May 31, 2019

Dear Conference Attendees:

On behalf of the entire Bucks County Community College learning community, I am both delighted and honored to welcome you to the 2019 Faculty of the Future Conference. We appreciate the time and effort each of you has made to attend today, and we thank your institutions for supporting your participation.

In our 17th year, our conference goal remains to give college faculty from throughout the region the professional development and networking opportunities found at national conferences without the expense in time and money of larger symposia.

Today is a wonderful opportunity to explore and share what works and, equally important, what doesn’t work. It is a day that allows you to meet faculty who share similar interests and challenges.

As always, we provide the venue for your interaction but only you can keep the spirit and the vitality alive. Without your interest, presentations, attendance, and continued support, today would just be another Friday.

Thank you for allowing Bucks County Community College to be part of your professional development and networking opportunities. We hope you find today to be a valuable learning experience, contributing to the success of all of our students.

Sincerely,

Stephanie Shanblatt, Ph.D.
President
Bucks County Community College
Conference Schedule

8:00am - 9:00am  Registration, Continental Breakfast, and Vendor Access  
*Gateway Center Atrium*

9:00am - 9:20am  Welcome and Opening Remarks  
*Kevin and Sima Zlock Performing Arts Center*

9:20am - 10:20am  Keynote Presentation, Dr. Julita Haber  
*Kevin and Sima Zlock Performing Arts Center*

10:30am - 11:20am  Early Morning Sessions  
*Library & Gateway Center*

11:30am - 12:20pm  Late Morning Sessions  
*Library & Gateway Center*

12:20pm - 1:15pm  Lunch  
*Linksz Pavilion*

1:15pm - 1:50pm  Poster Sessions and Vendor Access  
*Gateway Center Atrium*

2:00pm - 2:50pm  Early Afternoon Sessions  
*Library & Gateway Center*

3:00pm - 3:50pm  Late Afternoon Sessions  
*Library & Gateway Center*

4:00pm - 5:30pm  Closing Reception  
*Library Lobby*
Keynote Presentation
9:20 AM – 10:20 AM

Dr. Julita Haber
Director, MBA program and Clinical Assistant Professor at the Gabelli School of Business, Fordham University

Her research interests include impressions of competency and competency pressures. She studies the adverse effects of organizational norms to appear competent at work. Dr. Haber coined a new research area of “competency labor” in management. She is a recipient of two awards for best reviewer as well as the best paper award in the teaching innovation and management education track in a recent Southern Management Association conference.

Dr. Haber uses innovative pedagogical methods. She developed a fitness-integrated learning (FIL) approach that engages students in physical exercise when learning in class. In the spring of 2018, her FIL class was the first of its kind on a college campus in the United States, which brought national attention to Fordham with coverage by ABC News, Good Morning America, Poets & Quants, and MTVU. With a goal to further enhance learning, she also actively uses virtual reality and augmented reality (AV/VR) to increase student engagement and infuse emergent technology into a classroom and the MBA program. These efforts were featured in March 2019 by US News. Dr. Haber leverages 20 years of business and management-consulting experience with Deloitte & PwC prior to her academic career. Her degrees come from New York University, Boston University, Ben Gurion University in Israel and TUI University.

Lastly, growing up in Europe, working and studying in the Middle East, living in the United States, and traveling around the world to 50 countries have enabled Dr. Haber to develop a culturally diversified perspective that heightens her students' global exposure.
Early Morning Sessions

10:30 AM – 11:20 AM

The Effects of Prescribed Exercise Curriculum on Academic Performance
Roundtable LIBR 310

The purpose of this study is to examine the impact of a prescribed exercise curriculum on the academic performance of students enrolled in developmental education classes at the community college level.

