



# TLC Fall 2009 Workshop Schedule & Descriptions

Register at [www.utsa.edu/tlc](http://www.utsa.edu/tlc) or call (210) 458-7374

\*\*\*Free Book Give-A-Ways

Presenter	Date/Time	Title	Location
Stewart Ross	<b>Monday, August 3</b> 1:00 – 4:00 pm	<b>Integrated Course Design for Significant Learning</b>	UC 1.102 Bexar
	<b>Wednesday, August 5</b> 1:00 – 2:30 pm	<b>Creating Quality Rubrics</b>	UC 2.212 Harris
Barbara Millis	<b>Friday, August 7</b> 12:00 – 2:00 pm	<b>Creating a Learning Centered Syllabus</b> This interactive brownbag will provide a grounding in syllabus “basics,” but also open the door to discussions about pedagogical choices and their ramifications for teaching and learning. Please plan to bring your syllabus to “swap” with another participant.	BB 2.06.04 University
Melissa Thomas	<b>Wednesday, September 2</b> 12:00 – 1:30 pm	<b>APA Sixth edition</b> Come see the changes made to the APA Publication Manual- 6 <sup>th</sup> Edition- plus get a refresher on what hasn’t changed! Also gain a better understanding of how to teach this in your courses and what additional resources are available to faculty with the new edition.	UC 2.214 Hidalgo
Barbara Millis	<b>Wednesday, September 9</b> 2:30-4:00 pm	<b>Writing for Publication</b> Writer's block got you down? Worried that your journal article will be given short shrift because you don't have 'big name' in your field? In this workshop faculty members will learn basic writing, editing, and targeting strategies to help their work reach a wider audience. This workshop will deal with issues such as getting started, selecting appropriate journals, and soliciting assistance. Participants will be encouraged to share "works in progress" with the idea that this initial meeting may be only the beginning of supportive help from colleagues.	SB 1.01.10
	<b>Friday, September 11</b> 1:00 – 2:30 pm	<b>Preparing a Professional Portfolio</b> This brownbag will address practical issues such as selecting and organizing the material, maximizing the intended effect, and receiving feedback from others.	JPL 4.03.12 Assembly
LaVonne Grandy	<b>Tuesday, September 15</b> 9:00 – 12:00 pm	<b>Instructional Design and Development</b> During this workshop will talk about the importance of applying sound instructional design principals and creating "Learning Objects." We will cover some of the ways that instructors can modify the materials that they already use, such as Microsoft Word documents and PowerPoint slides, for Web- and CMS-Ready (Course Management System-Ready) content. We will also talk about adding narration, audio and video to create exciting multimedia presentations!	UC 2.214 Hidalgo
Mike Anderson	<b>Thursday, September 17</b> 1:00-2:00 pm	<b>Brownbag*</b> <b>Scratch-Off Quizzes</b> Learn creative ways to use IF-AT quiz forms. They are similar to a lottery ticket with the correct answer visible as a star when students scratch off the correct multiple choice letters (ABC or D). The learning occurs through the peer interaction. These quizzes provide immediate feedback when groups discuss their responses to a just-completed individual quiz and agree on the letter to scratch off. Students love the group “coaching” and the fun of determining that their answer was right (high-fives all around!)	UC 1.102 Bexar

