

Proving and Improving Teaching and Learning

Program of Presentations

January 10 and 11, 2008

Carroll Community College, Westminster, Maryland

The Annual AFACCT Conference (Association of Faculties for the Advancement of Community College Teaching) gives community college faculty members an opportunity to develop their professional skills, increase their knowledge, and share their research and expertise with others. Above all, the AFACCT conference is an opportunity for Maryland faculty members—both full- and part-time—to meet with others in their teaching disciplines.

The theme of this year's conference is "Proving and Improving Teaching and Learning," a topic sure to prompt discussion and sometimes heated debate among faculty members. In addition to topics on the conference theme, participants will hear presentations on pedagogy, health, and fitness, discussions of "Helicopter Parents," problem-based learning (PBL), the application of technology to teaching in a variety of disciplines, critical thinking, college readiness, the learning gap syndrome, international travel study opportunities, and many other stimulating presentations. In all, 82 peer presentations are scheduled, including 50-minute presentations, Poster/Website displays, and hands-on computer demonstrations. As in the past, the conference is hosting several statewide meetings, including the Developmental Education Association of Maryland, as well as the Maryland Mathematics Association of Two-Year Colleges. All of this takes place on January 10 and 11, 2008, on the campus of Carroll Community College.

Linda Suskie, the keynote speaker for Thursday, January 10, is a Vice President of the Middle States Commission on Higher Education and an internationally recognized speaker, writer, and consultant on a broad variety of higher education assessment topics. During her 30 years of



experience in college and university administration, she has worked in assessment, institutional research, strategic planning, and quality management.

Linda Suskie

On day two of the conference, Friday, January 11, our keynote address will be given by **Deborah Adair**, the Director of the Quality Matters™ program of MarylandOnline. The Maryland-based



Deb Adair

QM program's peer-based approach to assessing online/hybrid instruction has evolved into a widely developed component of faculty development across the U.S., and it is distinctly a Maryland initiative.

The presentations and poster displays described in this program will give even veteran faculty members many ideas on how they can both prove and improve their own teaching as they begin the spring semester '08.

Best wishes for an enjoyable conference,

Your AFACCT Representatives

The Facts about AFACCT...

The Association of Faculties for the Advancement of Community College Teaching is an association of and for Maryland community college faculty members. It was established in 1984 with the following goals:

- to provide opportunities for professional growth and development of members of Maryland community college faculty by the effective use of statewide resources;
- to foster and improve teaching excellence by promoting the sharing of ideas, instructional materials and strategies;
- to maximize the impact and effectiveness of available funds for professional development;
- to open new lines of communication among faculty members with similar disciplines and interests;
- to sponsor discipline and cross-discipline conferences;
- to publish a directory of faculty members in the Maryland Community Colleges; and to promote the exchange of faculty among Maryland Community colleges.

AFACCT's decisions are made by the Board of Representatives consisting of one voting member from each Maryland community college. A Coordinator and an Assistant Coordinator, elected by the Board, serve with direction from the Maryland Community Colleges Chief Academic Officers (MCCCAO), whose liaison is Timothy Keating, Vice President, Division of Academic Affairs, the College of Southern Maryland.

The AFACCT Board of Representatives: 2007-08	
Allegany CC	Debbie Frank, Hospitality Management
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Maryland Community Colleges Chief Academic Officers	Timothy Keating (MCCCAO liaison), Vice President, Division of Academic Affairs, College of Southern Maryland

Conference Notes...

- **Keynote speakers:** On day one, Linda Suskie, vice president of the Middle States Commission on Higher Education, will be available for a discussion after her keynote address in the theater (room T303). On day two, Deborah Adair, director of the Quality Matters program of MarylandOnline, will hold a question and answer session following her keynote speech, also in the college theater.
- **Poster/PowerPoint/Web Site Displays:** As in past AFACCT conferences, several Poster/PowerPoint/Web Site Displays are scheduled together. Presenters will be available at their display tables in room A206 to answer questions during two session times: Thursday (Sessions 1.13A–1.13E) from 10:50–11:50a.m. and again on Friday (Sessions 5.11A–5.11E) from 8:30 a.m. – 9:30 a.m.