Scott Bradshaw, Bucks County Community College

Art Not Just for Art’s Sake: Enhancing Students’ Learning Experience
GATE 104

Learn how a college art gallery can be the ultimate open-educational resource. Visual texts, artists’ and curators’ talks and written statements, gallery receptions and local media coverage all happen in real-time on campus. This session gives instructors ideas for incorporating a visit to their college art gallery into their composition, world language, ESL, or humanities course. This includes how to scaffold a writing assignment, facilitate a peer-discussion among students, and most importantly, how to engage students at all levels in conversations about current hot topics of today.

Linn Lisher and Paula Raimondo, Bucks County Community College

Changing Attitudes Towards Math using Manipulatives in Summer Camps
GATE106

Now in the fifth year, summer math camp is a way to expose young children to mathematical concepts. This presentation will encourage other faculty to investigate and/or develop similar outreach initiatives for the benefit of supporting youngsters to engage positively in critical thinking and, in turn, to develop positive attitudes towards mathematics as a discipline. We will share our experience as to what works and have an interactive discussion that will inspire faculty to create similar initiatives at his/her respective college. Ideas for activities that have proven successful will be share.

Sally Mulvey, Stephen Hiamang, and Abdul Kamara, Brookdale Community College

Getting Started with OER: Fundamentals, Implementations and Assessment
GATE 119

This session covers the fundamentals of Open Educational Resources (OER) and explains its importance in today’s education. We explain different approaches to starting an OER course and implementing it in order to create accessible and engaging classrooms. This session includes demonstration
of searching for resources that are already available, modifying existing content and creating original material for different courses as well as discussion of personal challenges and successes in implementing OER across different courses at PCCC. We will also discuss assessment that compare a regular course to a concurrent OER section.

Khloud Kourani, John Paul Rodrigues, and James Sanders III, Passaic County Community College

**Converting a Lecture into an Experiential Learning Activity**  
*GATE 205*

Are your Gen Z students bored of your lectures? Try converting one into an experiential learning activity. In groups, participants will take one of their lecture topics and convert it into an EXL activity that includes outcomes, procedures, and assessment. Participants experience the process!

Doug Linde, Delaware Valley University

**How Various Academic Levels Engage in Assessment Dialogue**  
*GATE 211*

During this presentation, it is our goal to display how various academic levels engage in assessment dialogue, as well as how it can be used to improve instruction and engage more faculty and/or teachers. Throughout the discussion, we intend to highlight how the planning process for assessment plays an integral role in finding meaningful results that can be used to provide important feedback for students and teachers. Ultimately, the conversations around assessment play a critical role in how such results and feedback are used to improve instruction. We look to explain how the assessment conversations are threaded with implementation strategies across academic levels.

Lauren Durkin, Nicole McPhillips and Colleen Mooney, Rider University

**It’s a Must-Read: Students Read Student Writing for Complex Ideas**  
*LIBR 219*

Restrictive formats for writing papers (e.g., the five-paragraph theme) preclude students’ ability to move from rudimentary to complex ideas. Since the point of writing is often to create grades, students’ desire to play it safe undermines learning. The presenters, faculty who teach a linked environmental conservation and composition course, will guide educators through an interactive workshop toward using an alternate approach of assigning writing and of “reading papers” as a way to help students to see beyond their standard understanding of writing and to enhance thinking about difficult, complicated ideas while maintaining the rigor of the natural science course.

Francis Fritz and Deirdre Garrity-Benjamin, Community College of Philadelphia

**Show Them the Money! Enhancing Student Success with Financial Education**  
*LIBR 220*

The University of the District of Columbia Community College, in partnership with the Guardian Life Insurance Company of America®, has implemented a highly successful financial capacity program for students. This program is a unique and effective collaboration between key stakeholders and the
Community College to promote academic excellence by requiring financial education as part of the curriculum. This session will highlight how the program was initiated, instructional strategies used, partnership collaborations, successes and challenges, and next steps. The session will share how financial literacy curriculum will lead to academic and personal success.

