literacy</td>
<td>Lauren Figueroa, Cynthia Orozco</td>
</tr>
<tr>
<td>Fri 3/8</td>
<td>10:12</td>
<td>Project-Based Learning 101: Engage Your Students Even More!</td>
<td>Nora Zepeda</td>
</tr>
<tr>
<td>Fri 3/15</td>
<td>10:12</td>
<td>Connecting the Dots: Lecture Development through a Student-Centered Lens</td>
<td>LaQuita Jones, Carlos Centeno</td>
</tr>
<tr>
<td>Fri 3/22</td>
<td>9:30</td>
<td>Culturally Responsive Training Academy - Equality or Equity: Which One Will We Feed?</td>
<td>Jeff Duncan-Andrade, PhD.</td>
</tr>
<tr>
<td>Fri 3/22</td>
<td>12:2</td>
<td>Boosting Your Teaching Presence</td>
<td>Shamini Dias, PhD.</td>
</tr>
</tbody>
</table>

# April

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Title</th>
<th>Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thu 4/11</td>
<td>12:1</td>
<td>Online Annotation Tools</td>
<td>Luis Orozco</td>
</tr>
<tr>
<td>Fri 4/12</td>
<td>10:12</td>
<td>Project-based Learning 101: Engage Your Students Even More!</td>
<td>Nora Zepeda</td>
</tr>
<tr>
<td>Fri 4/19</td>
<td>9:30</td>
<td>Culturally Responsive Training Academy - Enrique’s Journey</td>
<td>Sonia Nazario</td>
</tr>
<tr>
<td>Fri 4/26</td>
<td>10:1</td>
<td>Threshold Concepts and Transformational Learning</td>
<td>Lilit Haroyan</td>
</tr>
</tbody>
</table>

# May

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Title</th>
<th>Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thu 5/2</td>
<td>5:45</td>
<td>Scaffolding the Research Assignment: Identifying Information Needs &amp; Information Literacy</td>
<td>Lauren Figueroa, Cynthia Orozco</td>
</tr>
<tr>
<td>Wed 5/8</td>
<td>4:30-5:45</td>
<td>Gather, Engage, Teach: Explore Intentional Teaching &amp; Learning Practices</td>
<td>Angela Acosta, Ed.D.</td>
</tr>
<tr>
<td>Fri 5/17</td>
<td>10:12</td>
<td>Creating Classroom Community</td>
<td>Rokeya Rahman</td>
</tr>
<tr>
<td>Fri 5/24</td>
<td>10:12</td>
<td>Introduction to Open Educational Resources (OER) &amp;</td>
<td>Cynthia Orozco</td>
</tr>
<tr>
<td>Fri 5/31</td>
<td>10:12</td>
<td>Creating Classroom Community</td>
<td>Rokeya Rahman</td>
</tr>
</tbody>
</table>
Workshop descriptions

Sharing the Floor: Facilitation Strategies Connecting What to Learn with How to Learn
This workshop will present and model a constructivist approach to the classroom through the use of facilitation strategies, such as redirecting questions, checking for understanding, and wait-time. It is geared towards instructors and supplemental instruction leaders, and will cover activities such as Think-Pair-Share, Jigsaw Reading, Whole Group Discussion, Partnered Work, and 3-2-1

Enhancing Lessons with Engaging Online Applications
Learn to use online applications and smartphones to enhance classroom learning and participation. The following software tools will be covered in the workshop: Kahoot!, Plickers, and Padlet.

Connecting the Dots: Lecture Development through a Student-Centered Lens
This workshop will engage classroom faculty in discussion and reflection activities relating to student-centered lecture development. The aim is to explore ways that department course record outlines can be utilized in developing lessons that integrate prior engagement, opening minutes, mid-class connections, and final moment strategies in lessons to improve student learning outcomes.

Metacognition and Engagement: Helping Students Learn How to Learn
Students engage more effectively and persist in learning when they are self-aware and self-directed learners. This workshop focuses on integrating metacognitive strategies and learning how to learn processes in our teaching and assignments to help our students succeed in our classes and in their lives and careers.

