

In an effort to provide this information as soon as possible, this is a draft of the 2013 Faculty of the Future Sessions. Since this is a working draft, please excuse any errors and information is subject to change. (Rev.5/16)

Conference schedule:

8-8:40	Registration, continental breakfast, vendor access
8:40-9	Welcome and opening remarks
9-10	Keynote presentation: <b>Paul Harrington, Ph.D.</b> , Director of the Center for Labor Markets and Policy, Drexel University
10:10-11:10	Concurrent sessions 1
11:20-12:20	Concurrent sessions 2
12:30-1:15	Lunch
1:25-1:55	Poster sessions and vendor access
2:05-3:05	Concurrent sessions 3
3:15-4:15	Concurrent sessions 4
4:15-5:45	Closing reception

#### **Concurrent sessions 10:10-10-11:10am**

##### **“Flipping” The Sophomore Organic Chemistry Classroom at Gloucester County College, and Achieving Dramatic Increases in Student Learning Outcome and Student Retention in Chemistry at Passaic County Community College.**

GATEWAY104

For many years organic chemistry was taught at Gloucester County College using the traditional lecture format. During the past academic year I had the opportunity to “flip” the classroom for both semesters of the two semester sophomore organic chemistry sequence. This presentation will describe the techniques and technology used to accomplish and deliver the flipped classroom, explain and show how each semester topics were divided and presented to the student, and discuss the use of classroom time during the semester. Preliminary student performance and comments from this past academic year vs. standard lecture format performance from previous years will also be presented.

Meanwhile, in Passaic County Community College, revitalization was needed for a highly enrolled chemistry course which has had lackluster student retention and student learning outcome. To rectify the situation, four changes were incorporated into the management of the course – including a partially ‘flipped’ classroom, the use of online homework system, and a classroom response system (clickers). Judicious dovetailing of these approaches led to a synergistic enhancement of student engagement and retention, and resulted in 20-50% improvements in student learning outcomes, and a 25% increase in student retention. This presentation will discuss these outcomes and the approaches taken to achieve them.

Robert D. Rossi, Gloucester County College & Linda D. Chang, Passaic County Community College

##### **Rick-Rolling our Way through the InterWebs: How a “Sad” Keanu Reeves, LOLCats in Boxes and “Success Kid” are Helping Our Students Navigate their World**

GATEWAY106

Our students today are living in a “what's next” generation where natural disasters, acts of terrorism, political debate and 60 second news-bites dominate their world. To make sense of all of this, the millennial generation is communicating through a series of codes, ideas, and images known as Meme Culture. Meme culture is a new way for students to communicate – they create a pastiche of traditional and nontraditional ideas (i.e. “Feminist Ryan Gosling”) to showcase a blend of creativity and self-referentiality. Social media sites like Facebook, Twitter, Instagram, and Tumblr all work together to create a new language for our students. Moving away from celluloid dreams or slang words of previous generations, Internet memes allow our students to spread information and to convey their emotions in a postmodern, post 9/11 “what if” world. Our students are constantly plugged in, so the celebrity status and backstories associated with web virality become a metanarrative for the culture in which our students reside. Anything is up for grabs: cats, humiliating family photos, television shows/movies, Facebook statuses and social situations are interwoven with cultural norms, especially those involving religion and politics. In some meme circles, George Takei, of Star Trek fame, serves as the master of ceremonies with additional messengers including actor Ryan Gosling, various house-cats, and the “Most Interesting Man in the World.” Whether we as faculty view this as a clash between trash culture and high culture, our students do not differentiate. Rather, they embrace all parts of the meme and turn their class conversations into walking, live-action YouTube videos. My presentation will focus on the new learning environments that Meme Culture has brought to us as well as the way students retain and process this information as a result. Self-referential culture married with Photoshop and an internet connection has created a new cultural sophistication among the millennial generation. Meme culture provides an intertextuality that is simple to generate and easy to share with the world. Since the image is the focal point of the meme, the language and subtext can border on poor grammar and spelling or nonsensical ideas. Meme culture encourages a “cut and paste” world, so plagiarism and the borrowing of ideas without a citation changes the way students view personal copyright. This 30 second information piece also makes it difficult for students to communicate with assignments that require a large word count or abstract thought. If we can tap into the power of Meme Culture and claim it as a teaching tool, we can encourage our students to stay creative but think within a specific academic lens (for instance, PBS's YouTube series “The Idea Channel” shows a fun and creative way to get students interested and thinking about the images before them).

