

EDUCATION, TRAINING & ONLINE LEARNING



Presented by

Cal State Fullerton

What Does It Take To Promote Justice, Equity & Inclusion For All?

IT TAKES A TITAN.



"My research taught me to recognize injustice and resist fiercely."

— Karla Aguirre

Cal State Fullerton alumna Karla Aguirre was raised in fear and uncertainty because of political unrest in her parents' home country. Education was her path to the American dream.

As a teen parent, she enrolled in community college and persevered to become the first in her family to earn a college degree, paving the way for other relatives.

At Cal State Fullerton, Karla completed her fourth degree — a doctorate in education — and

awakened to social justice. Through her mentors and research on educational practices in post-apartheid South Africa, she was empowered to fight against marginalization and strive for equity and opportunity for all.

Today, Karla lives her purpose as a school counselor and founder of a nonprofit youth mentoring program, modeling resilience and championing an equitable future for all.



"There's no such thing as a throwaway human being."

— Mir Aminy

As a student, Mir Aminy initially felt lost at college — and his wheelchair and history of incarceration added to his struggles.

But then he discovered Project Rebound at Cal State Fullerton, a program for the formerly incarcerated. Project Rebound helped him develop into an involved student and community member, while also giving him a place to be himself.

He gained the confidence to mentor undergraduate men on campus and

local youth at the Higher Ground Youth & Family Services after-school program in Anaheim, where he was recognized for his selfless service and positive impact on those around him.

After successfully completing his bachelor's degree, Mir now advances social justice for others through his job at Project Rebound. He is pursuing a master's in counseling and is on his way to achieving his dream of helping other students overcome the same challenges he has faced.

Karla and Mir are just two examples of Titans who experienced Cal State Fullerton's commitment to advancing justice, equity and inclusion, and then were empowered to champion it among their own communities.

From admissions through commencement, CSUF is working to infuse inclusive- and equity-minded practices in every campus endeavor — to empower all Titans to reach their fullest potential.

You can help support Titan students and champion social justice through the "It Takes a Titan" campaign.

Learn more at campaign.fullerton.edu.



IT TAKES A TITAN
THE CAMPAIGN FOR
CAL STATE FULLERTON

Cal State Fullerton

TITAN of Justice



Young **Karla Aguirre** faced poverty and instability, but education was her path to the American dream.

As a teen parent, she became the first in her family to earn a college degree.