- **Publishers Textbook Display:** Prentice Hall/Pearson Publishing, Inc. is again displaying its textbooks for community colleges in a variety of disciplines. AFACCT wishes to thank Pearson's representatives for their continued support of our conference and particularly for its sponsorship of the conference breakfasts.
- **Breakfasts and Lunches:** Among the many highlights of AFACCT conferences throughout the years are the breakfasts and lunches included in the Conference fee. This year, AFACCT is pleased to continue the tradition of great food service, with "healthy choice" options for both breakfasts and hot lunches.
- **Conference Giveaway Door Prizes:** At every AFACCT conference, almost every attendee leaves with a door prize. AFACCT will be giving away theater tickets from Baltimore/Washington, D.C. theatres, books from Prentice Hall/Pearson Publishing, Inc., and other merchandise from Maryland community colleges. Each day winners will be drawn at random from the list of attendees, and their names will be posted on the Information Board at the Conference Registration desk. Check to see if you are a winner, and pick up your prize before you leave for the day. Unclaimed prizes on Thursday will be re-entered for the Friday drawing. Some of the premium prizes are listed on the [Donor Page](#) at the end of this program.
- **Presenter Gifts:** Each session presenter is entitled to a gift in appreciation for the work to prepare the presentation. Again, visit the Registration Desk to pick up your gift.
- **Conference Evaluation:** To enable the AFACCT Board of Representatives to continue to offer quality conferences, please fill out a conference evaluation, along with individual evaluations for each session you attend. Hand in your evaluations at the Registration Desk, and pick up your AFACCT mug as a token of our appreciation for helping us make the next conference even better.
- **The AFACCT Mug:** The mug has become a tradition at each annual conference. Every conference attendee receives one, so pick up yours at the Registration Desk when you hand in a conference evaluation form.

Room Guide:

<p>Presentation sessions are scheduled in the buildings listed below. Refer to the campus map at the back of this program for room locations.</p> <p>Academic/Admin. Building A</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rooms: A119, A206 <input type="checkbox"/> Registration: Bldg. A INFORMATION DESK <p>Building C</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rooms: C167, C272, C274 	<p>Building L</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rooms: L281, L287, L295, L297 <p>Building M</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rooms: M056, M159, M161 <p>Building N</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rooms: N104, N105, N203, N205 	<p>Building T: Scott Center, Fine and Performing Arts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Welcome, introductions, & L. Suskie, keynote address (day#1); Room T303 (Theater) <input type="checkbox"/> D. Adair, keynote address (day#2); Room T303 (Theater) <p>N.B. Elevators are in each building, as marked on the maps at the end of this program.</p>
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Program at a Glance: Thursday, January 10, 2008

- 7:45 a.m. – 9:00 a.m. Registration and continental breakfast: Bldg. A, main hall
- 9:00 a.m. – 5:00 p.m. Publishers exhibits: Bldg. A, main hall
- 9:00 a.m. – 10:40 a.m. **Welcome, Introductions, Linda Suskie, keynote speaker**, Bldg T: College Theater, room T-303

Session 1 Presentations		Subject/Discipline	Presenter	Room
10:50 a.m. – 11:50 a.m.	1.1	Social Science	Adefris	A119
	1.2	Mathematics	Bulleri	M161
	1.3	Science	Derasse	C167
	1.4	Assessment/Pedagogy	Keyser, <i>et al</i>	C272
	1.5	Biology/Pedagogy	Davis, <i>et al</i>	C274
	1.6	Mathematics	Campbell, <i>et al</i>	L281
	1.7	Information Tech.	Kennedy	L295
	1.8	Mathematics	Kessler, <i>et al</i>	L297
	1.9	Teacher Education	Hutton	M157
	1.10	Nursing/assessment	Perry, <i>et al</i>	N105
	1.11	Biology, Info. Tech.	Rango	L287
	1.12	English, Writing	Mahoney	N104
	1.13	Poster/PPt/web displays	...see below...	Room...
		Mathematics: 1.13A	Bartlett, Kolb	A206
		Dev. English: 1.13B	Johnson	A206
		Global Studies: 1.13C	Mauzy, Dixon	A206
		Dev. English: 1.13D	McNaught, Smith	A206
		DEAM: 1.13E	Fee	A206
Lunch: Bldg. "A" 12:00 noon – 1:00 p.m.	During lunch, you're invited to meet with colleagues teaching in your academic disciplines. Table markers will show you the way. Note: The lunch meeting of DEAM is scheduled for noon on Friday.			
Session 2 Presentations		Subject/Discipline	Presenter	Room
1:25 p.m. – 2:25p.m.	2.1	Interdisciplinary studies	Allen-Chabot, <i>et al</i>	A119
	2.2	Writing	Trauth	N205
	2.3	English	Buck	C167