Albert Pearsall III, Scott A. King, University of the District of Columbia

Using Immersive (VR) Technology in Learning

Library Media Lab

Immersive technologies include virtual reality (VR), augmented reality (AR), and mixed reality (MR). These emerging fields have the potential to be paradigm-shifting in the classroom across an array of fields including biology, chemistry, physics, math, history, and art. We will demonstrate some proof-of-concept activities, particularly Virtual-Reality Augmented Lecture (VRAL) in the biology classroom. We will demonstrate how it is currently being used, and how it can assist you to present material in new and interesting ways. Within human anatomical structures, views of certain bones and muscle attachment sites can now be easily visualized for the first time through 3D representations provided by immersive technology. We will also open the conversation to speak about the potential uses of the technology in the future.

Matthew Seibert, Karl Carter, Andrew Ippolito and Julie Crowell, Bucks County Community College

Late Morning Sessions

11:30 AM – 12:20 PM

Food Insecurity

Roundtable LIBR 310

Food insecurity affects students on campuses throughout the country. Learn about the recent initiative at Bucks County Community College to support food insecure students. Participants will have an opportunity to share the successes and challenges of supporting food insecure students on their campuses and brainstorm with colleagues from other colleges.

Samantha Gross and Jennifer Salisbury, Bucks County Community College

Writing the Way Out of Common Conflicts Between Students and Professors

GATE 104

The percentage of college students seeking mental-health care nearly doubled in the last decade, and teaching faculty are on the front lines. In this environment, common yet challenging conflicts such as miscommunication and grades quickly can escalate emotions. Born of a collaboration between colleagues in English and Counseling, this presentation offers a sample lesson on handling conflict and an essay assignment in which students discuss a past conflict, analyze how their identity shaped their response to the conflict, and reflect on constructive ways to handle the situation. Participants will leave with materials they can adopt or adapt for their classrooms.
Michael Remshard and Melissa Strong, Community College of Philadelphia

**What to Do: Part Time Students Spending Full Time on Campus**

*GATE 106*

This presentation endeavors to actively work with the audience to identify the concerns of students not having enough to keep them busy on campus when they are taking part-time classes but spending full-time on campus. This will be presented through three different case study reviews, and audience generated concerns with group collaborative problem-solving.

Michelle L. Mitchell, Lehigh Carbon Community College
Jennifer C. Osinski, Bucks County Community College

**Developing a Zero Text Book Cost Section for Introduction to College Mathematics**

*GATE 119*

In this presentation, learn about the use of MyOpenMath in the development of a section of the course Introduction to College Mathematics. MyOpenMath, an open source application, provides free hosted use of this platform in support of free, open textbooks. The intent is to provide classroom use of the platform, without any required cost to students and to provide students self-study opportunities. A discussion of pros and cons of the application as well as a demo of the application will occur during the presentation. After the presentation, the audience will have some basic idea about the platform and will be able to start the process of developing their own course using the software.

Tanvir Prince, Hostos Community College

**Drones, Robots and Virtual Reality: Tomorrow's Classroom**

*GATE 129*

What will tomorrow's classrooms look like? How are artificial intelligence, virtual reality, augmented reality, voice technologies, and drones being used in courses outside of STEM like English, History, Psychology, and ESL? This interactive presentation will showcase various tools and projects and participants will leave with a recipe for "easy-bake" virtual reality projects!

Beth Ritter-Guth, Northampton Community College

**Bringing Energy and Excitement to the Classroom with Case Studies**

*GATE 203*

Case studies are a powerful student-centered teaching strategy that encourages teamwork, critical thinking, communication, and application. Having students work in real-life situations engages them to apply theory concepts rather than analyze them. Join the discussion to learn more about this learning strategy and consider the benefits of introducing it.

Lisa Mayer and Joanna Campbell, Bergen Community College
Effective Active Learning Strategies through Learning Management System Tools

*GATE 205*

How can you keep students engaged by using just the tools within your learning management system (LMS)? Through this interactive workshop, participants will learn how to use and apply LMS tools to facilitate active learning and critical thinking skills in any course format (i.e. face-face, hybrid, and online). Presenters will be using Canvas to demonstrate various strategies through the use and integration of the following tools: Assignments, Discussion boards, and the Chat function. Non-Canvas users will all benefit from this workshop.

