



IT'S MORE THAN HIGHER EDUCATION... IT'S A HIGHER VISION

ENGLISH WORKSHOPS

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HETS professional development strategy continues to expand and diversify. This academic year, new English workshops have been developed to be delivered completely online at the HETS Blackboard platform. HETS has continued to use several technology options to serve its members. These workshops are not the exception, since they have been designed to maximize the experience and value by:

- Innovative modality: self-paced that allows participants more time to practice skills at their convenience
- Accomplished in less time! Content of these workshops are designed to be completed in an average of four (4) weeks
- Self-paced workshops can be fulfilled by dedicating an estimate of only 4-6 hours per week
- Simultaneous workshop sessions are available
- No need to leave your institution or workplace during the workshop session
- Tailored to the Hispanic student needs
- Opportunity to network with experts on the topics
- Access to effective strategies and best practices on the topics
- Participants will have the benefit to receive a certificate of 20 continuing education contact hours (2.0 credits)

These workshops have been designed by HETS experts at member institutions, who were selected by their expertise and experience on these topics.

REGISTRATION FEES:

Investment:

- **HETS members fee: \$75.00** (per participant/per workshop)
- Regular fee: \$100.00 (per participant/per workshop)
- Place: Completely Online!

TECHNICAL REQUIREMENTS:

For an efficient and effective experience during the workshop, each participant's equipment used to access the self paced online workshop, must meet some technology requirements. For more information visit www.hets.org or contact the HETS office at 1-787-250-1912 exts. 2372, 2373.

You can also send an email to: info@hets.org.

Registration it's easy and online!

To register for the self paced English workshops visit: www.hets.org

IT'S MORE THAN
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USING LEARNING STYLES FOR ONLINE COURSES AS A WAY TO INCREASE HISPANIC STUDENT'S ACCESS AND RETENTION

Designed by: Dr. Ivonne Chirino-Klevans, Chief Editor of the HETS Online Journal, Former Program Director, Center for International Programs, Business Development Latin America and Puerto Rico, Walden University, University of Liverpool

DESCRIPTION AND METHODOLOGY:

This course have been designed to increase the knowledge of effective online strategies by understanding the role of using learning styles to increase student retention in online courses; Identify four learning styles and their use in the design of online content; apply learning styles to the development of online content according to specific learning objectives; and identify appropriate digital tools that support the design of online courses. This workshop will be self-paced divided by learning units. It will use relevant bibliography, cases, and opportunities for implementing the knowledge acquired through each learning unit. It will also integrate the use of digital tools freely available on the internet. The learning outcome of this self-paced workshop will be an actual unit effectively developed integrating learning styles according to the rubric provided.

WORKSHOP TOPICS:

- A. Why learning styles?
- B. Identifying depth of knowledge and learning outcomes
- C. Digital tools
- D. Putting it all together: Creating online content using learning styles

EVALUATION:

This workshop will be evaluated by the following:

1. Self evaluation using multiple choice tests
2. Pre and post test
3. Workshop overall evaluation



Designed for: educators, trainers and anyone interested in expanding their understanding of the use of learning styles, to create online content that will result in higher retention rate in online learning.

GENERAL EDUCATION AND OUTCOMES ASSESSMENT

Designed by: Dr. Richard LaManna, Academic Assessment Manager, Bronx Community College and Albert Robinson, Manager Technical and Instructional Support and Interim Manager, Center for Teaching Excellence at Bronx Community College

DESCRIPTION AND METHODOLOGY:

This course will provide a basic understanding of outcomes assessment and all the guidance and information needed to perform successful outcomes assessment. There will be eight (8) units of study, each focused on an element of general education and assessment. Students will read and participate in various exercises designed to broaden their perspective on outcomes assessment. At the end of each unit, students will be required to score a certain percentage of right answers on a unit test before moving on to the next one.

WORKSHOP TOPICS:

- Unit 1. Demonstrate an understanding of the origin, purpose, and goals of General Education.
- Unit 2. Compose course learning outcomes (CLO's) and/or program learning outcomes (PLO's) using Bloom's Taxonomy and apply them to a hypothetical syllabus and curriculum.
- Unit 3. Demonstrate an understanding of rubrics and their central place in assessment.
- Unit 4. Compose and modify effective rubrics according to Bloom's Taxonomy.
- Unit 5. Develop different assessment tools for embedding learning outcomes.
- Unit 6. Collect and analyze data from completed assessments.
- Unit 7. Loop assessment results into the next course and/or program iteration.
- Unit 8. Score at least 80% on a comprehensive exam.



EVALUATION:

This workshop will be evaluated by the following:

1. Pre-test and post-test. Students will be expected to score at least 80% on the post-test to approve the workshop
2. Complete the final overall workshop evaluation

Designed for: faculty and administrators with interest in Academic Assessment and technological proficiencies.

ONLINE STUDENT SERVICES TO INCREASE HISPANIC STUDENT RETENTION (COMING SOON)

Designed by René Sainz, Former Assistant Director ITS, Online Learning and Francisco García, Manager, Distance Education, University of Texas at Brownsville



DESCRIPTION AND METHODOLOGY:

The purpose of this workshop module is to present best practices and resources to Distance Education Staff (Technical Support Staff, Instructional Designers, and Student Services Staff) to provide online student services in order to increase Hispanic Student Retention. This workshop module is divided in four (4) areas: Technical Support, Enrollment Services, Instructional Support, and Academic Services. This workshop will be self-paced divided by learning units.

WORKSHOP TOPICS:

- **Technical Support:** A comprehensive system of technical support services for Faculty and Students should be in place to ensure the effective use of technologies in online and hybrid courses.
- **Enrollment Services:** Provide different formats of enrollment information to meet the needs of online and hybrid students. Services include online submissions of applications as well as online advising and class registration.
- **Instructional Support:** Design a system of procedures for developing high quality online and hybrid courses. System will include the use of the new technologies as well as the implementation of ID process.
- **Academic Services:** Provide other academic resources in online & hybrid courses to meet the needs of online & hybrid students. Online Library and Online Tutoring are some examples of such services.

EVALUATION:

This workshop will be evaluated by the following:

1. **Pre-Test:** A survey instrument will provided as a pre-test to measure the aptitude, knowledge, and level of expertise with the different Synchronous and Asynchronous online tools and e-learning system utilized in technical support, enrollment services, instructional support, and academic services.
2. **Post-Test:** An assessment instrument will be implemented that will measure the new competencies acquired as a result of the student content interaction as well as the student to student interaction via the asynchronous tools (Discussion Forums and/or Blogs) in the areas of technical support, enrollment services, instructional support, and academic services.
3. The student will have to submit the overall workshop evaluation to approve it.

Designed for: Distance Education Staff, Technical Support Staff, Instructional Designers, and Student Services Staff.

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