Adjunct Welcome & Networking Event
Gather. Engage. Teach: Explore Intentional Teaching & Learning Practices
The purpose of this workshop is to gather adjunct & dual enrollment instructors, engage them in meaningful discussion about their experience and teaching practices, and how to intentionally move towards increasing equitable outcomes. This is a wonderful opportunity to meet other adjunct instructors and learn more about the Office of Professional Development, and other campus resources.

Scaffolding the Research Assignment: Identifying Information Needs & Information Literacy
There is a huge amount of assumed knowledge we expect of our students from when we assign a research paper to when that paper is finally turned in. Students must understand their information needs, find appropriate resources, and apply the gathered information to their research paper. By not understanding these key areas, students often have difficulty in retrieving highly relevant resources and/or integrating these resources meaningfully into their research paper. In this workshop, instructors with a research paper component in their course will learn how to scaffold the research assignment from syllabus to final paper.

Project-based Learning 101: Engage Your Students Even More!
This workshop will introduce instructional faculty to project-based teaching and learning. Participants brainstorm with each other and explore how they might incorporate this pedagogical tool in their courses. A thorough definition and history of project-based learning will be covered, as well as personal hands-on experience. Activities will include a Q & A portion and a hands-on brainstorming session.

Connecting the Dots: Lecture Development Through a Student-Centered Lens
This workshop will engage classroom faculty in discussion and reflection activities relating to student-centered lecture development. The aim is to explore ways that department course record outlines can be utilized in developing lessons that integrate prior engagement, opening minutes, mid-class connections, and final moment strategies in lessons to improve student learning outcomes.
Culturally Responsive Training Academy - Equality or Equity: Which One Will We Feed?

Based on his experience and research, Dr. Duncan-Andrade offers concrete, time-honored, research based strategies that foreground relationships, relevance, and responsibility as essential ingredients to fundamentally altering the business-as-usual approach that continues to fail so many of our young people. Through the voices of young people and educators, this talk reissues license for community responsive practices that transform engagement and educational outcomes for all students, relieving undeserved suffering in schools and communities.

Boosting Your Teaching Presence

This workshop focuses on the instructor and his/her physical and energetic presence in the classroom. We explore the different components of presence, such as the balance between knowledge authority and trust, physicality (voice, breath, body language, gaze, movement), and the use of the classroom environment.

Online Annotation Tools

Learn the ins and outs of using digital annotation tools for close reading. This workshop is designed to help faculty and students embrace their reading experiences. The following software tools will be covered in the workshop: Annotate, Diigo, and Thinglink.

Culturally Responsive Training Academy: Enrique’s Journey

Sonia Nazario, renowned author and journalist, will make a presentation and lead the workshop discussion highlighting the experience of immigrant women and children migrants coming to the United States. She will discuss the role of immigration and determination in the lives of our students and their families.

Threshold Concepts and Transformational Learning

How can threshold concepts transform lives and be applied in various disciplines? In this discussion and inquiry based workshop, participants will learn the general characteristics of threshold concepts, and the importance of threshold concepts for the design of curriculum and learning activities.

Why Theory Matters: A hands-on approach to using theory as a lens to better understand our students

This workshop is an interactive, hands-on approach to exploring how knowing theory can better prepare us to engage, understand and meet students where they are. This workshop is geared towards faculty, administration, counselors, and all staff that interact with students on a regular basis. Come see theory brought to life and leave understanding your students in a whole new way.

Creating Classroom Community

This workshop will present principles and effective strategies for creating a nurturing and meaningful classroom community that optimizes the student’s learning. To practice inclusiveness, instructors need to provide a safe, and comfortable atmosphere which ensures a sense of belonging and the basis of team building. Therefore, this workshop also will examine what it means to be part of a classroom community and how it is different from being a part of a team. Participants will design activities and classroom routines that build classroom community and will define community in terms of connecting diversity.