Michael Miller	<p align="center"><b>Tuesday, September 22 8:30-10:45 am</b></p>	<p align="center"><b>Integrating On-Line Media</b></p> <p>Learning content within many academic disciplines can be greatly augmented by employing multimedia resources (i.e. video, audio, interactive learning objects). Miller will demonstrate how these resources can be efficiently and inexpensively incorporated into course and classroom. Specifically, he will give an overview of the pedagogical rationale for their use, the basic modes of course delivery, digital content retrieval and insertion mechanics, acceptable use of online resources relative to copyright and fair use, and common problems experienced by instructors and students in working with digital media. This will be an amazing experience with lots of “cool” examples!</p> <p>This workshop will prove useful if faculty need to move their content online in the event of an unexpected school closure.</p>	BB 3.02.18
Amanda Williams	<p align="center"><b>Wednesday, September 23 1:00-2:30pm</b></p>	<p align="center"><b>The Evil P’s</b></p> <p>Passive construction, person, and punctuation tend to be intimidating topics for graduate writers. This workshop will try to sort out some misconceptions about the use of passives and appropriate person, as well address some of the more common punctuation and grammar snarls that writers struggle with. The workshop will end with a short question/answer period about punctuation problems.</p>	UC 2.202 Travis
Sue Hum	<p align="center"><b>Friday, September 25 2:00-3:30pm</b></p>	<p align="center"><b>Teaching Images and Words</b></p> <p>In today’s multimedia world, effective communication relies increasingly on images and words for persuasion. Think about the many different visually based arguments that you encounter everyday. The ubiquitous nature of images in a predominantly visual culture require that students not only cope with visuals in new ways, but also develop more conscious and sophisticated approaches to analyzing and deploying them. At the same time, teachers must treat more seriously the crucial role images play in learning, reading, and persuading. This workshop explores the ways in which writing teachers can use both rhetorical and visual strategies to teach effective communication.</p> <p>During this workshop, we begin with a quick overview of the various approaches to integrating images and words in the teaching of writing. Next, we will, in groups, work toward creating our own powerful arguments, using images and words. Then, we conclude by taking stock of the findings of the groups and learning from each other.</p>	MB 1.206
Webinar	<p align="center"><b>Tuesday, September 29 12:00-1:30 pm</b></p>	<p align="center"><b>Blended Learning Webinar</b></p> <p>Increasingly, faculty and others are finding that “traditional versus online” really isn’t an either/or proposition – and that the best teaching may involve a bit of both. Blended learning (or hybrid learning) synergizes the strongest features of face-to-face and online teaching, creating a uniquely rich learning experience.</p>	UC 2.202 Travis
Tom Brown	<p align="center"><b>Tuesday, September 29 9:00-11:00am</b></p>	<p align="center"><b>Pathways to Persistence</b></p> <p><i>Pathways to Persistence</i> is a simulation exercise that helps campus communities to develop individual and institutional strategies to reduce the number of students who leave before completing their objectives. The exercise identifies many of the real reasons students leave college, challenges some of the common myths and misconceptions about attrition, and considers evidence suggesting that what happens to students <u>after</u> they enroll is often more important than their pre-enrollment attributes and experiences. <i>Pathways</i> makes the point that increased persistence is the by-product of a campus environment which combines high quality teaching, comprehensive student services, and an effective academic advising program.</p>	JPL 4.03.12 Assembly
	<p align="center"><b>Tuesday, September 29 12:30-2:30pm</b></p>	<p align="center"><b>One-to-One Teaching and Advising: Building Effective Relationships with Students</b></p> <p>Effective academic advising requires the development of high quality interpersonal relationships between advisors and their advisees. Such relationships evolve as the result of a <i>connection</i> being made between advisors who genuinely care about the students they advise. Effective advising involves a wide range of skills, habits, and attitudes that can be learned and enhanced.</p> <p>This session will consider the relational elements that are essential to one-to-one advising. As relationships are based as much on <u>who</u> we are as they are on <u>what</u> we <u>do</u>, we will also examine the distinction between <i>being</i> and <i>doing</i>.</p>	

