



**Tackle your key
faculty development
challenges in just
20 minutes**

Magna 20 Minute Mentor

Magna 20 Minute Mentor programs are intensive—but brief— programs designed to help you tackle your everyday teaching challenges. Fast, focused and affordably priced, they're great resources to have on hand at the departmental or institutional level, as well.

Build your faculty development resource library with **Magna's 20 Minute Mentor** programs.

Each **Magna 20 Minute Mentor** cuts to the point, answering a critical question and offering strategies you can start using today.

Gain actionable insights and solutions delivered by some of the most respected experts in higher ed:

- Maryellen Weimer
- Debi Moon
- Rob Jenkins
- Brian Van Brunt
- W. Scott Lewis
- John Orlando
- Ike Shibley
- Linda Suskie
- Therese Huston
- Barbara Jacoby
- Gary Pavela
- Larry Ragan

Pricing information per program			
	Number of programs ordered		
	1-2	3-5	6+
CD	\$99	\$83	\$74
Campus Access License (C.A.L.)	\$199	\$183	\$174

See order form for details.

With the 20 Minute Mentor programs you can:

- show one of these programs at the beginning of a department meeting
- show the program over lunch and discuss the topic as a group
- have individual faculty members view the program then meet as a group to discuss
- have faculty show the program to students and discuss the topic with them—i.e. the program “How Do I Get More Students to Participate in Class?”

Magna 20 Minute Mentor programs are a convenient, cost-effective way for faculty to tap the expertise of instructors who've solved some of the most perplexing issues facing educators today



ASSESSMENT & LEARNING GOALS

How Can I Promote Deep, Lasting Student Learning?

Presented by: Linda Suskie
Item#: ZOC13

According to research, there are a number of teaching strategies that have proven to be successful in facilitating deep, lasting student learning.

[Learn 17 proven principles for promoting deep, lasting learning with your students.](#)

How Can I Clarify Fuzzy Learning Goals?

Presented by: Linda Suskie
Item#: ZOC14

To effectively teach and assess student performance, as well as to help students learn at optimal levels, it is important that these goals be as clear as possible.

[Uncover key ways to clarify fuzzy learning goals to improve your teaching.](#)

What Are My Multiple Choice Test Results Telling Me?

Presented by: Linda Suskie
Item#: ZOC15

Multiple choice tests can be used to gain valuable feedback to improve the test, as well as the way the subject is taught.

[Find out how to interpret multiple choice test results with greater insight and skill.](#)

What Are My Rubric Results Telling Me?

Presented by: Linda Suskie
Item#: ZOC16

Rubrics are most often used to assign grades. However, rubrics can also be used to improve tests as well as teaching methods.

[Discover the keys to properly analyzing and applying rubric results.](#)

How Can I Promote Deep Learning through Critical Reflection?

Presented by: Barbara Jacoby, Ph.D.
Item#: ZOC29

The process of critical reflection is a reliable way to deepen the learning experience. Help students consider complex issues fully and engage them in developing their critical-thinking ability.

[Discover how to create a richer learning experience for students.](#)

ASSESSMENT & LEARNING GOALS, continued

How Can I Transform My Tests into Learning Tools?

Presented by: Debi Moon, J.D. and Rob Jenkins, M.A.
Item#: ZOC34

Discover some simple changes that can help you better measure and encourage student progress, and more accurately assess your own teaching.

[Find out how to turn assessments from measurements of learning to measurements for learning.](#)

CLASSROOM MANAGEMENT

What Should I Do When Students Say They Have a Disability?

Presented by: W. Scott Lewis, J.D.
Item#: ZOC18

The number of students with disabilities at our college campuses has grown to record numbers in recent years.

[Find out how to respond to students who tell you that they have a disability.](#)

Cell Phones, Laptops, and Facebook®: What Can I Do About Them?

Presented by: W. Scott Lewis, J.D.
Item#: ZOC19

When it comes to effectively managing how these tools are used you need to be sufficiently informed on how to set clear expectations for students.

[Get expert advice and insights for properly managing cell phone, laptop and Facebook® use in your classroom.](#)

My Student Has a Mental Health or Substance Issue. Now What?

Presented by: W. Scott Lewis, J.D.
Item#: ZOC21

A student who is struggling with mental health or substance abuse issues potentially poses a threat to himself or herself as well as to others.

[Learn key insights and approaches for responding to students with mental health or substance issues.](#)

How Do I Discuss Academic Integrity During the First Class?

Presented by: Gary Pavela, J.D.
Item#: ZOC27

Find out how a developmental approach can ensure that all your students stay on the track to ethical academic success.

[Learn how to control cheating in your classroom.](#)

How Do I Create a Climate for Learning in My Classroom?

Presented by: Maryellen Weimer, Ph.D.

