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. Robbie Melton
                 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 Main Floor
The Emergence of The Internet of Everything (IoE) Smart Connected Devices and EduGadgets for Real-Time On-Demand Transformation of Education

Kevin and Sima Zlock Performing Arts Center (ZPAC)

Gartner (2014) defines the Internet of Everything (IoE) as the network of physical objects that contain embedded technology to communicate and sense or interact with their internal states or the external environment. The rise of these connected ‘smart’ technologies provide new opportunities for transforming teaching and learning, as well as real-time, on-demand data, for evoking immediate changes. This presentation will address the possibilities and challenges of IoE Smart Technologies (EduGadgets) as data driven tools for improving academic and social performance and a showcase of technology highlighting the latest innovations in emerging technologies of wearables, mobile devices, health and fitness aids, STEM, mixed realities (VR/AR/Gamification/Holograms) across the education disciplines and K-16 spectrum.

Outcomes: Learn about the development and impact of Internet of Everything (IoE) Smart EduGadget of mobile devices, smartphones, wearables, and virtual – augmented reality with hands-on viewing. Share in the exploration of the educational possibilities and challenges.

Dr. Robbie Melton
Associate Vice Chancellor for Mobilization-Emerging Technologies for the Tennessee Board of Regents

Dr. Robbie Melton serves as the Associate Vice Chancellor for Mobilization-Emerging Technologies for the Tennessee Board of Regents, tenured full professor at Tennessee State University, and serves on the Board for the Online Learning Consortium (OLC), WCET Executive Board, MERLOT Project Director, Apple Distinguished Educator (2013), DELL Consumer Tech Advisory Board, and Global Education Center. Her tributes include the 2014 Top 30 Technologists, Transformers, and Trailblazers by the Center for Digital Education; 2012 Top Fifty Technology Innovation Educator from the Center for Digital Education and Converge; 2012 WCET WOW Education Technology Award; featured speaker at the United Nation UNESCO Mobile Learning Symposium. Dr. Melton formerly served for ten years as the chief administrator responsible for the strategic planning and implementation of Tennessee Board of Regents’ system-wide Regents Online Campus Collaborative (ROCC): Regents Online Degree Programs (RODP) and Regents Online Continuing Education (ROCE). Dr. Melton has published and presented around the nation about the impact and value of online education and mobilization for education and the workforce. She acquired a new moniker as an “Appologist”, due to her extensive research of the pedagogy and best teaching practices with mobile devices (smart phone, tablets, wearable, and virtual-augmented reality), and for her creation of a Mobile App Education and Workforce Resource Center (50,000+ Apps and EduGadgets that have been aligned with over ninety-five subject areas from Pre-K to Ph.D., including workforce careers, professional development and life-long-learning; according to one’s mobile device of choice): www.appapedia.org
Early Morning Sessions
10:30 AM – 11:20 AM

Open Dialogue with Dr. Robbie Melton
ZPAC

Q&A Session with Keynote Speaker Dr. Robbie Melton.

Creating New Perceptions of Community College through Collaborative Partnerships
Gateway 106

ACES is an innovative collaboration between a public school system, a community college and a consortium of universities. "Become" an ACES academic coach, learn how ACES increases student success and improves perceptions of community college.
Brenda Lantz and Andres Maldonado, Montgomery College

Student Success through Actions
Gateway 119

This session will introduce participants to data analytics and how it can be incorporated into any face-to-face or virtual course. Learn to use data to spark conversation with students, to reevaluate the flow of the course, and to serve as an early alert mechanism. Learn the useful role data analytics plays in course design from the perspective of a faculty member and an instructional designer.
Mary-Kate Najarian and Jodi Empol-Swartz, Montgomery County Community College

Mindful Connections
Gateway 129

This session will introduce contemplative pedagogy, and three of the veteran faculty members will describe and provide one or more practices that bring our often harried students mindfully and intentionally to the moment to be where they are, and to practice being present with the class and course material.
Alisa Diop and Ann Merck MacLellan, Community College of Baltimore County