Michelle Pierson, Scott Melideo and Regina Hierholzer, Bucks County Community College

Untapped Leaders: New Faculty Challenges in the 21st Century

*GATE 211*

2019 - a watershed year for community college faculty? In 2018, the League for Innovation in Community Colleges published the results of a national survey of changing faculty roles. At the same time, the Association of American Colleges released a series of articles regarding "educating the whole student." Both sources make it clear that faculty face exciting challenges. The presenters will engage participants in analyzing the challenges using identity, belonging and resilience. The interaction will conclude with an assessment of individual resilience as a tool for change management.

Michael H. Parsons and Mathew McIntosh, Morgan State University

Engaging Your Community with Workshops

*GATE 213*

Extracurricular programming is an important way to promote lifelong learning though it can be challenging to get students to participate, especially at a commuter campus. This session shares tips that the Library Department used to increase student involvement in our sponsored workshops. It covers best practices in developing topics that are relevant to students, planning, marketing and collaborating across campus. By focusing events on topics trending among our students and developing a semester long schedule, the Library increased student-faculty contact from an average of 100 participants a semester to over 600.

Alexandra Rojas and Chris McHale, LaGuardia Community College

Every Professor Teaches Writing: Sheltering Writing Assignments Across Disciplines

*LIBR 219*

This session will show professors in disciplines other than English how to effectively shelter essay/research paper format while teaching course content. Strategies for communicating expectations, developing templates and rubrics and making clarity, organization and brevity fun for all disciplines will be both demonstrated and developed in an interactive workshop format.

Andrea Vaccaro, Raritan Valley Community College
Who are your Students? Culturally Responsive Teaching at Community Colleges

**LIBR 220**

Culturally Responsive Teaching (CRT) creates deep and meaningful connections by relating course content to students’ lives. By structuring assignments so that students choose and develop topics to which they have a personal attachment, the SPISE Model of CRT respects the life experiences of diverse student bodies at community colleges. This presentation explains how the model improves equity, fosters inclusion and empowers students in courses at Kingsborough Community College. Student grades, retention rates, and questionnaires regarding feelings of inclusion, engagement, and connection to the course material, instructor and fellow classmates provide quantitative and qualitative measures of success of the model.

Dawn Levy, Kingsborough Community College

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Poster Sessions

**1:15 PM – 1:50 PM – Gateway Atrium**

**Alignment Between Program Learning Outcomes and Course Learning Outcomes**

The researcher conducted five case studies to examine alignment between concentration learning outcomes and course learning outcomes in Master’s Degree Programs with a Giftedness Concentration. The researcher found that, across the five case studies, all course learning outcomes were stated and aligned with the concentration learning outcomes. The researcher found that all five case studies had the most cognitive learning outcomes within the “applying” level under Bloom’s Cognitive Taxonomy (2002) and three out of the five case studies had the most affective learning outcomes within the “organization” domain of Krathwohl’s Affective Domain (2013).

Dr. Nicole McPhillips, School District of Philadelphia

**Beyond Academic Resources**

A comprehensive display of both social and human services throughout Bucks County.

June Rogers and Marcia Nye, Bucks County Community College

**Engaging Chemistry Students with Service Learning**

Applied learning enhances our understanding. Service learning projects in environmental chemistry offer many opportunities for applying the learning in general chemistry to improving our environment and serving our communities. Typical projects involve outdoor field work with such community partners as the Chesapeake Bay Foundation. Additionally, some students are working with the professor investigating a campus stream affected by parking lot runoff. Attendees will learn about specific applications of service projects to general chemistry and about the logistics of incorporating a service learning option in the course work.
Maureen A. Sherer, Anne Arundel Community College

**IPE Innovation- Forensic Simulation collaboration of Chemistry and Nursing students**
Healthcare workforce requires caregivers to collaborate with all disciplines to form interprofessional teams in order to deliver highest level of safe patient centered care. Chemistry and Nursing prelicensure students engaged in a forensic simulation integrating knowledge, skills and attitudes.