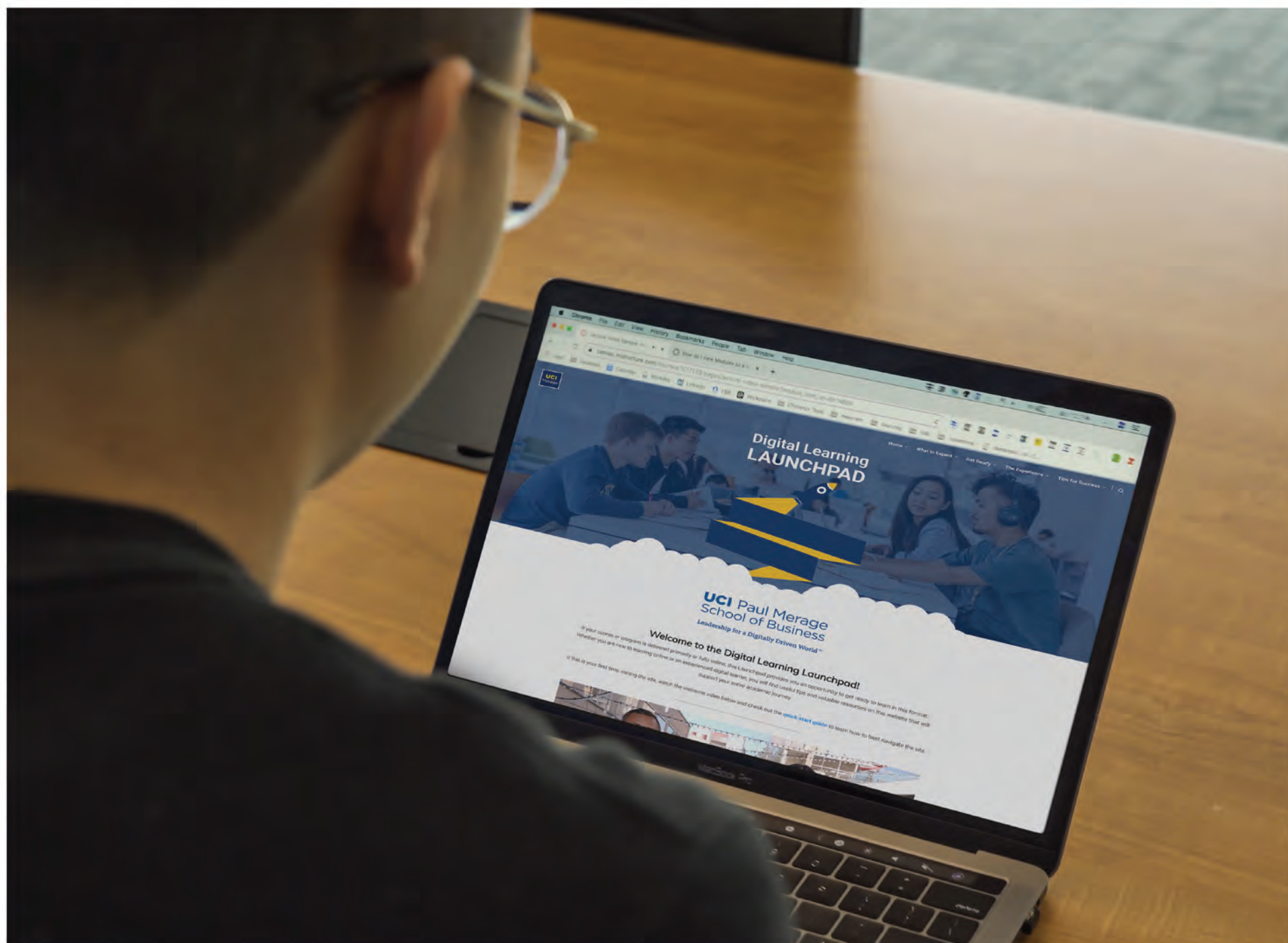
At **Cal State Fullerton**, Karla not only **completed her doctorate**, but was empowered to advance social justice in education.

Today, Karla lives her purpose as a school counselor and founder of a nonprofit youth mentoring program, **championing an equitable future for all.**

campaign.fullerton.edu/justice



IT TAKES A TITAN
THE CAMPAIGN FOR CAL STATE FULLERTON



Learning in a Digitally Driven World

The Merage School has invested significant resources in creating a cutting-edge digital learning experience for business students.

The team is led by Natalie Blair, director of digital learning, with a focus on crafting a “learner-centric design.”

“Our team’s goal is to create meaningful and effective learning experiences for all students, and we do this by investing over 200 hours of strategy and production time for each digital course design,” said Blair. “Every class is strategically aligned to the professor’s teaching style and

“Ultimately, a top-tier digital course increases access and gives students new experiences that will serve them throughout their entire academic journey,”

is backed by measurable learning outcomes.”

Through the UC system, the Merage School is a member of the Online Learning Consortium, a professional organization that helps benchmark digital learning programs with over 72 quality indicators for higher

education. This not only guides quality standards for learning online at the Merage School, it also ensures consistency across programs.

The team begins by vision and strategy mapping. In this phase, a learning experience designer works side-by-side with faculty to identify learning outcomes and teaching strategies used to create an effective digital learning experience.

Next, Blair’s team enters the module mapping phase, where each week’s readings, discussions and assignments are transformed to the digital learning environment.