Best Practices in Teaching Creative Writing
Gateway 203

A literature and best practice review and retrospective from 35 years of applied community college teaching pedagogy looks at the heuristics of the whole creative writing student as an eager learner and suggests the most efficient practices; prerequisites and classroom universal policies necessary to growth in creative writing ability. Positive growth in creative writing students’ work in the genre’s is associated with particular student personality orientations and attitudes, such as low classroom anxiety, moderate social extroversion, and a propensity toward altruism, confirming the author’s earlier research using the Omnibus Personality Inventory and longitudinal narrative pre and post-writing samples to confirm those same learning correlations in a California reservation Native American high school district...Voices of other Creative Writing teachers too!
James Freeman, Bucks County Community College
Students Can Get LinkedIn to Their Careers in Your Course

Gateway 205

Students come to community college to improve their job prospects but many have only a vague idea of their future career. Introducing LinkedIn into your syllabus will enable students to explore career options, to help them build a positive digital identity and network, and to feel enhanced engagement. During this interactive session, participants will learn to identify key parts of a LinkedIn profile for students, to build connections by participating in discussions and to find job opportunities and role models in order to learn about career possibilities and the road to get there.

Maureen Greenbaum, Union County College

Food Insecurity in Community College Students

Gateway 211

Researchers at Morgan State University are investigating the levels of food insecurity and its relationship to student success in community colleges. A pilot project is currently underway to ascertain the number of institutions that have provided food banks or pantries in an effort to assist their students in being more successful. It is difficult for students to concentrate on their classes when they are hungry. Learn about the first phase in this three-phase study and find out what community colleges in one state are doing to combat hunger among their students.

Robin L. Spaid, Leah Hollis, Carolyn H. Anderson, and Natasha Hurwitz, Morgan State University

Ideas for In-class Experiential Learning Activities

Gateway 213

Are your millennial students bored with your lectures and not reading your book? Try some in-class experiential learning activities. Various examples will be given by the presenter. Attendees will be encouraged to share some examples. By the end of the presentation, attendees will be able to explain reasons for adding experiential learning activities, explain the challenges, and identify various activities to try in their classes.

Doug Linde, Delaware Valley University

A Pragmatic Approach to Teaching Critical Thinking Skills by Utilizing Fairy Tales in a Mock Trial Setting

Library 219

One approach to teaching critical thinking, in the context of a Business Law class, is using problem-based learning, a form of active learning, through the use of mock trials of actual cases. While the concept is sound, there is an inherent problem with this approach. Since the platform for this exercise is based on the pre-determined outcome of a real life trial, any development of critical thinking skills can only be achieved at a very rudimentary level at best. How can one truly develop intrinsic critical thinking skills if the end result has been decided? My approach is to utilize fairy tales, like Goldilocks and the Three Bears, as the basis for the fact pattern of the trial thereby eliminating a pre-determined outcome and requiring students to analyze the facts from an innovative and forward-thinking perspective.

Leslie Francis and Ted Rosen, Queensborough Community College
The Library is Part of your Laboratory: Research and the Sciences  
*Library 220*

Sometimes science faculty do not take full advantage of the library and its resources. Online information sources continue growing and allow access to recent information unavailable in books. Many students have grown up with technology, but computer literacy does not equal information literacy. Students, especially science majors and those anticipating science careers must learn to research effectively and efficiently. This program will show the importance of libraries and librarians to science research, demonstrate important science resources, and demonstrate how faculty can teach effective library use through a Faculty/Librarian collaborative classroom project.  
*Dina Conde, Sussex County Community College*  
*Angela Camack, Mercer County Community College*

Exploring Opportunities in Campus Diversity and Inclusion  
*Library 310 (Roundtable)*