	2.4	Biology	Schmitz	C272
	2.5	Student affairs	Corcoran, <i>et al</i>	C274
	2.6	Physical science	Casey, Barbour	L281
	2.7	Sociology	Smith, Gore	L287
	2.8	Management/ Pedagogy	Breen	L295
	2.9	Nursing/Pedagogy	McCloskey	L297
	2.10	Writing	Williams, Goettel	M157
	2.11	Biology/Pedagogy	Mody, Veil	N105
	2.12	Writing	Gabriel-Tucci, Sikorski	M161
	2.13	Information Literacy	Wright	N104
	2.14	Pedagogy	Bankins-Bush	M056
Session 3 Presentations		Subject/Discipline	Presenter	Room
Thursday, 2:35 – 3:35 p.m.	3.1	Teacher Education	Antoons	A119
	3.2	Computer applications	Romanoski	N205
	3.3	Science/Pedagogy	Derasse	C167
	3.4	Biology	Lauber	C272
	3.5	Mathematics	Stiffler	C274
	3.6	Information Literacy	Comet, Hess	L281
	3.7	Chemistry	Sherer, Bronfenbrenner	L295
	3.8	English/Pedagogy	Johnson	L297
	3.9	Student development	Haines, <i>et al</i>	M157
	3.10	English	Rarey	N105
	3.11	English/Pedagogy	Cumbo	L287
	3.12	Pedagogy	Moore	N104
	3.13	Mathematics/Assessment	Stein, <i>et al</i>	M161
Session 4 Presentations		Subject/Discipline	Presenter	Room
Thursday, 3:45 – 4:45 p.m.	4.1	Pedagogy	Bankins-Bush	A119
	4.2	Languages, ESL	Zyck	C167
	4.3
	4.4	Pedagogy	Honaker	C274
	4.5	ESL	Traurig	L281
	4.6	Pedagogy	Boyce	L295
	4.7	Fine Arts	Venne	L297
	4.8	Global Studies	Rhodes, <i>et al</i>	M157
	4.9	Information Technology	Sutton	N105
	4.10	Writing/Pedagogy	Sikorski	L287
	4.11	Service learning	Reid, <i>et al</i>	N104
Friday, January 11, 2008				
7:45-9:00 a.m.	Registration and continental breakfast: Bldg. A, main floor			
9:00 a.m. – 5:00 p.m.	Publishers' exhibits: Bldg. A, main floor			
9:35 a.m. – 10:50 a.m.	Deborah Adair, keynote speaker , Bldg T: College Theater, room T-303			
Session 5 Presentations		Subject/Discipline	Presenter	Room
Friday, 8:30 – 9:30 a.m.	5.1	Science	Lyon	A119
	5.2	Writing (WAC)	Stearns, <i>et al</i>	L297
	5.3	Information Technology	Romanoski	N203
	5.4	Writing	Wagenheim, Gerrity-Gomez	C167
	5.5	English	Miller	N104
	5.6	Mathematics	Coe	C272

	5.7 5.8	Mathematics Teacher Education	Kolb Butler	C274 L281
Friday, 8:30 – 9:30 a.m.	5.11	Poster/PPT/Web displays Mathematics: 1.13A Dev. English: 1.13B Global Studies: 1.13C Dev. English: 1.13D DEAM: 1.13E	...see below... Bartlett, Kolb Johnson Mauzy, Dixon McNaught, Smith Fee	Room: A206 A206 A206 A206 A206
Friday, 9:35 – 10:50 a.m.	Keynote address by Deborah Adair College Theater			T303
Friday, 11:00 a.m. – 12:00 noon	6.1 6.2 6.3 6.4 6.5 6.6 6.7 6.8 6.9 6.10 6.11	Psychology Writing/Pedagogy Assessment Pedagogy Mathematics Theater/Pedagogy Assessment Pedagogy MMATYC meeting Faculty Development Dev. Studies/Pedagogy	Correa Tittle Gehring, <i>et al</i> Parsons, <i>et al</i> Tupper, Hull Brown Brunner, Brennan James Sandruck Siciliano, Cohen Miller, Scott	A119 C167 C272 C274 L281 L295 P522 L297 M157, M159 L287 N104
Lunch: Bldg. "A" Great Hall 12:00 noon – 1:00 p.m.	During lunch, you're invited to meet with colleagues teaching in your academic disciplines. Tables will be set aside for faculty members from similar teaching disciplines to share information about the subjects they teach. Table markers will show you the way.			
Friday, 12:00 noon – 1:00 p.m.	DEAM Executive Board lunch meeting		Andree Fee, DEAM president	
Friday, 1:25 p.m. – 2:25 p.m.	7.1 7.2 7.3 7.4 7.5 7.6 7.7 7.8 7.9	Social Sciences Biology Mathematics Pedagogy Writing (WAC) Assessment Biology Assessment Health Assessment Music	Bouman Gorski McCullough Boxley Gilmore, Russell Lamiman Leonard, Turner Kemp, <i>et al</i> Wirth	N203 C167 C272 C274 L281 L295 L297 P522 T404

Our host



1601 Washington Road, Westminster, MD 21157

Program of Peer Presentations

Day 1: Thursday, January 10, 2008

9:00 a.m. – 10:40 a.m. Welcome, Introductions, **Linda Suskie**, keynote speaker, Bldg T:
College Theater, room T-303

Sessions 1: Thursday, 10:50 a.m. -11:50 a.m.