Samantha M. Atzeni, Bucks County Community College

### **Take Your Students on a Multimedia Journey to Enhance Engagement and Learning**

GATEWAY203

Engaging students with multimedia goes beyond animating PowerPoint slides or showing movie clips. Create an online "journey" or even a virtual field trip for your students using simple tools and content-loaded websites. Perfect for both in-class and on-line students, journeys can appeal to auditory, visual, and kinesthetic learners. Even better, you can guide students in gathering and developing elements so that they can create their own multimedia journey.

Jocelyn Sirkis, Community College of Philadelphia

### **An Integrated Strategy for Student Success in Distance Education**

GATEWAY205

Community Colleges are leading the nation in moving from classroom based instruction, through hybrid delivery to fully asynchronous learning. The presenters have significant experience in making distance learning successful for diverse clients. Dr. Parsons will synthesize research on instructional tactics that enhance engagement. Ms White, a senior counselor at CCDC, will explain development strategies that prepare clients for a successful experience. Ms Cavanaugh, JD will detail the similarities and differences in legal rights for distance and classroom based clients. Finally. Mr. Barr is a student who holds an associate degree from Hagerstown CC in MD. He earned a 4.0 in six asynchronous courses there. He is a senior at Shepherd in WV. He has taken two distance courses there and maintains his 4.0 average. He will serve as a reactor - providing the learner perspective on the presentation's content.

Michael H. Parsons, Morgan State University

Avetta White, The Community College of the District of Columbia

Jodi Cavanaugh, Morgan State University

Timothy Barr, Shepherd University

### **Liberal Arts and STEM-Focused English Composition**

GATEWAY211

In the development of STEM-focused English composition courses it becomes critical to address the false dichotomy that exists between the humanities/liberal arts and the disciplines of science and technology. In the late 1800s English biologist Thomas Huxley (also known as Darwin's Bulldog) called for the predominance of education to "pass from letters to science," to transition from "mere literary instruction and education" to "sound, extensive and practical scientific knowledge." Mainstream culture and education in particular has, in many ways, nurtured this either/or proposition and grown to favor pragmatic, specialized, professional pursuits. There are many factors at work, starting with the realization mid-20th century that specialization (professional) had taken off in education, and that, as William Barrett points out in *Irrational Man*, "Specialization is the price we pay for the advancement of knowledge. A price, because the path of specialization leads away from the ordinary and concrete acts of understanding the terms of which man actually lives his day-to-day life." English composition courses, may be one of the last bastions that celebrate the very quintessential, human, liberal arts goal that Emerson alluded to in *The American Scholar*: "... the scholar is the delegated intellect. In the right state, he is, Man Thinking. In the degenerate state, when the victim of society, he tends to become a mere thinker, or, still worse, the parrot of other men's thinking." Can both worlds be synthesized? Have the great technological mistakes of the past half-century been mistakes of irrational man? Do we, as the esteemed postmodern critic and philosopher Ihab Hassan has claimed, "need to understand that five hundred years of humanism may be coming to an end as humanism transforms itself into something we must helplessly call post-humanism?" Or is there still a need to recognize, no matter how conventional, what in 1882 poet Mathew Arnold did when he responded to Huxley in *Literature and Science*, those "powers which go to the building up of human life ... the power of conduct, intellect and knowledge, beauty, and social life and manners," those powers we learn from, specifically, literature, and more generally, liberal arts and humanities? This PowerPoint presentation prompts engaging discussion and will center on how--in the development and delivery of STEM-focused English composition courses--imperative it is that we not just train but educate our scientists, technologists, mathematicians, physicians, nurses, dental hygienists, pharmaceutical researchers, respiratory therapists, mechanical, electrical, chemical, civil, and biomedical engineers to embrace the powers of human life, those emphasized in liberal arts and humanities. The subject-matter generally is provocative and stirs much audience engagement.

Andrew Rusnak, The Community College of Baltimore County  
Greg Campbell, The Community College of Baltimore County

**The ACTION Project: "All my Patients"**

GATEWAY213

A collaborative integrated teaching/learning opportunity with NURSING and the ARTS. Student Actors portray the roles of patients with Mental Health issues and interact with Student Nurses who provide therapeutic communication and perform assessments. The interaction is filmed by a student production crew to assure high quality film for de-briefing for use by the faculty of the student nurses and the student actors.

