



# THE CSU SYMPOSIUM ON TEACHING AND LEARNING

Inclusion | Diversity | Equity | Accessibility | Student Success

## PRESYMPOSIUM WORKSHOPS

Friday, March 13 from 9:00 am-12:00 noon

### An Introduction To Inquiry-Based Learning

Inquiry based learning (IBL) is a form of active learning that challenges students to work individually or in small groups to solve and make sense of carefully sequenced problems. This workshop will provide an introduction to IBL methods. While examples will be sourced from math courses, the active, student-centered instructional methods can be applied to a wide range of courses. Specifically this workshop will provide opportunities for participants to:

- learn about IBL classes via video case study
- discuss ways to engage students
- investigate sample course structures and
- explore Think-Pair-Share as a general strategy.

All faculty interested in engaging students are welcome to attend and participate!

Questions about the workshop or IBL? Please contact Stan Yoshinobu at [styoshin@calpoly.edu](mailto:styoshin@calpoly.edu) OR Robin Wilson at [robinwilson@cpp.edu](mailto:robinwilson@cpp.edu)

### Supporting Disciplinary Learning Through Deeper Reading and Metacognitive Conversation

Working with the texts of our discipline is an "insider's" game. Our students often feel painfully outside of our disciplinary traditions, conventions, and practices, but we can invite them in! When we build on students' underestimated strengths as readers and problem solvers and create instructional opportunities for "apprenticing" them into discipline-specific academic literacies, we can create engaged, equitable learning environments that also support robust disciplinary learning. We'll begin to explore HOW in this session. Specifically, participants will be invited to:

- become aware of their own and others' reading processes and to see reading as a problem-solving activity,
- learn about Reading Apprenticeship as an instructional and equity framework, and
- participate in activities that can be used in the classroom to help us analyze students' reading, talking, and writing about their reading in ways that promote equity by surfacing and fostering students' strengths.

This workshop is open to faculty who teach at any level, from introductory, first-year courses through upper-division courses in the major.

Questions about the workshop or Reading Apprenticeship? Please contact Nelson Graff at [ngraff@csumb.edu](mailto:ngraff@csumb.edu).

Additional symposium information and registration is available at:

<http://fdc.fullerton.edu/csuf2020/csu2020main.php>

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