



THE CENTER FOR LEARNING AND TEACHING

BYU-HAWAII SYMPOSIUM ON LEARNING AND TEACHING

FOSTERING DEEP LEARNING

HEBER J. GRANT BUILDING

February 19-21



Thursday, February 19, 2015
(HGB 275)

8am	Registration and light refreshments
8:30am	Welcome <i>President Steven C. Wheelwright, BYU-Hawai'i</i>
8:45am	Fostering Deep Learning-Workshop <i>Ken Bain, Author, What the Best College Teachers Do</i>
10:15am	Break
10:30am	Fostering Deep Learning- Workshop- Continued
12pm	Break
1:00pm	Fostering Deep Learning- Workshop- Continued
2:30pm	Break
3:00- 5:00pm	Fostering Deep Learning- Workshop- Continued
6:00pm	President's Dinner for Presenters

Friday, February 20, 2015

8:00am	Registration and light refreshments
8:20am	Welcome <i>Kevin Kimball, Director, BYU–H Center for Learning and Teaching</i>
8:40am	Workshops
Room #1 (HGB 275)	Supporting Deep Learning for International Students I: Providing Comprehensible Input <i>Faculty BYU–H Department of English Language Teaching & Learning: Neil Anderson, Professor, Ellen Bunker, Associate Professor & Department Chair, Perry Christensen, Associate Professor, Leola Solis, Assistant Professor</i>
Room #2 (HGB 273)	Grab ‘Em! Keep ‘Em! Sustain ‘Em! <i>Carol Bennett, Assistant Professor, BYU–H School of Education</i>
9:40am	Break
9:50am	Workshops
Room #1 (HGB 275)	Introduction to Mindset Coaching: Understanding a Fixed Mindset and Strategies to Change Negative Self-Talk <i>Sabrina Sullivan, Academic Coaching Advisor, Leeward Community College, Kathy Helfrich, Student Service Specialist, Windward Community College, Sue Feltz, C3T Lead Coach Coordinator University of Hawai‘i Maui College</i>
Room #3 (HGB 119)	In-Class Deep Device Engagement <i>Faculty BYU–H Department of English Language Teaching & Learning: Perry Christensen, Assistant Professor, Mark Wolfersberger, Associate Professor & Dean College of Human Development</i>
10:50am	Break
11:00am	Workshops
Room #1 (HGB 275)	Supporting Deep Learning for International Students II: Providing Opportunities for Output <i>Faculty BYU–H Department of English Language Teaching & Learning: Nancy Tarawhiti, Assistant Professor, Amanda Wallace, Associate Professor</i>
Room #2 (HGB 273)	Fitting the Glass Slipper <i>Frances Won, Professor, Leeward Community College Language Arts</i>
12:00pm	Break

Friday, February 20, 2015

1:20pm	Workshops
Room #1 (HGB 275)	<p>Introduction to Student Coaching: Effective Communication using Basic Coaching Techniques</p> <p><i>Lily Chan-Harris, JiT Coordinator, Hawai'i Community College, Haliaka Juarez, Student Coaching Program Manager, Kaua'i Community College, Ina Miller-Cabasug, Retention Specialist, Honolulu Community College, Todd Rentz, C3T Student Success Coach Coordinator, Kapi'olani Community College</i></p>
Room #2 (HGB 273)	<p>Project-based Learning</p> <p><i>Christian Palmer, Anthropology Instructor, Windward Community College</i></p>
2:20pm	Break
2:30pm	Workshops
Room #1 (HGB 275)	<p>Supporting Deep Learning for International Students III: Providing Opportunities for Noticing</p> <p><i>Faculty BYU-H Department of English Language Teaching & Learning: Rob McCollum, Assistant Professor, Mark Wolfersberger, Associate Professor & Dean College of Human Development</i></p>
Room #2 (HGB 273)	<p>Constructive Controversy: Fostering Engagement through Cooperative Debates</p> <p><i>Ammon Wilcken, Assistant Professor, BYU-H School of Education</i></p>
3:30pm	Break
3:40pm	Workshops
Room #1 (HGB 275)	<p>The Reading Processes of Latter-day Saint Religious Experts</p> <p><i>Eric Rackley, Assistant Professor, BYU-H School of Education, Christiana Erickson, Teacher Candidate, BYU-H School of Education</i></p>
Room #3 (HGB 119)	<p>Using Canvas to Help Facilitate Effective Learning</p> <p><i>Joel Helms, Associate Professor, BYU-H Mathematics</i></p> <p>One 2 Few to Many: Fostering an Environment of Learning Using Two Simple Tools</p> <p><i>Paul Rama, Assistant Professor, BYU-H Online</i></p>
4:50pm	<p>Final Remarks (HGB 275)</p> <p><i>Kevin Kimball, Director, BYU-H Center for Learning and Teaching</i></p>