	<p><b>Wednesday, September 30</b> 1:00-2:45pm</p>	<p><b>Supporting the Achievement and Success of At-Risk Students</b> This presentation and discussion will identify the characteristics, challenges and effective strategies for advising specific student populations that are at-risk for leaving college and/or for not achieving their full potential. These include: first generation students, adult/re-entry students, students of color, students with disabilities, student-athletes, undecided students, underprepared students, etc. The session includes an overview of some of the “dispositional barriers” that hinder student goal achievement, including attribution, task/ego involvement, and reluctance to seek assistance. The session highlights some theories of student learning and motivation and provides concrete, tangible strategies that can increase student engagement, achievement, and persistence.</p>	
	<p><b>Wednesday, September 30</b> 3:00-5:00pm</p>	<p><b>Academic Advising: Conceptual and Relational Issues in Supporting Students Beyond the Classroom</b> In a five-year study of student satisfaction, Noel Levitz found that “next to the quality of instruction, academic advising is consistently the next most important area of the college experience to students.” In <i>Making the Most of College</i>, Harvard Professor Richard Light concluded that, “Good advising may be the single most underestimated characteristic of a successful college experience.”  This session focuses on academic advising as an extension of the classroom teaching of faculty members, as well as the work that counselors, advisors and other student affairs professionals do to support students to develop and achieve their personal, academic and career goals. Participants will consider the roles and responsibilities of advisors and advisees, as well as what students need to successfully <i>move in, move through, and move on</i> from college. Also included is a review of the skills, attitudes, and behaviors that are essential to forming effective teaching and advising and relationships.</p>	
Linda Nilson	<p><b>Thursday, October 1</b> 9:00-12:00 pm</p>	<p><b>Making the Lecture a Learning Experience</b> The workshop will focus specifically on the student learning outcomes that lecture does and does not serve well, the elements of engaging lecture delivery, ways to help students take good lecture notes, the effectiveness of interactive lecturing, fruitful group activities during lecture breaks, and discussion management techniques.</p>	JPL 4.03.12 Assembly
	<p><b>Thursday, October 1</b> 1:00-4:00 pm</p>	<p><b>Teaching and Managing Large Classes</b> If you have large classes this academic year--and "large" is how you define it--this workshop will help you meet the challenge. Maximize productive class time, enlist student cooperation, and enhance student learning, without increasing your out-of-class workload.</p>	
	<p><b>Friday, October 2</b> 9:00-12:00 pm</p>	<p><b>Designing Test Questions and Assignments that Assess Thinking Skills</b> We must test our students on the higher-order cognitive operations that mirror our learning outcomes. We actually <i>can</i> assess our students' higher-order thinking skills using objective items if we compose them ourselves</p>	
	<p><b>Friday, October 2</b> 1:00-4:00 pm</p>	<p><b>Scholarship Made Easier: Practices for Writing and Publishing</b> Participants will learn concrete strategies for maximizing your production of manuscripts that have a high likelihood of publication (or conference presentation) in an appropriate outlet. The strategies address identifying easily-publishable topics, preparing emotionally and organizationally, following a formula, controlling your writing time, writing effectively, getting feedback.</p>	
Melissa Thomas	<p><b>Tuesday, October 6</b> 4:00-5:00pm</p>	<p><b>APA Sixth edition</b> Come see the changes made to the APA Publication Manual- 6<sup>th</sup> Edition- plus get a refresher on what hasn't changed! Also gain a better understanding of how to teach this in your courses and what additional resources are available to faculty with the new edition.</p>	Downtown Campus BV 1.322
Barbara Millis	<p><b>Wednesday, October 7</b> 12:00-1:00 pm</p>	<p><b>Brownbag*</b> <b>Classroom Assessment Techniques (CATs)</b> Using the three key principles that focus Bransford, Brown, and Cocking's <i>How People Learn</i>, participants in this brownbag will learn about over half-a-dozen activities useful for classroom assessment techniques, including some not yet published. There will be an emphasis on reflection, particularly as it relates to the value of encouraging student metacognition—“thinking about thinking.”</p>	UC 2.01.34 Hawthorne