Rosemary Elliott, Holy Family University School of Nursing Professions

**Supporting Student Success in STEM Courses Using an Adaptive Learning Technology**
One of the unique challenges for instructors of STEM courses is the vast differences of the incoming students’ understanding of the fundamental concepts of the course. This presentation will discuss the benefits of supplementing Chemistry and Mathematics STEM courses with ALEKS (Assessment and Learning in Knowledge Spaces), an adaptive learning system. The ultimate result of this pilot program was a 10% increase in the average grade score for the standardized final course exam in Chemistry and improved results in Mathematics. This pilot project was enabled by the NNJ-B2B grant from NSF and STEM grant from the Department of Education.

Henriette Mozsolits, Kala Mayur and Daniela Kitanska, Passaic County Community College

**Ways to Address Math Anxiety**
Consistently, over twenty five years teaching experience, students demonstrated a high degree of math anxiety in terms of class participation, willingness to engage with the material and classmates, and performance on assessments. A review of literature on align methods for neurodiverse students revealed a lot of information about different ways to improve student learning. One clear theme to this research is that students are individual learners. Not everyone learns in the same way. Using one method for the entire class was a real problem. Learn and discuss tools that can be applied to give students the knowledge they need which will lead to reduce anxiety with mathematics.

Leslie Weinfeld, Manor College

**Early Afternoon Sessions**

2:00 PM – 2:50 PM

**Learning Communities: How to Engage faculty?**
*Roundtable LIBR 310*

Faculty Learning Communities are small groups of faculty who work over a period of time to implement changes to their teaching with the goal of improving learning. Bucks County Community College offered various Faculty Learning Communities Institutes during the 2018-2019 academic year. The goal is to share research-based teaching strategies with small groups of faculty and have those groups collaborate over a period of time to implement changes and assess results. We’ll share our successes and challenges with Faculty Learning Communities and other professional development efforts. Attendees are encouraged to share best professional development practices at their institutions so that we may learn
from one another as we pursue the goal of making improved connections between teaching practices and student success.

Kate D' Auria and Linda McCann, Bucks County Community College

**Student and Faculty Support for Online Courses: After Hours Strategies**  
*GATE 104*

New standards for online courses often require support for students (and instructors) in online courses after regular business hours. This is a challenge in terms of staffing and budget. This session will discuss strategies for building self-service knowledge bases where faculty and students can go for technical support after regular business hours. These strategies need not require expensive solutions or complex software. Instead, straightforward, cost-effective solutions can be employed to provide the support faculty and students need.

Ron Costello, Immaculata University

**Assessments That Are Working**  
*GATE 106*

This session will cover the latest research in assessment. We will also explore the following questions:
- How do we assess our students? Teacher created and publisher created exams. Which ones work?
- What do our students expect from our assessments? How can we bridge the gap?
- What rubrics work? What assignments work? Participants are encouraged to bring assessment ideas, rubrics, and their opinions about publishers that include online assessments, which they have used in their classes. An international engineering student from Penn State Abington will share his thoughts on assessment as well.

Terri Stiles, Montgomery County Community College

**The OER Institute: An Approach to Faculty Development and Engagement**  
*GATE 119*

Stuck on how to inform and engage faculty about OER adoption? In 2018 Bucks County Community College launched its first Open Educational Resources Faculty Institute. This four-day professional development opportunity, created and led by two faculty members, provides experience in identifying, evaluating and adapting OER, in understanding Creative Commons licensing, and in redesigning courses to accommodate open materials. After successful completion of the Institute, participants may submit a proposal for redesigning a course into a “Z” course, and if accepted they then receive a stipend to redesign the course. Institute leaders will share successes and challenges of creating and implementing this faculty “OER pipeline.”