Claire L. Keane, Bucks County Community College  
Michelle Pentimal, Bucks County Community College  
Jean Konkel, Bucks County Community College  
AnneMarie Strecker, Bucks County Community College  
Maria Dumlao, Bucks County Community College

**Encouraging Innovation and Creativity (ROUNDTABLE DISCUSSION)**

Library118

What can we do to encourage innovation and creativity in ourselves and our students? Some strategies that may encourage innovation and creativity are integrating problem solving, group discussions, and creating a community where learners feel safe and they are encouraged to take risks. This session will be discussion-based and a place to generate ideas and share resources on how to accomplish this goal. The learning outcomes for this session are: Discuss current techniques used to improve teaching and learning Identify sources and resources to promote innovation and creativity Plan ways to integrate new technology or innovative techniques

Laura McLaughlin Taddei, Montgomery County Community College

**More Than a Major: Critical Thinking for Student College Learning and Career Success**

Library 220

Integrating an on-line interactive multimedia social learning program with face-to-face instructor interaction blends the best of emerging and traditional educational pedagogy. Fox Business School partnered with Pearson to implement a blended learning strategy to develop the applied critical thinking skills of their business students. The on-line training program was used to maximize self-paced learning, workplace relevance, and social interaction. These resources allowed the instructor to use classroom time to deepen learning and workplace application through discussion and reflection. In this session, the facilitators will share their experience implementing this pilot program, including lessons learned and how this strategy could be applied at other institutions.

Steve Peyser, Temple University  
Dasha Boguslavskaya, Temple University

**Flipping the Higher Education Classroom—Moving Content Delivery Out of Class for Deeper In-Class Learning**

Library310

The flipped classroom is one of the most significant trends in higher education today. With the flipped approach lectures are delivered online, outside of class. During class time, students work collaboratively to apply concepts and solve problems. In this session we will review some of the tools faculty can use to deliver course content online. We will discuss some strategies for in-class collaboration and problem solving and review the benefits of the flipped approach from both the student and faculty perspective.

Jeffrey Anderson, Ohio University

### **Faculty Use of Academic Video: Removing Obstacles and Moving to the Future**

Library311

Many institutions have already invested in streaming video services. Others are making decisions now about how to acquire and integrate video. Faculty members may or may not be aware of these services, and they may need a roadmap to help them make the most of academic video.

Administrators are looking at ROI considerations. Instructors want to know how to use video to change teaching and research for the better. Everyone is looking at the role streaming resources will play in the “blended classroom.”

In this presentation, we’ll show you examples of creative ways instructors are using video to improve research and how they’re integrating video into teaching for specific subject areas. We’ll look at the landmark Kaufman/Mohan survey and examine the top pain points identified by faculty. Then we’ll learn about a toolkit for removing those obstacles.

We’ll discuss online learning and the blended model; citing specific moments in video; making video as easy to use as text; creating custom clips and playlists; scholarly sharing; integration with course management systems such as Blackboard; embedding links in Web sites; discoverability; and other issues and tools.

We’ll also give you a sneak peek at a new, future-of-search platform launching this summer.

We hope you’ll leave the presentation with new ideas for using video, engaging students, teaching more effectively, and enhancing your personal research. We’ll also announce an offer for any faculty member with an eye on the Minerva prize (<http://www.minervaproject.com/academy/>).

Eileen Lawrence, Alexander Street Press

### **Concurrent Sessions 2: 11:20-12:20am**

#### **Holistic Assessment and Intervention Strategies for Student Success**

GATEWAY104

Colleges that partner across enrollment management and advising, faculty, and institutional research can drive student retention and academic success rates. The challenge is to create a common language and understanding of key student enablers and barriers to success, and to connect student advising and

support services to behavior in the classroom. During this session, ETS will detail a research project to create a holistic assessment model that combines student academic, psychosocial, and background factors as indicators of both classroom performance and persistence behaviors. This assessment-to-action model highlights how institutions can address critical student success factors including acceleration in developmental education, early warning and risk, and advising and coaching within FYE courses.

Ross Markle, Educational Testing Service  
Vikki Monaghan, Educational Testing Service

**Guerilla Mentoring: Guidance the Fast, Furious, and Focused Way (ROUNDTABLE DISCUSSION)**  
Library118

Within the context of a busy academic department (in this specific case the library) finding the time to mentor new colleagues may be at a premium. This is especially true when new faculty have very little classroom teaching experience. These faculty often require guided exposure to pedagogy, classroom culture, the uniqueness of the institution's student population, and a specific subset of institutional knowledge in order to succeed. The providers and the recipient will detail the process, benefits, and results of a fast, furious and focused mentoring program that was created and applied to assist a teacher new to both the face-to-face and online teaching environments.