Intro to OER & Open Access, Creating OER & Understanding Open Licenses, Sharing OER & Campus Efforts

The goal of this workshop is for participants to understand open educational resources (OER) and the greater open access movement and how these relate to their discipline and teaching. OER have the potential to both provide equitable access to classroom materials for our students and allow for more flexibility for faculty adopting classroom materials. The intended audience is classroom faculty and administrators interested in incorporating OER and open textbooks into their classroom and/or those interested in making OER an intentional campus effort at ELAC. The workshop will include lecture, discussion, and hands-on activities that include openly licensing existing classroom materials and/or creating new OER materials, evaluating existing OER materials and repositories, and developing strategies for institutionalizing OER campus efforts at ELAC.
Our Community of Practice Story

Communities of Practice (CoP) are groups of people who share a concern or a passion for something they do, and through interaction and collaboration, learn how to do what they do better, as they interact regularly (Wenger-Trayner, 2015). The idea of a community of practice (CoP) emerged and evolved during an intensive one-week Teaching and Learning training in Summer 2018. Out of this training, some instructors volunteered to join our Faculty Community of Practice. The purpose of our CoP is to develop the members’ capabilities, exchange knowledge, and build expertise. Our CoP, which has helped to establish a community of similar and shared responsibilities, now offers a forum to discuss and collaborate on best teaching practices. What holds the CoP together is the passion, commitment, and the collective experience of faculty members. It is the intention of the CoP to develop a campus-wide plan to identify professional development needs and offer workshops that meet the demands of our ELAC family. We welcome faculty to join our CoP. We will be accepting new members during Summer 2019. Please contact our office for more information.

Introducing Master Trainers

Lauren Figueroa
English
Lauren Gras Figueroa is an Assistant Professor of Reading and Composition in the Department of English at East Los Angeles College. She works with students at all levels of their reading and writing stages to help them achieve their academic goals. Lauren holds a B.A. in English from The University of California, Los Angeles, a M.A. in American Literature from California State University, Los Angeles, and a Postsecondary Reading and Learning Certificate from California State University, Fullerton.

Rokeya Rahman
Child, Family & Education Studies
Rokeya Rahman is an Assistant Professor in the department of Child, Family, and Education Studies at East Los Angeles College. She has worked closely with children and families for over fifteen years, taking different roles such as Pre-school Teacher, Site Program Supervisor and Site Director. Besides teaching classes, she advocates for students by offering different workshops and training on campus, as well as parenting training and workshops for her own community.

Cynthia Orozco
Library Science
Cynthia Mari Orozco is the Librarian for Equitable Services at East Los Angeles College. Her work centers around information literacy & student success, assessment, open access and open educational resources (OER). She currently serves on the Association of College & Research Libraries’ (ACRL) Information Literacy Frameworks and Standards Committee and is a mentor for open projects for Round 7 of the Mozilla Open Leaders program. Cynthia is an alumna of UC Irvine (BA Sociology, BA Political Science), San Diego State (MA Latin American Studies), and San José State University (Masters in Library & Information Science).

LaQuita Jones
Sociology
LaQuita M. Jones joined the ELAC Social Sciences Department in fall 2016. Professor Jones has over 13 years’ experience in higher education within the following capacities: student support services; academic support services; and instruction. Embracing the role of mentor, Professor Jones has served as the faculty advisor for ELAC’s Sociology and BSU clubs and as a faculty mentor for the Male Leadership Academy. Additionally, Professor Jones has actively participated in the campus-wide Student Success Advocates Initiative and Basic Skills Initiative, Equity, and Work Environment committees.

Shamini Dias
Preparing Future Faculty, CGU
Shamini Dias directs the Preparing Future Faculty program at Claremont Graduate University. Shamini is an alumna of CGU and holds a PhD in Education. Her work as a teacher-scholar focuses on integrating ideas from complexity science to explore imagination as a creative, adaptive capacity and a critical aspect of human development and leadership. Her research locates teaching and learning in constantly changing, diverse, and interconnected contexts that define life today. Shamini Dias facilitated an intensive one-week Teaching and Learning training in Summer 2018 that advanced the idea of a community of practice.
Nora Zepeda
Modern Languages
Nora Zepeda has organized workshops as Guided Pathways Facilitator, as well as teaching workshops while a graduate student at UCLA. Nora is an alumna of San Diego State University (M.A., Spanish Literature) and University of California, Davis (B.A., English/Spanish). Nora enjoys teaching accents because most heritage speakers of Spanish are mystified by them. She was born in the U.S. but considers herself fortunate to have been able to live in Spain and Italy, as well as to travel to Mexico and Central America. Those experiences inspired her to study Spanish in college and graduate school, and to eventually teach it at the community college level.