Mike Anderson	<b>Tuesday, October 13 12:30-1:30 pm</b>	<p align="center"><b>Brownbag* Concept Maps</b></p> <p>A concept map is a concise graphical outline of key facts, properties, relationships, and categories pertaining to a given subject. By its nature, it is non-linear, so the reader can start reading the map at any point, and follow paths of linked ideas to integrate material. This talk will demonstrate the construction of a concept map using a variety of relationships (generalization, compare-and-contrast, categories, etc.). The demonstration will use an interactive open-source computer program, but concept maps can be readily constructed using only pencil and paper. Concept maps are best used by students to organize and summarize their notes and readings into a convenient study aid.</p>	UC 1.102 Bexar
Barbara Millis	<b>Wednesday, October 14 1:00-2:30pm</b>	<p align="center"><b>Writing for Publication</b></p> <p>Writer's block got you down? Worried that your journal article will be given short shrift because you don't have 'big name' in your field? In this workshop faculty members will learn basic writing, editing, and targeting strategies to help their work reach a wider audience. This workshop will deal with issues such as getting started, selecting appropriate journals, and soliciting assistance. Participants will be encouraged to share "works in progress" with the idea that this initial meeting may be only the beginning of supportive help from colleagues.</p> <p align="center"><b>Cancelled and rescheduled on October 21, 2009 at 12:00pm</b></p>	Downtown Campus DB 2.208
Deanna White & Mayra Collins	<b>Wednesday, October 14 10:00-11:00am</b>	<p align="center"><b>Blackboard Basics</b></p> <p>Blackboard Basics is a one-hour course designed to teach the fundamentals of using the Blackboard learning content management system. This workshop—conducted in a computer lab—offers a hands-on introduction to Blackboard functions and features, providing guided practice with its key components. Seated is limited. These courses are highly recommended for faculty having Blackboard accounts, but limited Blackboard experience who want to prepare for a possible campus closure or for more extensive use of Blackboard in coming semesters.</p>	HSS 3.03.08
	<b>Thursday, October 15 3:30-4:30pm</b>		
Barbara Millis	<b>Monday, October 19 1:00-4:00 pm</b>	<p align="center"><b>Cooperative Learning: Using Groups Wisely and Well</b></p> <p>Participants will learn how to use cooperative structures to foster academic achievement, student retention, and liking for the subject matter. The presenter will emphasize efficient facilitation of group processes. The session itself will model a cooperative classroom with combinations of direct instruction, interactive group work tied to the session objectives, and whole-class discussion with questions. Participants will experience at least three cooperative structures and two report out methods, applicable to virtually all disciplines, that they can apply in their own classrooms.</p>	UC 2.212 Harris
Dell Davis	<b>Tuesday, October 20 12:30-2:00pm</b>	<p align="center"><b>Let Endnotes Do the Work</b></p> <p>Managing bibliographic information has always been a challenge especially when there are so many different citation styles that seem to change constantly. In this course you will learn how to use key functions in EndNote, a bibliographic management software package, to build lists of references in the proper format, build searchable libraries of your own references, import and export references among other features</p> <p align="center"><b>Limited Seating</b></p>	Library Electronic Classroom JPL 3.02.32
	<b>Thursday, October 22 1:00-2:30pm</b>		
	<b>Friday, October 23, 3:00-4:30pm</b>		
Barbara Millis	<b>Friday, October 23 2:00pm- 3:30pm</b>	<p align="center"><b>Writing for Publication</b></p> <p>Writer's block got you down? Worried that your journal article will be given short shrift because you don't have 'big name' in your field? In this workshop faculty members will learn basic writing, editing, and targeting strategies to help their work reach a wider audience. This workshop will deal with issues such as getting started, selecting appropriate journals, and soliciting assistance. Participants will be encouraged to share "works in progress" with the idea that this initial meeting may be only the beginning of supportive help from colleagues.</p>	Downtown Campus BV 1.322
Barbara Millis	<b>Monday, October 26 1:00-2:30 pm</b>	<p align="center"><b>Preparing a Professional Portfolio</b></p> <p>A professional portfolio typically consists of reflective commentary followed by appendices that contain the "artifacts" of teaching, research, and service. The reflective section of your portfolio will often contain (a) a summary of responsibilities; (b) a statement of teaching philosophy, plus other thoughts on research and service; (c) future goals and plans, plus a paragraph or two discussing</p>	Downtown Campus BV 1.338