Finally, during multimedia mapping, they identify what content should be transformed into multimedia formats that will deliver rich learning experience equivalent to the traditional classroom. Students may be asked to submit video questions or engage in other interactive experiences to ensure learning success. Professor Max Chao, for example, has a Q&A style courtroom activity he calls “You Be the Judge.”

“Ultimately, a top-tier digital course increases access and gives students new experiences that will serve them throughout their entire academic journey,” said Blair.

For more information about The Paul Merage School of Business and our programs, please visit merage.uci.edu.

**UCI Paul Merage
School of Business**

Leadership for a Digitally Driven World™

Digital learning at the Merage School is more than a convenience; it's an experience.



merage.uci.edu/digital-courses

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CONCORDIA UNIVERSITY IRVINE NAMES FOUNDING DIRECTOR FOR ENGINEERING PROGRAM

Dr. Gabriela Espinosa — a Yale-trained biomedical engineer, lifelong Christian and member of The Lutheran Church–Missouri Synod (LCMS) since 2008 — has been hired as Concordia University Irvine’s first director of engineering.

“Gaby’s educational background is phenomenal, but she also has a Lutheran liberal arts foundation,” says Dr. Bret Taylor, professor of mathematics and dean of the School of Arts & Sciences at CUI. “She has a deep understanding of the Lutheran approach to life and faith. We really believe God has blessed us with the right person at the right time.”

Espinosa was most recently a post-doctoral fellow at UCI, doing research in the biomedical engineering department on developing tissue engineered cartilage for knee replacements.

“There are plenty of places to become a talented engineer, but I want to push for the full package... I want the Concordia Irvine engineer to be a person that employers and co-workers enjoy being around.”

She grew up in the Greenwich Village/Chelsea area of Manhattan in New York City, where her father was a building superintendent and her mother was a stay-at-home mom. She earned a bachelor’s degree from Yale University in Applied Physics, a master’s degree in Biomedical Engineering from Saint Louis University, and a PhD in Biomedical Engineering from Washington University in St. Louis, Missouri. Her dissertation examined how blood flow affects development in babies, specifically in terms of congenital heart defects that occur in development and cause conditions that lend themselves to heart disease. She wanted to know how mechanical forces of pressure and flow contribute to the development of these diseases.

Gaby and husband A.J., who have three young children, moved to Irvine in 2018 to be near family. A.J. has taught as an adjunct professor at CUI, as has his father. Gaby and A.J. are members of Saint Paul’s Lutheran Church in Irvine where A.J. is assistant pastor.

As a student of biomechanics, working in the field leaves her “in awe” of God’s original designs, Espinosa says. She loves teaching others about it as well. “I have a heart for teaching, and really enjoy it,” she says.



As director of the new program, she wants to provide an excellent engineering education while going beyond that into formation of character. “There are plenty of places to become a talented engineer, but I want to push for the full package,” she says. “What does it mean to be a Concordia-educated engineer? It has to be more than technical knowledge.”

High on her list is helping students develop excellent communication skills such as writing, speaking and listening, which are important when designing products for customers. She wants CUI engineering graduates also to think creatively to solve problems, and to live out the values of Concordia Irvine in the workplace.

“I want the Concordia Irvine engineer to be a person that employers and co-workers enjoy being around,” she says. “They will be witnesses of what they’ve learned in terms of values at CUI. Yes, they will be engineers, but not just engineers.”

Taylor says engineering “reaches into the needs of others and creates new solutions to existing situations,” which is why CUI has established the new major. “It fits well with our mission. We’re really excited about offering a liberal arts-based general engineering program starting this fall.”

He says Espinosa’s hiring is a “Lord’s hand” kind of blessing. “We look forward to Gaby joining us this summer and bringing her expertise and faith to us and our students,” he says. ■

To learn more about the Bachelor of Science in General Engineering at Concordia University Irvine, please visit www.cui.edu/engineering or call 949-214-3010.