Saturday, February 21, 2015
(HGB 275)

8:30am	Registration and light refreshments
9:00am	Welcome <i>Kevin Kimball, BYU-H Center for Learning and Teaching</i>
9:15am	Teaching, Leadership and Love: Helping People Flourish at Home, Church and Work <i>Robert E. Quinn, Author Deep Change: Discovering the Leader Within</i>
10:30am	Break
10:45am	Teaching, Leadership, and Love: Helping People Flourish at Home, Church and Work- Continued
12pm	Final Remarks <i>Kevin Kimball, BYU-H Center for Learning and Teaching</i>

BYU–Hawaii Symposium 2015 Presenters

Ken Bain, Author, What the Best College Teachers Do, What the Best College Students Do
Robert E. Quinn, Author, Discovering the Leader Within, The Best Teacher in You

Brigham Young University–Hawaii

Amanda Wallace, Associate Professor, English Language Teaching & Learning
Ammon Wilcken, Assistant Professor, School of Education
Carol Bennett, Assistant Professor, School of Education
Christiana Erickson, Teacher Candidate, School of Education
Ellen Bunker, Associate Professor & Department Chair, English Language Teaching & Learning
Eric Rackley, Assistant Professor, School of Education
Joel Helms, Associate Professor, Mathematics
Leola Solis, Assistant Professor, English Language Teaching & Learning
Mark Wolfersberger, Associate Professor, & Dean College of Human Development
Nancy Tarawhiti, Assistant Professor, English Language Teaching & Learning
Neil Anderson, Professor, English Language Teaching & Learning
Perry Christensen, Associate Professor, English Language Teaching & Learning
Paul Rama, Assistant Professor, Online
Rob McCollum, Assistant Professor, English Language Teaching & Learning

Leeward Community College

Frances Won, Professor, Language Arts
Sabrina Sullivan, Academic Coaching Advisor, Student Services

Hawai'i Community College

Lily Chan-Harris, JiT Coordinator

Honolulu Community College

Ina Miller-Cabasug, Retention Specialist

Kapi'olani Community College

Todd Rentz, C3T Student Success Coach Coordinator

Kauai Community College

Haliaka Juarez, Student Coaching Program Manager

Windward Community College

Christian Palmer, Instructor, Anthropology
Kathy Helfrich, Student Service Specialist

University of Hawai'i -Maui College

Sue Feltz, C3T Lead Coach Coordinator

Thursday February 19, 2015

Presenter: Ken Bain - kenbain@usa.com

Title: Fostering Deep Learning

Abstract:

What do the best teachers do to captivate and motivate students, to help them reach unusually high levels of accomplishment? Participants in this highly interactive workshop will explore and use findings from a fifteen-year inquiry into the practices and insights of highly successful teachers, those people with phenomenal success in helping their students achieve remarkable learning results. The program will emphasize both improving one's teaching and developing ways to share insights with colleagues back home to foster deep learning.

Friday February 20, 2015

Presenters:

Neil Anderson - neil.anderson@byuh.edu, **Ellen Bunker** - ellen.bunker@byuh.edu

Perry Christensen - perry.christensen@byuh.edu, **Leola Solis** - leola.solis@byuh.edu

Title: Supporting Deep Learning for International Students I: Providing Comprehensible Input

Abstract:

The first session in this series will provide instructional strategies to support deep learning of international students by providing comprehensible input. Comprehensible input is defined as language that is just beyond the ability of the listener to understand 100%. For example, if a student understands 98% of the vocabulary in a lecture, then the lecture is probably providing comprehensible input. Through comprehensible input, students will understand the meaning of the message (e.g. class content and information).