		each appendices. This workshop will address practical issues such as selecting and organizing the material, maximizing the intended effect, and receiving feedback from others. It will also explore issues such as time constraints, candor, and appropriate evaluation.	
Dell Davis	<b>Wednesday October 28 4:00-5:00pm</b>	<b>Let Endnotes Do the Work</b> Managing bibliographic information has always been a challenge especially when there are so many different citation styles that seem to change constantly. In this course you will learn how to use key functions in EndNote, a bibliographic management software package, to build lists of references in the proper format, build searchable libraries of your own references, import and export references among other features	Downtown BV 2.314E
Dell Davis	<b>Tuesday, November 3<sup>rd</sup> 5:30-7:00pm</b>	<b>Let Endnotes Do the Work</b> Managing bibliographic information has always been a challenge especially when there are so many different citation styles that seem to change constantly. In this course you will learn how to use key functions in EndNote, a bibliographic management software package, to build lists of references in the proper format, build searchable libraries of your own references, import and export references among other features <b>Limited Seating</b>	Library Electronic Classroom JPL 3.02.32
	<b>Thursday, November 5<sup>th</sup> 5:30-7:00pm</b>		
Rafael Lopez-Mobilia	<b>Thursday, November 5 12:00-1:00 pm</b>	<b>Teaching and Learning with a Tablet PC</b> This brownbag provides a short introduction to the use of Tablet PCs in the classroom and as personal learning tool. We encourage participants unfamiliar with this powerful and flexible technology tool to come with an open mind!	UC 2.01.26 Pecan
Sue Hum	<b>Friday, November 6 2:00-3:30pm</b>	<b>Uses of New Media to Teach Writing</b> Increasingly, student literacy and learning occur in electronic environments which enable the incorporation of multiple modalities. However, teachers cannot simply “add in” multimedia and proceed with business as usual. Writing teachers need a better understanding of the literacies fostered and the learning developed by students’ use of multimedia. Such an understanding enables teachers to shape online environments that encourage student discussion and dialogue, thus resulting in more effective pedagogical and curricular decisions that support successful learning. This workshop focuses on the ways in which teachers can become more involved in designing assignments and teaching writing while integrating multimedia	MB 1.206
Meggin McIntosh	<b>Monday, November 9 12:30-4:00 pm</b>	<b>I Just Want to be Whelmed: Maintaining a Vibrant and Productive Work Life</b> Do you feel like you might come apart at the seams? Are you wondering what may happen if you do? Is there anything in there? Being a professor means that there is always something to do. It can be overwhelming, to say the least! And, at the same time, you chose the academic life because you like the challenge and don’t want to be underwhelmed by others and their performance. So, is it possible just to be “whelmed?” Actually, yes it is. In this engaging, practical, and energizing workshop, led by Meggin McIntosh (AKA “The Ph.D of Productivity”™) we will talk about how to determine what your “whelm” looks and feels like as well as how to move ever closer to the state of “whelm” instead of the alternatives. You will learn tools, techniques, and strategies to apply—in conjunction with your new awareness. Here is what you can count on if you participate: Your vibrancy, energy, and productivity will expand within your professional (and yes, even your personal) life. Don’t miss this workshop!	UC 2.01.24 Mesquite
	<b>Tuesday, November 10 9:00-12:30 pm</b>	<b>There's a Hole in my Bucket, Dear Liza, Dear Liza</b> <ul style="list-style-type: none"> <li>Based on the concept that each one of us is a 'bucket' and we can either have full buckets, empty buckets--or anything in between. This workshop helps participants:</li> <li>Communicate more openly</li> <li>Build Trust</li> <li>Determine And address issues that empty their “buckets”</li> <li>Work to be certain that their own and their colleagues’ “buckets” stay full.</li> </ul> Useful for faculty and graduate students in higher education, this workshop is positive, fun, and powerful...all at once.	UC 2.01.24 Mesquite

Melissa Thomas	<b>Thursday November 12 12:00-1:00pm</b>	<b>APA Sixth edition</b> Come see the changes made to the APA Publication Manual- 6 <sup>th</sup> Edition- plus get a refresher on what hasn't changed! Also gain a better understanding of how to teach this in your courses and what additional resources are available to faculty with the new edition.	UC 2.01.34 Hawthorne
Barbara Millis	<b>Monday, November 16 12:00-1:00 pm</b>	<b>Brownbag*</b> <b>Classroom Assessment Techniques (CATs)</b> Using the three key principles that focus Bransford, Brown, and Cocking's <i>How People Learn</i> , participants in this brownbag will learn about over half-a-dozen activities useful for classroom assessment techniques, including some not yet published. There will be an emphasis on reflection, particularly as it relates to the value of encouraging student metacognition—"thinking about thinking."	Downtown Campus FS 1.402
Scott Simkins	<b>Monday, November 23 1:00-3:30pm</b>	<b><i>Just in Time Teaching</i></b>	UC 1.102

\*Brown Bags add some "food for thought" to your daily lunch by bringing a sandwich to a TLC brownbag. We will treat you to chips, dessert, and soda or water. Lasting only one hour, brownbags offer a terrific opportunity to get some practical teaching ideas and get to meet other colleagues.