Item#: ZOC31

We've all encountered "toxic" learning environments. Learn how to create a robust, positive learning environment, in which everyone understands and appreciates why they're spending time together. **Get an inspiring look at how you can improve the learning climate in your classroom.**

What Are the Three Worst Mistakes to Make in the Classroom?

Presented by: Maryellen Weimer, Ph.D.

Item#: ZOC33

In order to succeed at teaching you need to look at the trio of potential pitfalls to avoid in the classroom ... one involving how you teach, one what you teach, and one whom you teach.

Learn what you can do to avoid some of the biggest, most common classroom blunders.

What Should I Do When a Student Challenges my Authority?

Presented by: Ike Shibley, Ph.D.

Item#: ZOC37

When students challenge your authority, how you respond is important ... not just for resolving the specific incident, but for setting the tone and tenor for the entire semester.

Discover effective strategies for responding to challenging student behavior.

Want to make this program available for ongoing training?

Purchase a Campus Access License to load the CD onto your institution's internal web site for unlimited, convenient on-demand access to members of your whole campus community.

Get practical and affordable faculty development advice and insights.

- CDs starting at just \$99 each
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Each 20 Minute Mentor Program CD Includes:

- Core presentation.
- 3 to 8 pages of supplemental materials.
- A copy of the PowerPoint presentation.
- Complete transcript.



LEGAL CONCERNS

What Can I Legally Tell People Who Call Me About My Students?

Presented by: W. Scott Lewis, J.D.
Item#: ZOC17

When you receive a request for information about one of your students, will you know how to respond to the request properly under the FERPA and your institution's policies?

Understand the key basics that you need to know in handling student information requests.

How Can I Properly and Legally Dismiss a Student From Class?

Presented by: W. Scott Lewis, J.D.
Item#: ZOC20

Learn different ways to respond effectively to disruptive students and find out how to prevent the need from arising.

Gain an understanding of the different considerations involved in properly and legally dismissing a student from class.

PHYSICAL, MENTAL & EMOTIONAL CONCERNS

What Do I Do If I Suspect a Student Has Asperger's Disorder?

Presented by: Brian Van Brunt, Ed.D.
Item#: ZOC1

Students with Asperger's disorder struggle with "reading" social cues, and comprehending unwritten rules. As a result, these students can pose unique challenges.

Observe how to better understand and communicate with Asperger's students.

What Can I Do About Feeling Tired, Stressed and Burned Out?

Presented by: Brian Van Brunt, Ed.D.
Item#: ZOC2

Many faculty members struggle with burnout or excessive stress. The good news is that there are practical, proven steps that can be taken to overcome burnout or excessive stress.

Recognize the signs of burnout and excessive stress and how to deal with them.

Physical, Mental & Emotional Concerns, continued

How Flexible Should I Be with Non-Traditional Students?

Presented by: Brian Van Brunt, Ed.D.
Item#: ZOC3

One of the challenges for faculty is walking the line between enabling vs. helping. While the student often creates problems by not following class expectations, you need to consider the concepts of grace and mercy.

Get helpful insights, techniques and strategies to support you in helping these students to succeed.

How Should I Handle Pushy Parents?

Presented by: Brian Van Brunt, Ed.D.
Item#: ZOC4

Some overprotective parents continue to engage in pushy behaviors on a regular basis at college campuses. Get practical ideas and techniques that lead to more productive interactions with parents.

Learn strategies that will help you work more effectively with aggressive parents.

SERVICE-LEARNING

Can Service-Learning Work in My Discipline?

Presented by: Barbara Jacoby, Ph.D.
Item#: ZOC28

If you're wondering whether—and how—service-learning might work in your courses, you'll appreciate this focused look at service-learning opportunities.

Discover the benefits of introducing service-learning into courses in any discipline area.

How Do I Get Started with Service-Learning?

Presented by: Barbara Jacoby, Ph.D.
Item#: ZOC30

Get valuable insights on everything you need to develop an engaging service-learning syllabus in your discipline.

Get your step-by-step guide to service-learning.

STUDENT ENGAGEMENT

How Do I Get More Students to Participate in Class?

Presented by: Maryellen Weimer, Ph.D.

Item#: ZOC22

Increased participation helps energize and motivate teachers and students alike because of the stimulation and excitement created by increased interaction.

Learn 18 different ways to encourage more classroom participation with your students

Learner-Centered Teaching—Where Should I Start?

Presented by: Maryellen Weimer, Ph.D.

Item#: ZOC23

With learner-centered teaching, students take more responsibility for their learning. Learn three strategies that demonstrate learner-centered approaches that benefit teachers and students.

Discover how to help increase your students' ability to learn.

How Do I Get Students to Read Their Assignments Before Class?

Presented by: Maryellen Weimer, Ph.D.

Item#: ZOC24

Many students come to class without having done the reading. Get strategies that you can use to help students learn the value of reading.

Learn constructive, specific ways to motivate your students to come to class prepared.

How Should I Respond to Wrong (or Not Very Good) Student Answers?

Presented by: Maryellen Weimer, Ph.D.