Bill Hemmig, Stacey Bennett and Regina Hierholzer, Bucks County Community College

**Game On: Using Game Based Learning in the Classroom**  
*GATE 129*
Games are not just for fun; they offer a potentially powerful learning environment. Game based learning integrates gaming into learning experiences that increase engagement and motivation. Discover how gaming can foster different skill acquisition in an active and experimental learning environment.

Joanna Campbell and Amarjit Kaur, Bergen Community College

Using Course Syllabus Design and Technology to Foster Student Success and Retention

Do your students refer to their course syllabi for resources when in need? Do you experience that some students drop out of your introductory gateway course after the first exam without asking for help? Are you struggling with getting your students to reflect on their study plan, strategies and skills when they fail an exam? Learn how to design a powerful course syllabus by setting a positive tone, and incorporating resources in an interactive way. Also, learn how to use Microsoft form surveys as exam wrappers in an introductory course to foster student success and retention.

Madhavi Shah, Raritan Valley Community College

Creating Authentic Engagement and Community in the College Classroom

We will discuss authentic engagement versus surface-level participation in the college classroom. We define “authentic engagement” as involving students in a classroom community through respectful exchanges, active learning, and critical thinking. This type of engagement has proven to encourage creative thinking, practical applications of material, and trust between faculty members and students. We will offer practical suggestions to foster this type of environment. We will also question the effectiveness of grading as a measurement of meaningful classroom interactions.

Julie Mainka and Denel Bingel, Raritan Valley Community College

Transferring Community College Credits and Accommodations to Four-Year Institutions

As more and more students with accessibility needs are on college campuses, there is a need to include information on how to transfer accommodations in the transfer process. The session includes discussion of the general transfer process, how to transfer accommodations, and how the Advising and Transfer Center and The Office of Accessibility (TAO) are collaborating to disseminate this information in the transfer process.

Debora Bergen and Jennifer C. Osinski, Bucks County Community College

Trial Run: What We Learned From Organizing a Mock Trial Competition
In 2019, Bucks County Community College held its inaugural student mock trial competition. In this presentation, we will address the learning outcomes that come from participation in mock trial programs, and how they can benefit students from various majors. We will also discuss our efforts to incorporate students/faculty/staff and administrators from other disciplines, making it a cross-campus effort. Finally, we will address some of the challenges that we encountered. Time will be reserved at the end of the presentation to address any questions participants have about how they can incorporate this kind of innovative programming at their institution.

Brenda Seibert, Heather Costello and Chris Simcox, Sarah Jakob and Jody Seutter Bucks County Community College

Providing Valuable Feedback on Student Writing

This presentation will introduce various ways to provide engaging and meaningful feedback on student writing assignments in online and face-to-face courses. We will discuss both written and audio feedback, as well as ways to make peer review and student response to instructor feedback more effective with respect to the writing process.

Meghan MacNamara, Pennsylvania College of Health Sciences

Addressing the Stigma Surrounding Substance Use Disorder through Connections

The stigma surrounding Substances Use Disorder (SUD) is not new, nor is the impact of the stigma diminishing. As we enter a time in health care where the opioid crisis is reaching epidemic proportions, faculty are in an optimal position to prepare a workforce to enact change. For example, students studying nursing may be holistically focused on the physical and emotional parts of addiction, the social work student may be looking at the social determinants of SUD and the substance use-counseling student may be looking at the cycle of addiction; however, the initial approach of study needs to be around the stigma. The language used to discuss those afflicted with SUD is often negative, and intertwined with judgment, which can result in less effective care.

Laureen Tavolaro-Ryley, Community College of Philadelphia

Late Afternoon Sessions

3:00 PM – 3:50 PM

Conspiracy Theories as a Teaching Tool

Laureen Tavolaro-Ryley, Community College of Philadelphia
Some theories are so well crafted that they are enticing, and this enticement clouds our ability to assess them clearly. But it is just as dangerous to accept every conspiracy theory as it is to dismiss them categorically. How can we take something seriously without getting sucked into it? This roundtable will examine the tension between cognitive biases and emotional commitments and how we can help students, and ourselves, navigate this tension.

