WELCOME

On behalf of the University of Texas Rio Grande Valley and the Center for Teaching Excellence (CTE), we would like to thank you for attending and participating in our Teaching and Learning Symposium.

This year’s theme is “Meeting the Needs of 21st Century Learners.” Sessions will focus on community-engaged teaching, experiential learning, linguistic and cultural diversity, resilience, and faculty development. In this one-day symposium, you will have the opportunity to participate in concurrent sessions, hear from peers sharing their experiences, and learn from a dynamic keynote speaker.

We would like to thank Title V grant personnel, Community Engagement and Assessment, and our other partners who contributed to this symposium.

Javier Cavazos Vela, Ph.D.
Director
Center for Teaching Excellence

PASSPORT CARDS

There will be a small raffle following the symposium. Your PASSPORT is your ticket to participate.
Dr. Julie Schell is a prominent expert in pedagogy and learning innovation in higher education. Currently, she is the Director of TEXAS OnRamps and Strategic Initiatives at The University of Texas at Austin's Office of Strategy and Policy. OnRamps is a statewide dual enrollment and teacher professional development initiative. Her strategy and vision led to the dramatic growth of OnRamps from 500 student enrollments in 2012 to over 7,900 in 2016. Julie also serves as a Clinical Assistant Professor at UT-Austin's top ranked College of Education. Her current work focuses on the scaling and uptake of innovations that improve college access, affordability, and success. Julie has more than 20 years of experience in public and private higher education. She has held positions at the nation's most prominent research universities including Stanford, Yale, Columbia, Harvard, and UT-Austin. Also, she has worked on educational innovation strategy and design initiatives with thousands of national and international faculty. She has led on site pedagogy and student learning projects in Aruba, Brazil, Canada, Chile, Colombia, Denmark, the Dominican Republic, Germany and throughout the US. Julie’s current research interest and scholarship focus on the design and diffusion of easy-to-implement cognitive and brain science interventions to improve teaching and learning broadly defined. She is a recipient of the Longhorn Innovation Fund for Technology (2013) and in 2014, Teachers College, Columbia University identified Julie as an Early Riser in Higher Education for her original contributions to the field.

“I design my teaching using empathic, human-centered approaches, specifically design thinking.” – Julie Schell

CONCURRENT SESSIONS

Session 1: 9:00-10:00 a.m.

Expressive Writing: Enhancing the Emotional Intelligence of Human Services Majors
Drs. Jerome Fischer, Lynn Fischer, and Deborah Ashley- Department of Rehabilitation Counseling
EEDUC 1.525

Abstract: The skills and tasks in human services field are highly connected to emotional intelligence abilities. The purpose of this presentation is to review research findings of an expressive writing program involving human service students in an undergraduate rehabilitation service course. The program focus was to enhance their emotional intelligence for both students and possibly future clients.

Embracing Diversity in Academic Settings
Dr. Peter Kranz- Department of Counseling
EEDUC 1.504

Abstract: Helping students appreciate and celebrate diversity are important qualities for effective teaching and student success. In this session, participants will learn about a revolutionary race-relations class and its potential to help faculty and students embrace and address racial ethnic discord in 21st century college classrooms.
Extending the Reach: University-Community Partnerships
Ms. Cris Trejo, Dr. Francisco Guajardo, Mr. Jose Martinez, and Ms. Esther G. Herrera Martinez- Community Engagement and Assessment, B3 Institute, Michigan State University Chicano/Latino Studies Program, and La Unión del Pueblo Entero (LUPE)
EEDUC 1.502

Abstract: Through a culturally appropriate process that respects the power of place and the wisdom of people, this session will present a framework for bringing community-based and university-based constituencies into shared decision making partnerships to facilitate community-engaged learning, teaching and research.

The First-Year Experience: Engaging First-Year and First-Generation Students
Ms. Michelle Alvarado, Ms. Sandra Atkins, and Ms. Irma Infante- Learning Framework Program and University College
EEDUC 1.404

Abstract: Presenters will share their experiences teaching first-year and first-generation college students and provide an overview of the UTRGV student population. Presenters will lead a discussion on active engagement and self-regulation for first-year students. The presenters will also facilitate a discussion identifying strategies that are effective for first-year students.

