

Transforming STEM Sacramento Faculty Learning Program

Are you connecting with your students in your STEM courses?

Join a cross-institutional cohort of faculty from Sacramento community colleges and Sacramento State to enrich your courses, promote student engagement, and improve learning gains.

**AUG 2018
TO
MAY 2019**

It is a 2-day in-person workshop
followed by a 10-month academic year
online program

**APPLICATION
SUBMISSION
OPEN
2018
MAR
1st**



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WANT TO BE ADDED TO OUR MAILING LIST OR HAVE QUESTIONS?

Sacramento State's Center for Teaching and Learning | ctl@csus.edu | www.csus.edu/ctl/



Transforming STEM

Sacramento Faculty Learning Program

WHO

This professional learning is curriculum designed by faculty colleagues at UC Berkeley and the Lawrence Hall of Science. It has been implemented at many UC's, CSU's, and Community Colleges including: CSU Bakersfield, CSU Chico, CSU Northridge, San Jose State University, Sonoma State University, UC Berkeley, UCLA, UC Davis, UC Riverside, UC Santa Cruz, and UCSD. All faculty teaching STEM courses in California Community Colleges and Sacramento State are eligible. Participants who complete the program are also awarded a \$1500 stipend.

WHAT

This is a blended professional learning program designed to improve STEM faculty's instructional practice. The program nurtures an interdisciplinary learning community, provides continuous support, and is situated within faculty's everyday work. As faculty redefine their role in undergraduate instruction, students' learning gains and experiences in these courses will be affected positively.

WHY

This program will build faculty's: understanding of how learning happens from learning sciences; knowledge of how students understand big ideas and cross-cutting concepts from disciplinary-based education research as well as improve student success; and instructional abilities to facilitate productive discourse to support learning in their classes.

HOW

This program is a 10-month long experience during the academic year. It commences with a two-day, in-person workshop near the start of the first term. The workshop introduces faculty to one another, establishes the goals and structure of the program, and places faculty as learners experiencing the instructional practices they will develop in their own practice. Subsequent discussions and activities will take place online, synchronously and asynchronously. These include: importance of student discussions and explanations; developing expertise; assessment; motivational factors and mindset in learning; active learning strategies; and video discussions of classroom practice.