

Dr Dennis Berg

Higher Education

- Graduated with a Ph.D. in Sociology in 1974 from the University of Southern California, Los Angeles – areas were research methods, statistics, demography, and urban structure (environmental).
- Over 42 years working at California State University, Fullerton – over the years serving in both teaching and administrative roles; professor of sociology, environmental studies program coordinator, director of the social science research centre, co-founder and associate director of the centre for demographic research, department chair of sociology, associate dean of the college of humanities and social sciences, university associate vice president for academic and international programs, campus accreditation officer, dean of graduate studies and currently professor emeritus of sociology.
- Functioned in many system-wide and national efforts including that as a campus reviewer for WASC, the CSU system Graduate Deans and the CSU Academic Associate Vice Presidents as well as national and international professional organizations.
- Worked with institutions of higher education, MOET's and SEAMEO in Asia and Southeast Asia for over the past 25 years; China, Japan, Taiwan, Thailand, Cambodia, Laos and Vietnam. Awarded the Vietnam National Medal for contributions to Education by the Ministry of Education in Vietnam.
- Over the years has served as adjunct professor at Fudan University, as a formal exchange professor with Vietnam National University, Fulbright Scholar in Vietnam, Ford Foundation and Social Science Research Council Foreign Expert in Hanoi, and as one of the first cohort of Vietnamese Educational Foundation Senior Scholars.
- In Vietnam, has served as Director of Research and Faculty Development at Hoa Sen University, as Associate Provost at Tan Tao University, and Head of Research and Development at SEAMEO – RETRAC.
- General Education is ever present in a western institution; as a member of academic senate, as a member of the GE revision committee and the university GE committee, as faculty teaching GE courses, as department chair, as associate dean, as AVP for academic programs – most of my academic career was concerned with the challenges and issues of general education in one way or another.

Research and Training

- A 45 year record of research activity; community based, policy oriented applied research in criminal justice, community based organizations, urban planning and environmental studies.
- Instrumental in the creation and development of two major research centers at CSUF; the Social Science Research Centre (SSRC) and the Centre for Demographic Research (CDR).
- Has provided training workshops each year for over 20 years throughout Asia and Southeast Asia; teacher training, leadership development, and higher education management - in topics such as accreditation, assessment (formative and summative at all levels), application and admissions, curriculum development, instructional technology, the structure of higher education, student credit units, and best practices of leadership and teaching for high school teachers and principals and for faculty and administrators in higher education.
- Has taught courses, both traditional, hybrid and on-line, for both students and faculty in Research, Statistics, Instructional Technology, Global Environmental Issues, Population and Environmental Sociology. Has spent many sessions of teacher training devoted to the challenges of converting from a faculty centred classroom to a student centred classroom.

Dr Robert C Laqueux

Visiting Fulbright Scholar, 2012–2013, City University of Hong Kong

I received my Ph.D. and M.Phil. in Music History from Yale University and a B.A. in Music and History from Harvard University. Since 2005, I have been the Founding Director of the First-Year Seminar program at Columbia College Chicago, where I direct the Teaching Academy and am also Assistant Professor of English.

I have several areas of interest in music history. First, I explore the ways in which the clerics of medieval Europe created liturgy and drama that performed and enacted social functions important to their communities, principally during the Christmas season. I have also started a project looking at the work of Leonard Bernstein, in particular drawing on archival documents from the Library of Congress to explore the composition process leading to his 1971 theater piece *Mass*. Finally, I have worked on American popular music, specifically the notion of fandom: how fans of a particular band or artist generate a sense of identity through their shared interest.

Teaching and learning theory is another area of my expertise. I have had the opportunity to work in the teaching and learning centers at Yale University (where I co-edited and -authored the official handbook for graduate teaching assistants) and the University of Chicago, where I am Program Associate. There, I have offered workshops to graduate-student teachers, graduate-student teaching consultants, and faculty.

SAMPLE TEACHING & LEARNING WORKSHOP AND/OR PRESENTATION TOPICS

- *Course Design and Assessment*: aligning learning goals with instructional techniques and assessment methods
- *Leading Effective Discussions*: what kinds of learning discussion is good and bad at encouraging; how to foster productive discussion
- *Teaching Mixed Classes*: how to approach teaching when students in the same classroom are at different levels of ability and/or preparation
- *Grading, Assessment, and Evaluation*: why we assign grades/marks; how we can grade more efficiently
- *How Students Learn*: what the latest cognitive science tells us about effective teaching
- *Lecturing*: some of the myths about lecturing as a teaching method; how we can lecture more effectively
- *Affect and Learning*: how we might incorporate methods for heightening students' affective connection to the material we teach without sacrificing intellectual rigor
- *William Perry's Model of Intellectual Development*: how it can inform our teaching of college and university students
- *Dysfunctional Beliefs About Intellectual Rigor*: some of the things we think we have to do to get students to learn simply aren't true
- *The Teaching Goals Inventory*: directed discussion of teachers' self-reported goals for teaching (via an online inventory) helps to develop more reflective consideration of our teaching goals
- *Learning Goals/Course Outcomes*: writing instructional objectives that clarify for students and teacher what a specific course, class session, or activity is meant to accomplish