Engineering real impact – for students' careers and for the world.



Gabriela Espinosa, Ph.D.
Founding Director of Engineering

Concordia Launches New Engineering Program

At Concordia University Irvine, we're interested in training a different type of engineer. Engineers with **broad training for the 21st century**, who are equipped with a solid foundation for their future and the flexibility to adapt to evolving fields, rather than narrow specializations. Engineers who take an **interdisciplinary approach to learning and leading**, bringing curiosity and problem solving to thrive in complex challenges and all of their callings in life. Engineers who are **engaged in service to others**, embodying our Lutheran Christian values of moral integrity and service outside of the classroom for the purpose of positively impacting human life. Find out more about what makes the Bachelor of Science in General Engineering at Concordia University Irvine unique from other universities at cui.edu/engineering.



CONCORDIA
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CUI.EDU/ENGINEERING

How to Use Podcasts in Higher Education Teaching

Podcasting is an incredibly powerful and intimate medium. There's an authenticity to it that is difficult to produce in any other communication channel. There are abundant ways to use podcasting in our teaching and also to enjoy them as learning communities.



Extend the Learning About a Topic

The topic of utilitarianism gets explored quite a bit in my business ethics class. To help them learn more about the framework, students listen to an episode of NPR's *Hidden Brain* podcast. In *The Halo Effect: Why It's So Difficult to Understand the Past*, they hear about Denny Gioia's past job as a recall coordinator at Ford, makers of the 1970s subcompact Pinto vehicle. Donald Bullock, a Vanguard University business major, was in the class where we listened to this episode. He remembers about the experience:

"I enjoyed listening to it so much, that I wound up listening to it twice. I also benefited by getting to refresh my memory about the specifics of the stories by reading through the transcript. By experiencing these events through auditory storytelling, I could really visualize it in my mind, and the ways in which utilitarianism has an impact on real-world situations."

If an entire podcast episode doesn't match the way you are trying to extend students' learning, you can produce short clips.

Deepen Learning Through Prediction

In James Lang's *Small Teaching: Everyday Lessons from the Science of Learning*, he emphasizes the ways in which having students use prediction strengthens their learning. When we predict what might happen next in a story, for example, we are able to understand concepts better and increase the likelihood of remembering them in the future. In teaching introduction to business students about three goals all economies share, I enjoy using an episode of the *Planet Money* podcast to help them understand about price stability. *Episode 216: How Four Drinking Buddies Saved Brazil* describes Brazil's high inflation rates that caused citizens to lose all confidence in the country's currency. I play the first half of the episode, which described the price fluctuation problem in vivid detail. The episode describes how:

"Just two decades ago, inflation was so high that grocery stores were raising their prices every day. Shoppers would run ahead of the worker changing the price tags so they could pay the previous day's price. A series of leaders tried and failed to stop inflation. One instituted a price freeze. Another froze peoples' bank accounts. Then, the government brought in four economists who had been talking to each other for years about how to fix Brazil's inflation problem."

About halfway through the episode, before the economists are brought in, I pause the recording and ask the students to get in groups and discuss what advice they would give the Brazilian leaders on how to address the situation. I enjoy this exercise greatly, as not only is it a compelling story about the economy, but it also often has the result of getting many students to listen to *Planet Money* episodes well beyond the one that is assigned for the course.

Get People Moving

One nice thing about podcasts is how portable they are. Most people listen using a dedicated podcast app on their smart phone. In *Minding Bodies: How Physical Space, Sensation, and Movement Affect Learning*, Susan Hrach encourages us to "take ((the learning)) outside." She relocated a class discussion to an outdoor environment with tables and benches. When reflecting on the experience, one of the students commented that, "Being placed in a new environment has kept the lesson as a unique memory."