Colleges and universities are consistently discussing diversity and inclusion within existing parameters covered under federal laws. Many are also now considering the impact of life experiences, socioeconomic impacts and other challenges that are presented on campuses all over the country. This roundtable will include a discussion of successful approaches, new initiatives for diversity and inclusion programming among the participating colleges of the PA Community College on Diversity and Inclusion. The discussions will give participants opportunities to share their campus initiatives, discuss programming from other campuses around the country and explore new options for their campus communities.  
*Pamela A. Gallimore, Community College of Philadelphia*  
*Samantha Gross, Bucks County Community College*
Late Morning Sessions
11:30 AM – 12:20 PM

Student Voices: Improving Student Success by Bridging the Gap Between Teaching, Practice, and Research
Gateway 106

This current study looks at specific pedagogical practices used to teach lessons and develop linked assignments catered to the different types of student learners. The purpose of this study is to understand students as a whole and improve their success in college. Two small separate cohorts of criminal justice students participated in the spring and fall of 2016 learning community (LC). These students completed questionnaires that explored the benefits and challenges of the LC. The results indicate positive experiences for students. Policy implications for colleges are provided to improve the needs of future practitioners and researchers.
Crystal Rodriguez and Marjalone Vizcarrondo, CUNY Bronx Community College

Student and Faculty Satisfaction Levels in Regard to Shared-Campus Course Delivery and Interaction
Gateway 119

This study was prompted by the exploration of shared-campus courses at Bucks County Community College. Its purpose was to better understand the student experience in this modality of teaching and learning, which was facilitated by the use of two-way synchronous audio/video. Learn the pedagogical challenges inherent in shared-campus courses, the technical challenges in delivering effective shared-campus content, and the general satisfaction level of faculty and students.
Damon Hunnicutt and Heather Costello, Bucks County Community College

Such a Story! The Semester Long Case Study
Gateway 129

Learn how creating a semester-long case study engaged students while reinforcing the applicability of the course content to real-life scenarios. Any course can be "hands-on" when students become decision-makers and problem-solvers.
Jocelyn Sirkis, Community College of Philadelphia

Opening Up: The Challenges and Strategies of OER Course Design and Implementation
Gateway 203

Learn from the experiences of faculty and college administrators related to the design and implementation of courses using Open Education Resources (OER). Identify challenges to the project and strategies used to overcome these challenges in such diverse academic disciplines as History, Human Services, Political Science, and Honors Capstone courses. Attention will be given to team dynamics as they relate to OER course designs. Additionally, consideration will be given to the effects of OER use on teaching methods, learning outcomes, and overall student success.
Michael Whelpley, Greg Fallon, Martha Brozyna, and Jennifer Gasparino, Passaic County Community College

Meet Generation Z, the New College Student: Forget the Millennials!
Gateway 205
This session will dive into the new generation of students that are just entering college, Generation Z. Who are they and how are they different from millennials? What are their interests and how do you keep them engaged? How do they feel about themselves and what motivates them? What apps and social media are they using and why should you care? This session will be filled with visuals, hands on learning, and social media demonstrations (Snapchat, Instagram, YouTube, WhatsApp, Whisper, etc.) You will leave this session with a better understanding of who this new student is and how to connect with them in and out the classroom.

Dasha Marchetti and Megan Smith, Bucks County Community College

**Play and Learn: Utilizing Technology to Gamify Your Classroom**
*Gateway 211*

Come and play with us! Discover different tech tools that will facilitate gamification in the classroom. Find out how gaming encourages students to retain material, to feel more motivated, and to be engaged.

Kelly Scible and Kelly McMillan, Howard Community College

**Let's get Social! Using Social Tools in Teaching and Learning!**
*Gateway 213*

Adding a social component to teaching and learning can help engage your students in the material. There are various tools that can help bring a social atmosphere to your online class. Explore various tools including Yellowdig, Flipgrid, and more!

Julie Lopez and Katie Ishler, Montgomery County Community College

**Get Better Evaluations and Build Success Toward Promotion**
*Library 219*

Experience a web program to aid faculty in organization of the materials specifically to improve their evaluations. Learn about this new tool to further professional status.