Alexandra Rojas, LaGuardia Community College  
Charles Keyes, LaGuardia Community College  
Christopher McHale, LaGuardia Community College

**Building the Village to Sustain and Graduate Under-Served Students**  
GATEWAY106

Raritan Valley Community College, in partnership with United Way of Northwest New Jersey and Northwest New Jersey Community Action Program, Inc., has developed and successfully implemented a unique initiative that combines education and relationship building to help low-income and underserved students academically succeed in college, and ultimately change the trajectory of their lives. The aim of this project, known as the College Community Empowerment Project (CCEP) is to bring together the larger village of primary and secondary resource support in order to reduce barriers that inhibit academic success for under-served students. CCEP, working across a complement of community resources, institutions and agencies is committed to the following goals: ☐ Improve the enrollment rates, retention and graduation rates among under-resourced community college students who lack available financial, personal and support system resources to succeed in college. ☐ Create an in-person social network about poverty and empowerment within a learning community which engages students from all socio-economic backgrounds. Require all students within the learning community network to take the college course, Poverty and Society. Within this classroom setting, students experiencing poverty and those from non-poverty backgrounds co-engage in peer-to-peer, student/ally relationships of support and develop strategies to end poverty by changing mind sets, building resources and creating self-sustainable, local communities of practice. ☐ Match underserved, low-income students with trained allies/mentors to enable students continuation of their educational pursuits and to help eradicate barriers to success. Match students with career-focused mentors from the private and public sector who, in one-to-one relationships, will provide guidance and access to local professionals who can assist students in realizing their future career goals. ☐ Engage students in leadership development so that they

can (a) become mentors to those under-resourced students who follow in their footsteps, and (b) become involved in broader local community efforts to help eliminate poverty. ☐ Provide college faculty, administration and staff with knowledge and strategies to better accommodate the needs and reduce the barriers of under-resourced students. ☐ Expand efforts within the community college setting to enhance the ability to bring members of the larger community together within a 'think-tank' forum, including an extended pool of academic resources as well as community social services, business and faith-based leaders, elected officials and residents who wish to address issues of economic stability and sustainability. PRESENTATION PLAN: An actual student scenario will be shared with the audience which summarizes the components of the project as well as the partners that have emerged in bringing together the village that is necessary to sustain and graduate under-served, under-resourced students. Audience members will be able to apply what they have learned in this session to their own college setting. Power point slides and handouts, including outcome data will be utilized to guide participants through this exercise. Students will hopefully be able to join us to share their stories and experiences regarding this unique program.

Alicia Liss, Raritan Valley Community College  
Karen Gutshall-Seidman, Raritan Valley Community College

### **Group Work in the Online Course: Using Scaffolding and Social Media Tools for Successful Collaboration**

GATEWAY203

Group work can be a particular challenge for online learners, and multimedia group work seemingly impossible. In their team-taught, multidisciplinary eLearning course on Social Media, the presenters ask groups, most of which never meet face-to-face and many of which never communicate synchronously, to create a video mashup. Session attendees will learn how to scaffold online discussions and assigned readings to keep groups on track and on time, and will learn how to encourage use of social media tools inside and outside the course space to facilitate effective collaboration. See examples of successful mashups created collaboratively, online, and with a minimum of trauma.

Bill Hemmig, Bucks County Community College  
Maureen McCreadie, Bucks County Community College  
Lisa Angelo, Bucks County Community College

### **Mindfulness in Education**

GATEWAY205

As educators we have all struggled with students and faculty with mental health issues, issues of retention of students, class participation, attention and a score of other obstacles to learning and teaching. The good news is that there are simple, well-documented methods that can improve many of the problem that hinder our ability to offer a meaningful education while improving our teaching and our communities. These are trainings in mindfulness. Mindfulness training is inter-disciplinary, inter-cultural, and reaches across social and cultural boundaries. If mindfulness is known to be so good for us, why don't we include it in our curriculum? Why don't we train ourselves and our students in its simple methods? This presentation will include two sample methods of mindfulness training, for anyone willing to try.