Near our university is a nature preserve and inland delta, with beautiful views and ocean breezes. It takes about three minutes to drive there and is a respite away from the busier traffic of the freeway and residential streets. Students self-select into groups of two or three and listen to a podcast episode on their walk away from the area where we all park. I choose an episode that will only take about 15 minutes to take in. On their walk back, they each share what key theme emerged for them from the episode and the ways in which their learning was deepened. You might extend students' learning through the power of audio storytelling, or deepen their learning by having them predict what happens next in a podcast episode tied to real-world events. The portability of podcasts may have you get students in a different context than a classroom or being in front of yet another Zoom session. The natural next step could be to have students create their own podcast to extend their learning. Regardless of how you use them, podcasts can be a great way to engage students and foster powerful learning experiences.

An extended version of this article originally appeared on EdSurge, in the guide: [Toward Better Teaching - Office Hours with Bonni Stachowiak](#).



Bio: Bonni Stachowiak is the host of the long-running podcast, *Teaching in Higher Ed*. She is also dean of teaching and learning at Vanguard University of Southern California.



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Claremont Graduate University

For CGU's González-Morales, 'Nano Transitions' Are the Quarantine's Silver Lining

COVID-19 has turned unfamiliar terms like “pandemic” and “social distancing” into household ones. M. Gloria González-Morales at Claremont Graduate University (CGU) wants to add one more to that list: “nano transitions.”

What are these?

If you've been working from home since the pandemic began, the chances are good that you've experienced a nano transition whenever you've been pulled away from your computer to get the mail, change the laundry, feed your kids, or let the dog out.

González-Morales and her team of student researchers at CGU use this term in their study of the barrier separating work from the rest of one's life, which has become increasingly fluid and porous during the long months of quarantine. The term they've coined, says González-Morales, who is an associate professor of psychology in the university's Division of Behavioral and Organizational Science, refers to tasks “that would have been seen as counterproductive before the pandemic” or discouraged by one's supervisor in the past.

Some might say nano transitions are just a diplomatic way to refer to all those annoying interruptions that take place during one's workday, but that's not right. González-Morales cautions against thinking of these experiences in that way. In



González-Morales

fact, she and her students have shown how nano transitions are connected to much larger transitions in people's lives, like retirement or changing jobs, and an area of psychological study known as “boundary theory.”

Taking a minute to go online and buy groceries or to post an update on Facebook, or chase a toddler around the house can be examples of “nano transitions.” González-Morales's team says the interruption must be autonomous, intentional, and regulated, also known by the acronym AIR. They must give our brains some much-needed relief. These small shifts of attention are essential to staying productive and avoiding burnout.

Quarantine has created an intense focus on how we organize our time and tasks at home and provides scholars like González-Morales with unexpected opportunities to explore the nature of the work-life balance. Her work with her student researchers is also typical of the CGU academic experience, which focuses on giving graduate students opportunities to apply their learning to the real world rather than have them wait until after graduation.

Tiny shifts in our attention throughout the day, their work shows us, aren't a reason to feel irritated or guilty. On the contrary, such nano transitions are essential to staying productive, avoiding burnout, and affirming our self-worth. They teach us we're capable of balancing our workflows with the rest of our lives, she says, “and not because of who's watching us or whether one's coworkers are there.”

That's a valuable lesson González-Morales and her students hope will help people in their post-pandemic lives.

Ignite: *compassion*

ABDULLAH ALISMAIL
PhD Student
in Education

Offering a Breath of Life

Abdullah Alismail helps people breathe. As a full-time respiratory therapist who is in charge of ventilator inventory for Loma Linda University Medical Center, he holds a crucial job in the face of the COVID-19 pandemic. Alismail, a PhD student in Education, uses his CGU training to sharpen his research skills and help provide the best care possible for his patients. His is an inspiring story of courage. And compassion.



Ignite Compassion: Explore CGU.
To read more about Abdullah and other CGU success stories, go to cgu.edu/ignite



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