Mehul "Stretch" Shah, Bucks County Community College

**Strategies for Teaching Dual Enrollment Students**  
*GATE 104*

As college instructors, we may be teaching dual enrolled high school students in our classes, or perhaps entire classes in high schools. Yet have we learned how best to teach this group? What challenges do these students face in higher education? What do we need to know about adolescent development, learning, and the effects of society on this age group? Participants will learn about the research about benefits and challenges that students face in dual enrollment programs. This session will provide instructional strategies to facilitate student success.

Melissa Altman-Traub, Community College of Philadelphia

**Zooming in on Snow Days**  
*GATE 106*

This presentation includes information on Zoom, a video communication tool that can be used to meet with students on snow days or for live virtual office hours. Using Zoom, a professor can accomplish the same goals that they had planned for that day. Zoom allows you to interact with your students, screen share your power points, use Zoom’s whiteboard and use break out rooms to have students work in small groups.

Mary Catherine Bolton, Bucks County Community College

**NCC’s Professional Development Remix: Games, Podcasts, and Sitcoms. Oh, My!**  
*GATE 129*

In 2018, Northampton Community College rebooted its former Center for Teaching and Learning by opening two new Centers for Teaching, Learning, and Technology. However, the physical spaces weren’t the only things that underwent dramatic changes. The CTLT’s whole approach to faculty professional development underwent a paradigmatic overhaul, as its leadership shifted from an administrative supervisor to two faculty fellows. What happened when the inmates took over the asylum? Gamification of professional development. Podcasts. A technology sitcom series. Synergy with the college’s Center for Innovation and Entrepreneurship and Fab Labs. Faculty wellness initiatives. Game nights. And a whole lot more.

Randy Boone, Jeffrey Armstrong and Karen H. Bearce, Northampton Community College

**Make the Science Connection: An Exercise in Interdisciplinary Teaching**  
*GATE 203*
College students in life sciences often lament that they must take courses in mathematics, physics and chemistry before they get to the subjects of their interest as they do not see any underlying connection or need. We developed an interdisciplinary course that aimed to use basic mathematics and physics in biological questions thus highlighting the interconnectedness of those fields of study. We taught it as a one-credit elective entitled “Make the Science Connection.” We will share our experience in developing and implementing the course as well as our challenges for future reiterations.

Elizabeth M. Skendzic and Svetlana Shkitko, Delaware Valley University

Creating a Communicative Oasis in the World Language Classroom
GATE 205

Like an oasis in the desert our classrooms can become a flourishing meaningful and engaging place in which to learn another language. Our classrooms should be a student-centered and teacher directed. The language our students hear and read should be personalized, interesting, rich and varied. When the context of communication centers around their lives and stories the teacher can make this happen. The presenter will give a rationale for this innovative approach, cite second language acquisition research, show videos of his students from the Community College of Philadelphia and give a real-time demonstration.

Marc Oleynick, Community College of Philadelphia

Discovery Lessons and the Fully Engaged Student
GATE 211

The best lessons engage students which makes learning more likely. Properly designed discovery lessons can accomplish both of these goals. These types of discovery lessons are not just lessons where students work together to learn the course content. They are lessons where students learn the content while learning about themselves and others, including how to use their minds more effectively and becoming more frustration tolerant. Attendees will be participants in a competition based lesson and a second lesson that uses checksums to create a self-grading task (signaling to students that their lesson conclusions are correct). Additional lessons will be demonstrated as time allows including: ABCD, changing the context, five questions and five questions only, flip the Popsicle stick and more. While the lessons will be science based they are adaptable to any subject area.

Pete Barra, Raritan Valley Community College

Closing Reception
4:00pm – 5:30pm Library Lobby
Special Thank You to Our Conference Sponsors