Item#: ZOC25

When a student answers a question with a wrong answer, your response can increase or decrease the likelihood of future participation.

Find out how to reply effectively to incorrect or poor answers from students.

Student Engagement, continued

What Can I Do to Increase Student Retention?

Presented by: Debi Moon, J.D. and Rob Jenkins, M.A.

Item#: ZOC35

No educator wants to see a student drop a class ... or leave school. The good news is there are meaningful, proactive steps you can take to give every student a better chance to succeed.

Learn how you can help students “stick with it” and attain their dream of a college degree.

What If a Student Asks a Question I Can't Answer?

Presented by: Therese Huston, Ph.D.

Item#: ZOC26

You don't need to panic when you are asked a question you can't answer. Learn how to respond to even the toughest questions with confidence and credibility.

Get effective strategies for managing these awkward classroom moments.

TEACHING & LEARNING

How Do I Give Feedback that Improves Student Writing?

Presented by: Maryellen Weimer, Ph.D.

Item#: ZOC32

Discover how to make the feedback process not only more meaningful for students, but more manageable for you, as well.

Get valuable strategies for improving writing performance.

Is Team Teaching Right for Me?

Presented by: Ike Shibley, Ph.D.

Item#: ZOC38

If you're considering team teaching, there are some things you need to know in order to enjoy the benefits and avoid the pitfalls.

Explore whether you and a colleague would be a good fit for team teaching.

How Can I Help Students Develop Critical Thinking Skills?

Presented by: Debi Moon, J.D. and Rob Jenkins, M.A.
Item#: ZOC36

The real joy in teaching comes not when students master facts, but when they learn to analyze, assess and make sense of them.

[Get a quick look at some practical, proven ways to develop your students' critical thinking skills.](#)

Should I Take Attendance?

Presented by: Ike Shibley, Ph.D.
Item#: ZOC5

Learn how to make effective attendance decisions that do not result in creating a negative perception of you as a teacher.

[Get key insights and approaches for handling attendance more easily and effectively.](#)

How Do I Assign Students to Groups?

Presented by: Ike Shibley, Ph.D.
Item#: ZOC6

Group work helps facilitate active involvement in learning, and it's been shown that students learn more and retain content longer through group work compared to other teaching methods.

[Find out how to put together groups in ways that energize your class and stimulate learning.](#)

How Can I Learn Student Names?

Presented by: Ike Shibley, Ph.D.
Item#: ZOC7

By using your students' names, you succeed in increasing teacher-student rapport and making it more likely that students will participate in class discussion.

[Discover a variety of practical, easy-to-implement ways to learn your students' names faster.](#)

What Can I Learn From Student Ratings?

Presented by: Ike Shibley, Ph.D.
Item#: ZOC8

Teaching well requires deliberate practice. One of the best ways to improve is to use student feedback.

[Learn how to read student ratings to help you improve and grow.](#)



How Can Document Sharing Tools Help Students Collaborate?

Presented by: John Orlando, Ph.D.
Item#: ZOC9

Document sharing software is a proven and effective way to facilitate more productive and enriching group work.

[Find out how to use free document sharing systems to improve learning at your campus.](#)

How Do I Create Engaging Threaded Discussion Questions?

Presented by: John Orlando, Ph.D.
Item#: ZOC10

All too often discussion questions are poorly designed and end up frustrating students and instructors alike. To avoid this, it's critical to create discussion questions that foster dynamic learning experiences.

[Stop "spinning your wheels" with discussion approaches that do not work.](#)

How Can I Use Voice Feedback to Improve Student Learning?

Presented by: John Orlando, Ph.D.
Item#: ZOC11

Find out the benefits of using voice feedback and incorporate this approach successfully into your teaching practices.

[Choose the right type of feedback for the information or message you want to communicate.](#)

How Do I Use VoiceThread for Online Student Discussions?

Presented by: John Orlando, Ph.D.
Item#: ZOC12

VoiceThread allows educators to host secure conversations so students can post comments within a lecture.

[Discover the benefits of VoiceThread and how it can positively impact your teaching.](#)

I'm Teaching Online Next Term: What Do I Have to Know?

Presented by: Larry Ragan, Ph.D.
Item#: ZOC39

In some situations the opportunity to teach online may not come with a lot of time to get prepared.

[Learn the 12 surefire "steps" that will guide you through the preparation for online teaching success.](#)

Magna 20MinuteMentor

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What your colleagues are saying:

Take advantage of
these unique and
convenient programs
offered by Magna!

"I used one of the 20 minute mentor CDs for a faculty workshop this month, and it was very well received. (Ike Shibley's Course Evaluations). My faculty like the 20-minute talk, and then we have about 40 minutes of discussion. I plan to use more of them, as the one-hour workshop can be a brown bag or just a short, convenient session. The handouts were helpful, too."

-Dr. Mary C. Clement is a professor of teacher education at Berry College