Francesco Bellini, Delaware County Community College

### **Alleviating the Fear Factor in the Writing Classroom**

GATEWAY211

With the ever-changing demographics of the community college, many students embark on the college experience unsure of what it entails. While most composition instructors are eager to share their love of writing with their students, many students fear they will not succeed, particularly at writing. If instructors really want their students to succeed, it is incumbent upon them to develop strategies to assist their students with not only understanding what is expected of them, but also knowing how to successfully meet those expectations. Using Rebecca Cox's *The College Fear Factor*, this session will specifically look at how composition instructors can structure their courses to assist in alleviating students' fear of writing. The presenter will discuss strategies for alleviating students' fear factors, and participants will develop strategies based on case studies.

Osen F. Bowser, Jr., The Community College of Baltimore County

### **Faculty of the Future and the Common Core State Standards**

GATEWAY213

What do you know about Common Core? What do you need to know? Why? Community college faculty of the near future will need to consider the impact of the new Common Core State Standards on their incoming students and thus the college curriculum and courses. According to the Pennsylvania Department of Education, these standards are intended to "provide the targets for instruction and student learning essential for success in all academic areas . . ." What effect will these new standards have on the writing faculty at community colleges? This session proposes an open forum to learn about and to discuss the Common Core State Standards with the intention of narrowing the gap between high school and college.

Donna Singleton, Reading Area Community College  
David Leight, Reading Area Community College  
Suzanne Laverick-Stone, Quakertown Community School District  
Maria Reitano, Central Bucks South School District

### **Clickers in the Classroom: Teaching with Student Response Systems**

Library220

This session will focus on how to teach with student response systems (clickers), a familiar tool for teaching, feedback, and formative assessment in both large and small classrooms. This presentation will focus on effective use of clickers in promoting active learning among students, with best practices, and research from Penn State-Berks.

Katie Amaral, Penn State University-Berks

### **EMC Academic Alliance's Storage and Cloud Courses Supported by NDG's NETLAB+**

Library310

The need for IT and Computer Science students to learn about storage and cloud computing has become mainstream in the era of server virtualization and the deployments of cloud infrastructures. In this session, EMC will briefly explain the 4 technology-based courses (storage, cloud, big data analytics and backup & recovery) available to EMC Academic Alliance participants. In addition, we will share the NETLAB+ storage and cloud lab libraries that are available through NDG.

Jake Shea, EMC Academic Alliance

### **Social Media to Engage and Empower**

Library311

This presentation will center around the pedagogical use of social media platforms, such as Twitter, Flickr, and Wordpress as vehicles for building communities within courses. They elicit deeper integration of course materials while helping students think about their digital selves in a professional and academic sense. The presentation will include descriptions of syllabi and structured assignments from two courses: an Art and Design portfolio development course, and an online Ethics course. Can these guided online exchanges ultimately lead to valuable learning experiences for student? How do they contribute to construction knowledge online within a community? What are some of challenges of keeping these communities vibrant throughout the semester? The presenters will showcase student examples, feedback and reflections to show ways in which these online communities of practice coupled with intentional usage of social media as a dynamic pedagogical tool can, in fact, empower students.

Mikhail Valentin, LaGuardia Community College, CUNY

### **Poster Sessions: 1:25-1:55 Gateway Atrium**

#### **Academic Alert: Helping Students Achieve Success**

Many students get a rough start to the semester and then give up because they feel that the early damage can't be repaired. When intervention occurs as soon as poor habits are identified, though, there is a better chance of helping the student get back on track. An effective Academic Alert system brings resources across the college together to support each student in regaining success. In this session, attendees will learn about how one community college built and then revised an effective alert system. The use of available internal technologies and the collaboration of faculty and staff across many functional areas have been two key features in the effectiveness of the system.

Katrina Campbell, Tompkins Cortland Community College

#### **Online PED? Yes Wii can!**

Online class offerings are increasing across the country. This session will focus on how to utilize a popular video game system to incorporate active participation in an online Physical Education class while guiding students to set and reach personal physical fitness goals.

John E. Stroffolino, Germanna Community College

### **Managing Time Efficiently for Distance Education**

We all know some students who expect instant responses to emails and grades for papers. Sometimes teaching online can feel like you are teaching all of the time. We will review ways to structure your class, communicate with students, maintain a sense of community, and stay in balance with the rest of your professional responsibilities and personal life.