Jonathan W. Grimes and Todd Abramovitz, Community College of Baltimore County

**Skull Session: Using 3D Printing to Bring Fossils Alive**
*Library 220*

Projects utilizing 3D printing link workforce and traditional academics. Learn about a collaborative effort between social science and advanced manufacturing that breaks down silos and enables innovation.

Conrad Mercurius, Stephen Kaufman, and Jacki Belin, Raritan Valley Community College

**“Alternative Teaching:” Pedagogy in a Post-Truth World**
*Library 310 (Roundtable)*

How can we best help students in an environment of ‘fake news,’ ‘so-called judges’ and rampant relativity, where everyone is entitled to their own opinion? In this roundtable discussion, we will examine how we need to act as educators to immunize students against falling into this relativity trap. Specifically, we will examine the attitude we need to take towards the information we offer to students, how we need to design assignments to discourage plagiarism, and how to help students develop their own ability to detect bullsh**.

Mehul "Stretch" Shah, Bucks County Community College
Poster Sessions

1:15 PM – 1:50 PM – Gateway Atrium

Inter-professional Simulations: Caregiver Roles Impact on Patient-centered Care

This presentation will highlight how simulation was incorporated into a Caregiving Symposium. Educating those in the healthcare workforce to collaborate as teams in learning nursing curriculum competencies established by Institutes of Health and American Association of Colleges of Nursing, results in advancing inter-professional collaborative practices and safe, high quality, patient-centered care.
Rosemary A. Elliott, Holy Family University School of Nursing and Allied Health Professions

Understanding Exam Anxiety

Students struggle with anxiety surrounding taking tests of all kinds. This presentation will be a look into the causes of test anxiety, how students can cope with it, and strategies educators can use to help students overcome test anxiety in order to improve performances on tests.
Gabriela Sprague, Brookdale Community College
Sally Mulvey and Stephen Hiamang, Brocade Community College

STEM + Art + Mindfulness = STEAMM: A Creative Approach to Teaching Physiology Concepts

Incorporating art and mindfulness into anatomy and physiology courses gives students an opportunity to engage with course material in a unique way. Students are challenged to become topic experts and represent randomly assigned physiology topics in a mandala format, write a brief paper explaining their project, and present their topic to their classmates. Students are graded on their knowledge and ability to accurately describe and discuss their topic and in their ability to translate that concept visually.
Lorna Cassano, Bucks County Community College

Female Student Veterans' Stop Out Enrollment Challenges at Community Colleges Community Colleges

This presentation details the process, conclusions and recommendations of the doctoral dissertation The Female Veterans' Voice: Their Challenges when Faced by Stop Out Enrollment. The study was conducted at Pennsylvania community colleges in 2016.
Jan Cook, Bucks County Community College

Show And Tell!

Identify classroom activities that help students learn to learn, understand students’ reactions to the activities, and learn the assessment outcomes as well as students’ confidence and attitudes outcomes. It is not just about the activities themselves, but how the activities are explained to students and the feedback following each activity. Being transparent about what students did and why they did it is the most important aspect of this strategy. Tell them why they are doing this exercise. Tell them the purpose.
Natasha Patterson, Montgomery County Community College
Early Afternoon Sessions
2:00 PM – 2:50 PM

Instill an Entrepreneurial MINDSET for Student Success
Gateway 106

Students who have the "MINDSET" of an entrepreneur succeed in the academic world, in their careers, and in their personal life. We will provide some interesting evidence! Opportunities to develop the characteristics of this mindset exist in any classroom environment. Learn to include the following eight concepts in any discipline; the power to choose, recognizing opportunities, ideas into action, pursuit of knowledge, resourcefulness, reliability, creating community and perseverance.

Kelly Sell and Jim Sell, Bucks County Community College

How Might the Growth in VR/AR Change Teaching and Learning?
Gateway 119

What if we told you that there are technologies available now that change the teaching and learning paradigm? That technologies used for gaming are educational game-changers? This session is an introduction to currently available augmented and virtual reality technologies that are able to keep your students 100% engaged (a student who is engaged is a student who is learning). Receive a brief overview of how the technology tricks the brain into believing a virtual environment is real, learn the results of research on the use of these immersive technologies in education, and identify caveats and current limitations.