Luis Orozco
English
Luis Orozco is an Associate Professor of English who believes in the power of technology to enhance classroom lessons and increase student engagement. As a first-generation college student of immigrant parents, Mr. Orozco understands many of the fears and setbacks that a student may experience in college. He strives to empower all students so that they can be successful in not only reading and writing intensive courses, but also in college life and beyond. Mr. Orozco has conducted the Technovations series at ELAC for the past two years and trained countless faculty in user-friendly online software.

Angela Acosta-Salazar, Ed. D.
Chicano/a Studies
Dr. Acosta is currently an adjunct professor for nineteen years. In addition, Dr. Acosta has been working with the equity office on various campus wide projects including the CRT Academy, facilitating opportunities for faculty, staff and administrators to explore culturally responsive teaching and training practices, since 2014. She has also worked with the Center for Urban Education (CUE) grant to implement a campus wide Equity Score Card Process, promoting the inquiry process for increasing student transfer. Her belief is that education is key to students reaching their personal potential, creating leaders, and strengthening community.

Elena Tinker-Diaz
English
Elena Tinker Diaz is an associate professor of English at ELAC who has over fifteen years’ experience in fostering a classroom environment that encourages students to become active, engaged, and independent learners. Elena’s work as a language arts teacher at both the middle school and high school levels as well as her efforts developing ELAC’s English supplemental instruction program inform her understanding of how to promote meaningful connections with course content.

Carlos Centeno
English
As the English instructor for the Puente Project, Carlos Centeno has presented at the Puente English Summit that occurs twice a year and convenes English faculty from throughout California. His experience in organizing and facilitating workshops includes best practices for classroom management, reading responses as preparation for composition assignments, and student-centered pedagogy. At ELAC, Mr. Centeno has co-facilitated a student panel for faculty in English and Social Sciences as part of the Student Success Advocates initiative.

Lilí Haroyan
Physics
Lilí Haroyan teaches Physics and Astronomy at East Los Angeles College. She earned her M.S degree in Physics at Yerevan State University, Armenia and further continued her research in Max Planck Institute for Radio Astronomy, Germany, and Istituto Nazionale di Fisica Nucleare (INFN), Italy. Her postgraduate studies in Astroparticle Physics (with specific focus on nuclear interactions) have been published and presented internationally.
Apply for an Innovation Award!

Have a instructional idea or technique that you’d like to share with others?

Are you leading a project that’s showing great promise in supporting students?

Would you like to promote new strategies to better support staff or campus leaders?

Grant Objectives:

- Improve academic practices and retention. Develop new capacity for groups of faculty and students.

- Develop curriculum to train faculty; introduce best practices and teaching strategies; improve rates of completion.

- Train faculty coaches and peer-to-peer counselors in coaching methods which will cultivate “student” identity among poorly-prepared, high-need, first-generation students.

Title V
Gateway to Success

Located in F5-323
Monday - Thursday
8:00 a.m. - 5:30 p.m.
Friday
8:00 a.m. - 4:00 p.m.

Brady Miller-Wakeham
SFP Program Specialist
323-415-5446
millerb@elac.edu

Daisy Cervantes
SFP Program Technician
323-415-5427
cervand@elac.edu
The Office of Professional Development

Services offered include:

- 10 Windows Computer Available
- Library/small conference room
- Flexible work space
- Color Laser Printer/Scanner
- Scantron Machine
- Assistance with SIS
- Microsoft Office Specialist (MOS) Testing

Located in F5-321
Monday - Thursday
8:00 a.m. - 8:00 p.m.
Friday
1:00 p.m. - 4:00 p.m.
323-265-8949

OPEN TO ALL FACULTY AND STAFF