Melissa Altman-Traub, Community College of Philadelphia

### **Writing Rubrics: Determining What (and how) to Assess, Oh My!**

This presentation looks at methods of composition course-level assessment to help faculty answer those gnawing questions that plague the grading process: What is it that every composition student should know? Is there a discrepancy between how the instructor defines these things and how students define them? And last, what is the difference between an A, a C, and an F, and how can these differences be made clear? With the help of a scoring rubric, one can understand more completely one's own individual approach to composition and the possible causes of discrepancies in assessment.

Kelly Bender, Passaic County Community College

### **Concurrent Sessions 3: 2:05-3:05**

#### **Toward Advancing General Education Proficiency: Using Eportfolio and Constructivist Pedagogy to Advance Community College Students.**

GATEWAY104

Over the last two years, Bronx Community College has initiated the use of e-portfolios in the classroom, as a technology-based tool to engage and retain new students and as a method for developing general education proficiencies. One course for which we have infused this tool is our new Freshman Year Seminar (FYS 10) course, which introduces both academic content and strategies for student success. Our instructors, who represent a range of academic disciplines, teach this course. According to our Office of Institutional Research, use of e-portfolios and FYS 10 have resulted in improved student academic performance and retention, particularly among high-risk, first-generation students in Criminal Justice and other liberal arts programs. Our presentation will consist of three panelists, two instructors (from the Department of Psychology and the Department of English) and the BCC director of Institutional Research. We will discuss how we use e-portfolios to strengthen students' writing and critical thinking skills in our classrooms, and how we designed our courses to include General Education Proficiencies, and how we conduct ongoing assessment. We will also share our initial findings about how the use of e-portfolios in this course has raised retention and student performance rates in their first year.

Roy Schwartz, Bronx Community College

Handan Hizmetli, Bronx Community College

#### **Computer based homework and quizzes in higher Mathematics**

GATEWAY203

Hostos, as part of CUNY, is a college of diverse population. This is nothing unique to Hostos but true throughout the USA. Student bodies are increasingly diverse, not only in terms of ethnicity and gender, but also in terms of age, nationality, cultural background, etc.[1]. Many students in Hostos Community College are Hispanics and African-Americans. It is also pointed out that African-American and Mexican-American students are more likely to prefer working with others to achieve common goals [2]. This can be achieved not by a lecture based traditional teaching technique but by a common and mutual group work between the teachers and students. This is usually referred to as “Flipped Classroom”. In addition to “Flipped Classroom”, if we can use technology in our instruction, it will give us and our students another way of understanding the material. In various higher level Mathematics courses throughout the semesters in Hostos Community College, I have used online based homework, in-class computerized quizzes in a “Flipped Classroom” setting. I have also used traditional paper based homework and quizzes in a lecture based instruction. In this paper, my goal is to compare these two techniques and point out some advantages and disadvantages of both of these techniques. Student’s opinion will also be presented. [1] National Governors Association, C. (2011). Using community colleges to build a STEM-skilled workforce. Issue brief. Washington, DC: NGA Center for Best Practices. Retrieved from <http://www.eric.ed.gov/PDFS/ED496396.pdf> [2] Engle, J., & Tinto, V. (2008). Moving beyond access: College success for low-income, first-generation students. Washington, DC: Pell Institute for the Study of Opportunity in Higher Education. Retrieved from <http://www.eric.ed.gov/PDFS/ED504448.pdf>

Tanvir Prince, Hostos Community College, City University of New York

### **Introductory Algebra and Basic Physical Science Course Combination** GATEWAY205

With cooperation from several departments at CCBC, a course combining Introductory Algebra and General Physical Science was created. This presentation will discuss the creation, implementation, execution, and results of this course pairing. There will also be a general discussion about the possibility of learning communities connectioning developmental mathematics and science.

Tejan Tingling, The Community College of Baltimore County

### **Creative Collaborations: Faculty and Librarian Partnerships to Improve Student Success** GATEWAY211

Initiatives at Bucks County Community College and Raritan Valley Community College bring librarians and faculty together to help students master essential skills needed to thrive in the future workplace. Bucks Librarians cultivate partnerships among classroom faculty in four-day immersive institutes to improve students’ information literacy and digital media literacy skills to meet core learning goals. They will discuss theoretical approaches to creating relationships between classroom faculty and librarians. At RVCC, librarians worked with faculty to write information literacy course learning outcomes for general education courses to meet the recently revised NJCC General Education Foundation goals. They will discuss this year-long process and the faculty development workshops that support the initiative. Participants will engage in interactive social media activities to practice the digital media literacy theory presented and share ideas for incorporating information literacy into gen ed courses.