Shawn Wild and Carol Seufert, Bucks County Community College

Reflections on Teaching High-Risk Courses with iPads and iPhones
Gateway 129

As more K-12 institutions are incorporating mobile devices and technology in the classroom, the higher education community is racing to catch up. Some higher ed institutions, however, are leading the way. Learn from faculty experiences, pedagogical practices, examples of student work, and research study findings from two years of teaching high-risk English and biology courses using Apple’s iTunes U, iPads and iPhones.

Alfred Siha and Rob Swatski, Harrisburg Area Community College

Embracing Change: The Global Awareness Dialogue Project
Gateway 203

As demographics and attention on campuses shift to reflect an increasingly diverse world, the classrooms must meet the needs, challenges, and the assumptions of both students and faculty from various experiences and backgrounds. The Global Awareness Dialogue Project (GADP) at Penn State Abington is a faculty development initiative, aimed at increasing the collective cultural understanding and competence of the faculty while examining the changing dynamics in the classroom.

Paula Smith, Penn State Abington
From A-Z: An Assessment Toolkit

Gateway 205

You are charged with developing a robust and formal assessment program at your institution. How do you get started? What are the necessary components of a successful program? Who is in charge of the process? Who are the stakeholders? What value does the institution place on assessment? Identify key components that lay the foundation for an effective assessment program, and to learn “add-ons” that may help sustain and nurture the assessment program at your institution. During the session, begin to build an assessment platform.

Joanna Campbell, and Maureen Ellis-Davis, Bergen Community College

Integrative Learning in Introductory Technology Courses

Gateway 211

Understand a comprehensive, interdisciplinary, project-based approach to an introductory general education technology course. The methodology of recruiting faculty across the curriculum to design and to build projects that are useful and practical for students in all majors will be discussed. The entire re-design process from vision to implementation, including adjustments and follow-up, will be explained. Learn best practices, potential hurdles, and strategies for similar projects.

Penny L. Foster and Susanne Markowski, Anne Arundel Community College

Nearpod - Create Interactive Lessons for Blended and Online Classes

Gateway 213

Learn how to create and use Nearpod to create interactive lessons for online delivery.

Stephanie Fells, Berkeley College

Fake News and the Life Skills Development It Fosters

Library 219

"Fake news" specifically questions the way mainstream news sources cover events and present facts, creating doubts about information sources heretofore considered authoritative and reliable. Such unchecked doubts negatively impact the quality of civic interaction. While “fake news” is relatively new, the questioning of authority and reliability is not. Indeed, this questioning has long been associated with information evaluation and competencies that can neutralize the negative impacts of “fake news” itself. Using this as a starting point, the facilitators will discuss how recent political discourse strengthens the need to teach students how to critically evaluate information as a life skill.

Alexandra Rojas, Chris McHale, Charles Keyes, and Anne O'Reilly, CUNY, LaGuardia Community College

Monarchs, Chaos Theory & STEM

Library 220

Discover an innovative approach to promoting student research in college-level science, technology, engineering and math (STEM) curricula. Faculty implemented a central-project approach, a kind of “butterfly effect,” for engaging students in a research experience. The actual concept is at the core of Chaos Theory, which revolutionized scientific thinking during the late 20th century. The project involves the restoration of a 1.1 acre meadow native habitat for the Monarch butterfly and other pollinator organisms. Data obtained from biological events, that occur in the meadow throughout the seasons, will be correlated with atmospheric and soil factors. STEM faculty and students will individually apply their respective knowledge and skills to the meadow project.

Michael S. Bernarsky and John Summers, Bucks County Community College
Several important roles are conceptualized for professional postsecondary reading faculty. These roles extend beyond traditional instruction in college developmental reading courses and focus on practical considerations for postsecondary reading faculty, such as administrative roles in two-year and four-year institutions and supportive and collaborative partners with disciplinary faculty in research and assessment projects.