Developing the Bilingual UNIV Classroom
Dr. Joan Reed- Learning Framework Program and University College
EEDUC 2.534

Abstract: This panel presentation will feature five UNIV 1301 Learning Framework faculty who are at the forefront of developing bilingual sections of the UNIV 1301 class: Joan Reed, Jose Saldivar, Dagoberto Ramirez, Erika Perez, and Sofia Montero. The discussion will focus on: (a) process of developing and implementing a bilingual course for first-year UTRGV students; (b) lessons learned from pilot Fall and Spring sections this year; and (c) results from an assessment survey conducted in the Fall 2016 bilingual section of UNIV 1301.

Evaluation of Health and Biomedical Science Students in a Moving Up/Resilience Workshop
Drs. Maria T. Casteneda Licon, Ming-Tsan Lu, Lorena Lopez, Sue Ann Chew, and Hugo Rodriguez- Department of Biomedical Sciences and Department of Teaching and Learning
EEDUC 2.224

Abstract: In this session, participants will learn about a four-session workshop named Moving Up/Resilience for students in the Department of Biomedical Sciences. Different sessions included are: “Stay Active,” “Resilience,” “Time Management,” and “Promoting Professionalism.” Participants will learn about the different sessions as well as feedback from students who participated in sessions. Discussions will also focus on how faculty could use these sessions with their students.

Session 2: 10:15-11:15 a.m.

Adopting a Startup at UTRGV
Dr. Sylvia Robles de Viera, Robert C. Vackar- College of Business and Entrepreneurship
EEDUC 1.525

Abstract: UTRGV students actively impact the economy and the business community by adopting startups or creating their own ventures through the Business Model Canvas. By doing primary research, “Out of the building,” and testing all variables in each of the model’s blocks, they assist entrepreneurs to craft successful business plans avoiding startups from failure. The purpose of this presentation is to review students’ experiences with collaborative research projects, teamwork, communication, self-management, and professional skills.
Innovative Approaches to Chinese Language Learning
Dr. Ming-Tsan Pierre Lu- Department of Teaching and Learning
EEDUC 1.504

Abstract: Ever thought about learning to speak or read Chinese? What are effective ways to start? This presentation focuses on language learning using Embodied Animation (for Han Character learning), the Teach to Learn (T2L) model, and the Designs for Knowledge Evolution (DKE) model. Drawing from current research and past experience, presenters will discuss the unique characteristics of the Chinese language and innovative approaches to learning it. Come and learn some Chinese with us!

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Structuring Positive Interdependence and Individual Accountability in the Cooperative Learning College Classroom
Mrs. Marilyn Hagerty, Dr. Dagoberto Eli Ramirez, and Dr. Joan Reed- Learning Framework Program and University College
EEDUC 1.404

Abstract: This session will focus on structuring positive interdependence and individual accountability within the university classroom. The different types of positive interdependence will be presented and discussed. Participants will also be encouraged to share their own classroom experience with both positive interdependence and individual accountability.

Designing Diverse and Linguistically Inclusive Student Learning Outcomes
Dra. Alyssa G. Cavazos- Department of Writing and Language Studies
EEDUC 2.534

Abstract: Effective teaching entails fair and just pedagogical approaches that ensure all students, regardless of language background or any other marker of “difference,” have the opportunity to succeed. UTRGV students’ experiences with different languages are rhetorically complex, which can enhance teaching and learning. How can we design writing projects, activities, and collaborative experiences that encourage students to draw on their rhetorical and linguistic resources? We begin by designing diverse and linguistically inclusive student learning outcomes.

Biomedical Sciences Freshman Research Initiative (BFRI) – An Opportunity to Expose a Large Number of Students to Research
Dr. Sue Anne Chew, Dr. Manuel Saldivar, and Ms. Natasha Vora- Department of Health and Biomedical Sciences
EEDUC 2.224

Abstract: Minority students have a tendency to not continue on in the academic pipeline, with a higher prominent in a scientific discipline. There is a need to increase retention of STEM students and research experience has been shown to play a role in achieving this. BFRI provides an opportunity to engage a higher number of students in research starting their first semester in college with the long-term goal of increasing student retention and academic success.
Creating “Virtual” Interdisciplinary and International Learning Experiences with Your Students
Mrs. Marcela Hebbard- Department of Writing and Language Studies
EEDUC 1.525

Abstract: Participants will learn about the Consortium for North American Higher Education Collaboration (CONAHEC) Short-term Faculty Exchange Program. The purpose of this program is to match faculty members from institutions in Mexico, Canada, and the United States who will collaborate in the partial design and teaching of a course. A component of this program was to create a ‘virtual’ activity for students. The presenter will talk about the collaboration that she and her ENG1302 students have had this semester as part of this program. Emphasis will be given to class activities and benefits students have received. Participants will discuss ideas that might provide international ‘virtual’ learning experiences to UTRGV students.