Megan Dempsey, Raritan Valley Community College  
Jacqueline M. Fritz, Bucks County Community College

Alyssa M. Valenti, Raritan Valley Community College  
Margaret Montet, Bucks County Community College

### **Questions or Answers? - Teaching Critical Thinking (ROUNDTABLE DISCUSSION)**

L118

"Critical Thinking" has become a cliché in academia, yet students need it more than ever, especially since current students have been subjected to "No Child Left Behind" for their whole educational career. Critical Thinking needs to be seen as a skill and that the role of educators is to help students develop this skill by teaching them to care more about questions than answers. In this roundtable discussion, we will explore how to treat information in an open-minded way and how this would lead educators to develop a different attitude to information and answers and help students develop this same attitude.

Mehul Shah, Bucks County Community College

### **Adaptive Learning & Essay Review - An Answer to B. Bloom's 2-sigma problem**

GATEWAY213

Educators are familiar with Benjamin Bloom's Taxonomy, but less known is his 1984 study entitled the "2 Sigma Problem" because until very recently there was no solution. Today computers can provide the solution with Adaptive Learning and Essay Review/Grading software. Bloom found that the average student tutored one-to-one using mastery learning techniques performed two standard deviations better than students who learn via conventional instructional methods--that is, the average tutored student was above 98% of the students in the control class." Computerized Adaptive Learning with its automated continuous formative assessment customizes content dynamically. Based on what the student knows and doesn't, the software determines how many lessons on each concept each individual student requires to achieve mastery. It selects the format of lessons that the student learns best: video, text, interactive exercise or a game. The software becomes more effective with each student interaction. These computer based pedagogies provide: \* an active, learner centered experience \* 24/7 mobile technology solution favored by students \* performance data, available immediately to students, faculty and administration Developmental courses are not working. College classes use the same lecture and textbook pedagogy that didn't work in high school. Adaptive Learning and Essay Review provide a different pedagogical model.

Maureen Greenbaum, Union County College

### **Don't Let Your "Prezi-Point" Out Present You!**

Library 220

You don't have to imagine your audience in their underwear to become a dynamic speaker. You don't have to rely on PowerPoint to engage students. You don't have to use Prezi to entertain your students. YOU ARE THE "PREZI-POINT!" Participants will learn key techniques and strategies to communicate with dynamics that can match their visuals. There are several simple techniques that "Power Speakers" use that can be mastered by "Average Speakers" that will make their class much more dynamic and cause their visuals to become an enhancement tool rather than a teaching crutch. You will also learn key teaching techniques that will enhance your college class and make it a communication delight for your students. We will learn and practice these strategies. Wear your teaching workout clothes. Our brains and bodies are going to get a comm workout!

Stacey Effrig, Blue Ridge Community College

**Concurrent Sessions 4: 3:15-4:15pm**

**Successful Assessment in Higher Education**

GATEWAY203

Two doctoral students and their program director designed an assessment project to better understand how the faculty currently engages in assessment activities, how they assess student learning and how such information can impact undergraduate education programs. The ultimate goal of the project was to glean faculty assessment practices in order to improve student learning. The project took place at a private, Catholic university in the Northeast served as the setting for the data collection. The coordinated effort between the doctoral students, assessment faculty, and the Office of Institutional Research composed a campus-wide needs assessment survey to gain perspective about potential professional development opportunities for the faculty. This presentation will highlight the major results from both the full-time and part-time faculty. We will discuss the particular areas of assessment needed that leads us to develop two faculty summer workshop professional development opportunities in June 2013. The outline for the workshops will also be discussed throughout the presentation.