Presenter: Carol Bennett - carol.bennett@byuh.edu

Title: Grab 'Em! Keep 'Em! Sustain 'Em!

Abstract:

*How important is student engagement? Research shows that it is an essential ingredient in effective classes. Marzano and Pickering (2011) in *The Highly Engaged Classroom* argue that student engagement does not occur spontaneously – rather it is the result of a teacher putting specific effective strategies into place that are proven to foster engagement. This fast-paced and active workshop will involve participants in numerous strategies for engaging students the moment they walk into class, keeping them attentive and engaged through the class session, and then sending them away thinking and applying the learning as they devise their own deep understanding of the material. Participants will be actively involved in each hands-on engagement strategy (creative movement, games, make & take, etc.)*

Presenters: Sabrina Sullivan - scsulliv@hawaii.edu,
Kathy Helfrich - kth@hawaii.edu, **Sue Feltz** - sfeltz@hawaii.edu

Title: Introduction to Mindset Coaching: Understanding a Fixed Mindset and Strategies to Change Negative Self-Talk

Abstract:

Ever wonder why people have a fixed mindset? How can you assist in fostering a growth mindset in the classroom? In this workshop participants will be given a brief overview of a fixed mindset based on Carol Dweck's work and how stress plays a key factor in mindset. Participants will engage in activities, discuss how to change inner dialogue, and be given handouts on classroom strategies to foster a growth mindset.

Presenters: Perry Christensen - perry.christensen@byuh.edu,
Mark Wolfersberger - mark.wolfersberger@byuh.edu

Title: In-Class Deep Device Engagement

Abstract:

Technology is all around us. Instead of being the teacher who says, "Turn it off and put it away," why not be the teacher who embraces it and makes it part of the learning process. Have a collaborative experience with using Google Docs (or Canvas), sharing screens, and playing games.

Presenters: Nancy Tarawhiti - nancy.tarawhiti@byuh.edu,
Amanda Wallace - amanda.wallace@byuh.edu

Title: Supporting Deep Learning for International Students II: Providing Opportunities for Output

Abstract:

The second session in this series will provide instructional strategies to support deep learning of international students by providing opportunities for output. Speaking and writing lead to deeper processing of the English language than listening and reading. Generally, it is more difficult to generate language (through speaking and writing) than it is to receive and understand it (through listening and reading). In order for students to become more proficient with academic English, they need to frequently process English at the deeper level demanded by speaking and writing.

Presenter: Frances Won - fwon@hawaii.edu

Title: Fitting the Glass Slipper

Abstract:

This presentation will discuss the use of iconic subjects as a platform for improving critical thinking. In particular, Disney animated films can be used to foster discourse around cultural messages related to gender, race and socio-economics; the combination of prior knowledge and a hot topic generates the outcome of critical thinking. The theory behind this is that everyone has seen or at least heard of Disney movies, thus everyone is capable of contributing "ingredients" into the cauldron of thoughts where effective arguments can be concocted and refined. (For this lesson, students re-watch clips from both classic and currently popular Disney animations with more discerning eyes. Students are also provided with scholarly essays analyzing Disney films that they can either challenge or supplement their own ideas with).

Presenters: Lily Chan-Harris - chanharr@hawaii.edu,
Haliaka Juarez - hjuarez@hawaii.edu, Ina Miller-Cabasug - inamc@hawaii.edu,
Todd Rentz - rentzrt@hawaii.edu

Title: Introduction to Student Coaching: Effective Communication using Basic Coaching Techniques

Abstract:

This workshop will provide an overview to basic coaching methods to improve communication in the classroom. Participants will gain a better understanding of effective communication and engage in role-plays to practice techniques of coaching. Workshop will include skill building through role-play and interactive activities. The purpose of this workshop is to assist instructors to take a leap to incorporate student coaching techniques in the classroom.