Writing for Young Readers from the Rio Grande Valley: Learning About Our Region
Dr. Amy Cummins- Department of Literatures and Cultural Studies
EEDUC 1.504

Abstract: Reading local writers is one way to learn about our region. Significant writers in many disciplines lived in the Rio Grande Valley. This presentation focuses on contemporary, living writers for young readers (youth and teens) who grew up in this area and whose works are included in English courses on children’s and adolescent literature and on pedagogy, such as David Bowles, Viola Canales, Xavier Garza, David Rice, and René Saldaña,

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Delivering Culturally Relevant Resilience Training to First-Year UTRGV Students
Ms. Erika Perez, Dr. Joan Reed, Ms. Cynthia Saldivar, and Dr. Jose Saldivar- Learning Framework Program and University College
EEDUC 1.404

Abstract: This panel presentation will share the experiences of several UNIV Learning Framework faculty as they strive to deliver culturally relevant resilience training to their first-year UTRGV students. The individuals on the panel will focus on the following aspects of their experiences: current understandings of the meaning of “cultural relevance” and its significance to first-year UTRGV students; experience in adapting the UPenn resilience training curriculum to UNIV 1301 classroom and the learning needs of our first-year UTRGV students; and recommendations for other faculty teaching first-year UTRGV students who are interested in incorporating resilience training into their curriculum.

Familismo Teaching: Addressing the Needs and Diversity of Hispanic Students to Ensure College Success
Yemin Sanchez- Department of Writing and Language Studies
EEDUC 2.534

Abstract: In this presentation, the results of a three-year study conducted by one instructor with First-Year Writing students at this Hispanic Serving Institution (HSI) will be discussed in order to better understand the traits and needs of UTRGV students. A culturally responsive pedagogy, “Familismo Teaching,” will be presented as possible intervention venue to promote academic growth and development, consequently college success and retention.
Early Clinical Experiences in Undergraduate A-PRIME TIME Students
Dr. Hugo Rodriguez- Department of Health and Biomedical Sciences
EEDUC 2.224

Abstract: Early clinical experiences emphasize the acquisition of medical knowledge, development of clinical skills, and formation of a professional identity in early stages of undergraduate students’ education. Clinical experiences are essential for every pre-medical student because it truly exposes them to the atmosphere and reality of being a physician. During the program, the students engage in weekly activities with different departments of Valley Baptist Medical Center. Participants will understand the effects clinical experiences had on pre-medical students and importance of clinical experiences in developing professionalism.

KEYNOTE SPEAKER AND LUNCH 12:30-2:30 p.m.

Project-Based Learning and Collaborative Engagement in Higher Education
EEDUC 1.102

In this presentation, Dr. Julie Schell will showcase her project-based course, Technology and Innovation in Higher Education. She will outline the design that helped her achieve a 5.0/5.0 on her teaching evaluations and high-levels of student engagement despite requiring students to work hard and through difficult material. Participants will gain insight into her failures and successes, the limitations of project-based learning, and strategies for getting quickly started using the method. Participants will come away with a protocol for how to design a project-based experience for students that is aligned with best practices in the field, including the Buck Institute’s 8 Essential Elements.

WE ENCOURAGE YOU TO COMPLETE SESSION EVALUATIONS AS WELL AS AN OVERALL SYMPOSIUM EVALUATION

Assessment is important to improve future symposiums and CTE services.

SPONSORS AND PARTNERS

B3 Institute ● Center for Online Learning and Teaching Technology (COLTT) ● College of Education and P-16 Integration ● Community Engagement and Assessment ● Department of Writing and Language Studies ● Graduate College ● Engaged Scholarship and Learning ● International Programs and Partnerships ● Office of Accreditation and Assessment ● Office of Sustainability ● Office of Vice Provost for Faculty Affairs and Diversity ● Student Accessibility Services ● Title V and Office of Student Success ● University Library