*Dianna Sand and Elizabeth A. Jones, Holy Family University*
Mission Review: Are We Doing What We Say We’re Doing?
Gateway 119

When conducting assessment, too often, individuals are buried deep in the day-to-day operations of their respective roles to see the big picture, often minimizing the potential impact of assessment efforts. This session explores the Mission Review process at Bucks County Community College which brings together key individuals in a cross-campus forum to review and respond to assessment results as they relate to the college’s mission. At Bucks, six distinct reviews allow a focused look at various aspects of our mission including: Academic Success, Access, Transfer Preparation, Career Preparation, Service to the Community, and Stewardship of Resources. Barbara Yetman and Jenell Bramlage, Bucks County Community College

The Open Educational Resources Initiative at Bucks County Community College
Gateway 129

Bucks is engaged in the first year of a two-year, funded initiative to transition sections of twelve high-enrollment courses to the use of open educational resources (OER) and library resources that are free to students. Faculty course developers, faculty librarians, an instructional designer and a Universal Design for Learning (UDL) consultant work together to locate, evaluate and adapt free resources and incorporate them into new course templates in the learning management system that can be adapted by other course instructors. Project participants will guide attendees through their process and the results so far. Bill Hemmig, Stacey Bennett, Margaret Montet and Shawn Queeney, Bucks County Community College

Personal Adaptive Learning Solutions (PALS) Cyber Pathways Across Maryland (CPAM) TAACCCT Grant
Gateway 203

As instructors, we feel we do well to know our students and adjust coursework balancing between objectives and student mastery. Learning Management Systems (LMS) include often underused learner analytic tools. Using LTI, PALS connects to the LMS offering a unique set of learner analytics relying on students’ metacognition while providing the instructor an opportunity to find educational gaps to inform instruction. Participants will interact with PALS content, self-assess, and conclude reviewing the Instructor/Student Dashboard. Russell Burchill, Anne Arundel Community College

Calming Students Fear of Speaking
Gateway 205

Calming student speech anxiety is very important in speech classes and reading and writing classes. Understand the recent literature on overcoming speech anxiety and learn techniques to reduce speech anxiety. Discover techniques for accumulating data, using google docs and blackboard discussions, to identify students’ prior knowledge of the subject matter in order to facilitate relaxation. In a group discussion, identify strategies to calm student’s speaking anxiety. Terri Stiles, Montgomery County Community College
It's Game Day! Using Common Games in Academics
*Gateway 211*

This interactive presentation will challenge participants to play games to learn about the impact of gaming on student learning. Participants will work together to "break free" from the Underground Railroad escape room and will create a Monopoly Board based on Dante's Inferno.
*Beth Ritter-Guth, Union County College*

Discussion Board 2.0: Enhancing Asynchronous Online Discussions
*Gateway 213*

Discussion boards are commonly used for engaging students online. However, many instructors feel they lack the substance of a face-to-face classroom discussion. In this session, we will begin by exploring strategies that help students engage and connect with each other online. We will then examine prompts that encourage deeper discussion, promote higher-order thinking and require students to take on new roles. This interactive session will ask participants to reflect on their own courses and consider how these strategies may apply in their course or discipline.
*Simuelle Myers, Temple University / Delaware County Community College*

Unconscious Bias: Undo Bias & ActConsciously
*Library 310 (Roundtable)*

Raise awareness and appreciation of differences that exist in people and explore the diverse perspectives of others. Increase awareness of the impact of subconscious negative opinions about various groups of people, practice how to recognize, understand, communicate, and manage one’s own feelings, identify and redirect patterns of behavior with practical ideas for reducing hidden bias, and develop strategies to reinforce and sustain learning beyond training.
*Jennifer Harrison and Karen Felix, Warren County Community College*

**Closing Reception**
*4:00pm – 5:30pm Library Lobby*
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