Presenter: Christian Palmer - ctpalmer@hawaii.edu

Title: Project-based Learning

Abstract:

Project-based learning encourages students to apply course content to current issues in local communities. This approach helps connect theoretical learning to practical problems and helps students see the relevance of their education. The end products are usually not research papers but other kinds of public documents or ways of communication that can influence the problem they are researching or can communicate to a larger audience. Given the ease of creating, sharing, and communicating new kinds of information in an increasingly connected digital world, this approach helps engage students directly in these processes.

Presenters: Rob McCollum - robb.mccollum@byuh.edu,
Mark Wolfersberger - mark.wolfersberger@byuh.edu

Title: Supporting Deep Learning for International Students III: Providing Opportunities for Noticing

Abstract:

The third session in this series will provide instructional strategies to support deep learning of international students by providing opportunities for noticing key aspects of language. There is much that teachers can do to help students notice the important aspects of language that will increase comprehension and lead to deeper learning. Under the guidance of a faculty member, students can be guided to notice key vocabulary used in readings and during the lectures, or students can be guided to notice key grammar patterns frequently repeated when discussing a particular subject. Noticing leads to improvements in students' understanding of the English language and an increase in their ability to use English. Noticing typically occurs after students have understood the messages.

Presenter: Ammon Wilcken - ammon.wilcken@byuh.edu

Title: Constructive Controversy: Fostering Engagement through Cooperative Debates

Abstract:

Constructive controversy is a cooperative learning technique that uses traditional debate methods but adds purposeful constraints that facilitate high participation, depth of understanding, interdependence and joint analytic writing. This technique has been examined for effectiveness in formal laboratory settings as well as K-12 and university classrooms.

Presenters: Eric Rackley - eric.rackley@byuh.edu,
Christiana Erickson - clasich@go.byuh.edu

Title: The Reading Processes of Latter-day Saint Religious Experts

Abstract:

For our session, we will present initial findings of an on-going research study that explores the manner in which religious experts read scripture. We will follow a standard lecture presentation by introducing our work, identifying our purpose, and providing relevant research and theories to frame the presentation. We will also discuss our methods for collecting and analyzing the data, present our findings, and offer implications drawn from our work for religious educators and parents of religious youth. Our learning outcome for this presentation is that participants will be more attentive to their own reading practices.

Presenter: Joel Helms - joel.helms@byuh.edu

Title: Using Canvas to Help Facilitate Effective Learning

Abstract:

Posting class notes on Canvas gives students the opportunity to read the notes prior to attending class as well as after class. A short presentation on how I incorporate class notes into my Statistics classes via Canvas and how this can help students, including ELLs, in the learning process.

Presenter: Paul Rama - paul.rama@byuh.edu

Title: One 2 Few to Many: Fostering Effective Learning

Abstract:

You believe technology can improve the way we learn, but you wonder: "What are students furiously typing, tapping, or texting, that has anything to do with the content of this course? Should I ban laptops and other internet connected devices during my lectures? How can I leverage these devices to support learning in my class?" Engaged students academically outperform disinterested or passively attentive students. This session offers suggestions on how to engage students by focusing classroom screentime for learning, connecting students with each other, and course content using two simple tools: Google Forms and Today'sMeet.

Saturday February 21, 2015

Presenter: Robert E. Quinn - requinn@umich.edu

Title: Teaching, Leadership and Love: Helping People Flourish at Home, Church and Work

Abstract:

In "hastening the work" the Church is trying to bring about a dramatic change in how we teach. The underlying principles go beyond teaching in the home and church, they also have implications for how we exert influence in our professional lives. The BYU Center for Learning will sponsor a free, one day workshop by Professor Robert E. Quinn of the University of Michigan. The intended audience is BYU faculty, church members and their friends from across the island. The focus will be on Christ-centered influence in diverse settings. The session will be fast paced, fun, spiritual and deeply challenging. The objective is for you to leave with a new perspective on teaching, leadership and love.

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