Elizabeth Jones, Holy Family University  
Lauren Durkin, Holy Family University  
Nicole McPhillips, Holy Family University

**Marshmallows, GRIT, and Spaghetti**

GATEWAY205

Recent studies show students who try hard SUCCEED and those who don't fail. "In fact, people who succeed in getting associate's degrees are, on average, more gritty than people who get bachelor's degrees," according to Angela Duckworth's research at the University of Pennsylvania. "It takes as much grit to get an associate's degree as it does to get a Ph.D. "If you're going to get through a two-year college where the attrition rate is 50 or maybe even 75 percent, maybe you do need more grit to surmount all those obstacles," says Duckworth. Investigating this notion might be the key to improving OUR student SUCCESS! Join us to explore the possible ramifications of this latest study. How can you manage your classroom to encourage grit? We'll provide examples, tips and sticky fingers!  
<http://blogs.kqed.org/mindshift/2012/10/how-important-is-grit-in-student-achievement/>

Kelly Sell, Bucks County Community College  
James Sell, Bucks County Community College

**Pre-emptive Teaching: Enhancing reading and study skills in every academic discipline**

GATEWAY211

Reading-based assignments and projects pose considerable challenges for many community college students. When we design instructional activities in our respective disciplines, do we take time to anticipate the requisite reading, note-taking, and study strategies that our students will need to master the course learning objectives? What "pre-emptive" or intentional steps can we take to help students

navigate reading tasks with greater confidence and competence? Several practical before, during, and after reading strategies will be presented, and there will be time for attendees to share their best practices.

Marty Beilin, Montgomery County Community College

### **Creating the Adjunct App: A Collaborative Model for Providing Professional Development to Adjunct Faculty**

GATEWAY213

Without adjunct faculty, colleges across the United States cannot fulfill their educational missions. The Maryland Consortium for Adjunct Faculty Professional Development (MCAPD) has developed a collaborative model for providing professional development to Maryland adjuncts to enhance teaching and learning in two-year, four-year, public and private institutions. This workshop will discuss: 1) how the group designed their work based upon two state-wide surveys of adjuncts where we have collected data on the demographics of Maryland adjuncts, the scope of their teaching experience, their professional development experiences, and their own perception of the adjunct experience as it pertains to professional development; 2) an outcomes analysis of the resultant six annual Adjunct Conferences which were designed for the unique needs of adjunct faculty throughout the state, but also integrate administrators, professional development planners, and full-time faculty ; and 3) how we successfully lobbied the Maryland Higher Education Commission to specifically define the term faculty to officially include adjuncts.

Mel Hall, Carroll Community College

Rik Karlsson, Prince Georges Community College

### **Out of the Classroom and Into the Gallery: Learning to See as a Tool for Learning to Write**

Library 220

Many composition instructors tout the usefulness of getting students out of the concrete box to directly observe a world they otherwise write about from memory or supposition, but there's usually more touting going on than wearing-out of shoe leather. Similarly, educators in all disciplines pay lip service to Howard Gardner's multiple-intelligences theory, but few of us craft assignments tapping our students' musical, spatial, kinesthetic, or interpersonal smarts as often as we know we should. In spring 2013 at Bucks County Community College, a number of composition instructors got serious on both these fronts, walking students across campus to the College's art gallery to take in and "write back to" Philadelphia Seen, a thoughtful and provocative exhibition featuring four Philadelphia photographers' explorations into the city's neighborhoods and lifestyles. Not content to breathe fresh air and provide vibrant visual subject matter for students' descriptive- and comparison-mode work, some instructors had students take up pencil and crayon to draw their way through the types of pre-writing work usually tackled, in comp class, via free-associate writing—a move any Gardner disciple will recognize as a shift from verbal to spatial and kinesthetic intelligences rarely drawn on (pun intended) in comp class. How did it go? Come to this panel and hear two instructors who took their classes to the gallery tell you—and hear, too, from the gallery director and Language & Literature Dept. faculty member who worked together to coordinate this interdepartmental program.

Fran Orlando, Bucks County Community College

Stephen DoCarmo, Bucks County Community College

Stephanie McBride, Bucks County Community College  
Paula Raimondo, Bucks County Community College

**To Blend or Not to Blend (ROUNDTABLE DISCUSSION)**

L118

Have you been contemplating a hybrid course and not sure where to start? Have you been teaching online but feel a hybrid class may be a better approach? Are you currently teaching a hybrid class and feel it needs a better blend? This presentation will take you through a journey of mistakes and successes developing and refining a hybrid class. Blended learning allows us to combine the best of two worlds, face-to-face instruction along with online teaching. The blended environment allows for deeper and richer learning environments. This presentation will touch on how to avoid course and a half syndrome, improve blended course design and discuss ways to engage students in this environment. Participants will be provided with tips on how and where to start the developments of a blended class. We will also work with hands on tools to help define the two environments. Furthermore participants will leave with resources to help blend or improve your hybrid class.

Fran Lukacik, Community College of Philadelphia