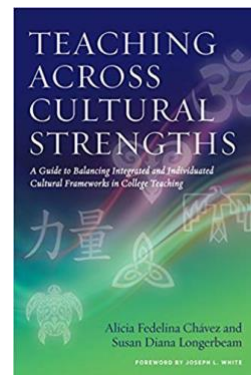


Online Professional Learning Opportunity: Teaching First-Generation Students by Drawing on Cultural Strengths

In Fall 2017, approximately one-third of the more than 470,000 students enrolled in the California State University were the first in their family to attend college. To adequately and equitably provide these students with the resources they need to succeed, it is important to design instruction to engage these students.

The CSU Institute for Teaching and Learning (ITL) has engaged Dr. Estela Zarate and Dr. Rebecca Gutierrez Keeton, faculty in the Department of Educational Leadership in the College of Education at CSU Fullerton, to develop an online professional development seminar focused on evidence-based strategies for teaching and interacting with students that draw on the strengths of first-generation college students (FGCS). In this seminar, which will be offered in the summer, faculty participants will revise a syllabus for an undergraduate course they are scheduled to teach in the fall term and incorporate new instructional strategies and tools to promote FGCS success into the course design. The strategies and tools apply to a range of instructional settings, from small discussion-based courses to large survey courses, and a range of modalities, from face-to-face instruction to online courses.

The course is based on the cultural framework Alicia Fedelina Chávez and Susan Diana Longerbeam present in *Teaching Across Cultural Strengths: A Guide to Balancing Integrated and Individuated Cultural Frameworks in College Teaching* (2016).



Participants in this course will:

1. Gain understanding of how their own cultural standpoint influences their teaching
2. Learn about the continuum of epistemologies that are present in their students, with special attention to first-generation college students
3. Analyze a syllabus to identify preferences for some cultural frameworks over others
4. Review and revise a syllabus to pursue a more balanced approach to instruction
5. Revise at least one assignment to address a broader range of learning strengths

Who can participate?

Current faculty (of any rank or appointment type) who have previously taught at least one course in the CSU and are scheduled to teach in fall 2019.

What are the benefits?

- Engage in professional learning with colleagues from your campus and from across the CSU with a shared commitment to creating opportunities for the academic, personal, and professional success of first-generation college students.

- Become familiar with digital tools, assessment strategies, and instructional approaches that support learning in fully online, hybrid, and traditional face-to-face modalities.
- Register at no cost, and receive a free copy of the book, *Teaching Across Cultural Strengths*.
- Receive \$500 in professional development funds, \$250 upon successful completion of the summer seminar and \$250 upon completion of the fall follow-up assignments.

What is required?

Participation in this opportunity requires a commitment that begins in Summer 2019 and continues through Fall 2019, when participants will reflect on their practice as they implement new strategies.

Summer 2019 May 28 – June 28	<p><i>Participate in the five-week online professional learning seminar.</i></p> <ul style="list-style-type: none"> • Attend one face-to-face meeting on weeks 1, 3, and 5, over five weeks, of one-to-two hours • View lessons for weeks 2 and 4 and complete readings, assignments, and other required activities asynchronously • Complete weekly activities and submit weekly assignments • Participate in online discussion forums, group assignment, and other collaborative learning activities. <p><i>Estimated total time commitment: 15 to 20 hours</i></p> <ul style="list-style-type: none"> • 5 to 10 hours attending synchronous online learning • 10 hours completing asynchronous activities and assignments
Fall 2019	<p><i>Implement revisions and instructional strategies identified in summer in fall course and reflect on process and outcomes.</i></p> <p>Prior to the first meeting in the fall term of the redesigned course:</p> <ul style="list-style-type: none"> • complete an assignment and receive feedback from the seminar leaders • participate in one one-to-two hour synchronous seminar meeting <p>During the fall term:</p> <ul style="list-style-type: none"> • implement new course syllabus, assignment(s), and engagement activities • complete three to five reflection activities <p>At the end of the term:</p> <ul style="list-style-type: none"> • Participate in a focus group discussion online or on campus • Complete one final assignment <p><i>Estimated time commitment: 7 to 10 hours</i></p> <ul style="list-style-type: none"> • 2 to 5 hours in synchronous online learning • 5 hours completing asynchronous activities and assignments

Enroll by complete [this form](#) by 5pm on Friday, May 10.

Questions? Contact Emily Magruder at emagruder@calstate.edu.