Session 1.1 (room A119)

Tsirha Adefritz, Social and Behavioral Sciences, Prince George's Community College

adefritz@pgcc.edu

Beyond Darwin: Problems Making Evolutionary Theory Relevant

Problems in presenting evolutionary theory do not stem from the creationist bent of students, but from the “competitive” kernel of the theory. An argument is suggested that traces the theory from its inception, and a discussion will be conducted of how we can go beyond it and still maintain that evolution has occurred.

Session 1.2 (room M161)

Andrew Bulleri, Mathematics, Howard Community College

abulleri@howardcc.edu

Using and Changing Texas Instruments Software called SmartView

This presentation will demonstrate how to use and modify SmartView software, a TI 84 calculator emulator. Using it places a calculator on the screen that you control by either using your mouse or a calculator. All keystrokes are shown, and three windows from the calculator can be shown at the same time. Your students can follow along as they watch the mouse depress each key and even catch up if they miss a keystroke because they can see exactly what you did.

Session 1.3 (room C167)

Francois Derasse, Science Department, Carroll Community College

fderasse@carrollcc.edu

Students Actually Like Case Studies

Learn about successful learning experiences that have incorporated case studies in courses and have gotten students involved. You will be asked to participate in a short interrupted case study so that you may experience it for yourself. Rubrics to assess student learning will also be addressed.

Session 1.4 (room C272)

Andrew Keyser, History, Hagerstown Community College

keysera@hagerstowncc.edu

Co-presenters: Cynthia Dove, HCC, Anatomy and Physiology; Trudy Gift, HCC - Technology, Computer Studies; Jeannine Stonestreet, HCC—Education; Patricia Williams, HCC—LPN

Critical Thinking in the Classroom: Experiments in Curriculum and Assessment

Traditionally, many courses, such as those within the history discipline, have been driven by content and content-based assessment. This standard approach does not typically test student skills or the student's ability to apply critical thinking to course content and themes. As our classrooms adapt to a modern world, we struggle to revise our course curriculum and assessment tools to meet our student's needs and to fulfill the outcomes that are integral to general education. This presentation will show how some instructors from a variety of disciplines at Hagerstown Community College are attempting to meet this challenge by making critical thinking an integral part of course outcomes.

Session 1.5 (room C274)

Anne Davis, Biology, Carroll Community College

adavis@carrollcc.edu

Co-presenters: Michele Lenhart, Interpersonal Communications; Kristie Crumley, Mathematics, Carroll Community College

Top Ten Tips for Student Engagement

Looking for new and fun ways to engage students in more meaningful classroom interactions? This session is intended for instructors of all disciplines teaching in traditional classroom settings. The presenters will engage participants in several interactive exercises to demonstrate innovative classroom engagement tools. Participants will walk away with handouts including complete exercises they can use in their own classrooms. Participants will benefit by learning about creative ways to build rapport with students, how to utilize group settings more effectively, and ways to make difficult material more relevant and exciting.

Session 1.6 (room L281)

Richard Campbell, Mathematics and Science, Hagerstown Community College

campbellr@hagerstowncc.edu

Co-presenters: Jennifer Eckenrode, Athletics/Wellness; Rebecca Kendrick, Mathematics Instructional Assistant; Robin Thomas, Mathematics/Science Office Associate; Amber Polk, Developmental Mathematics

Lessons Learned During a Three-Semester Attendance-Tracking Project for Developmental Mathematics Students

After three semesters of tracking attendance, success, persistence, and performance on a common comprehensive final exam for all developmental mathematics students, we have learned a lot. From these

lessons, some low-cost course policies have been implemented, resources reallocated, and changes in student performance are encouraging. This presentation is an update of the mathematics project described last year.

Session 1.7 (room L295)

Elaine Kennedy, Nursing, Wor-Wic Community College

ekennedy@worwic.edu

Essentials of Podcasting

Investigate the benefits of using personal information technologies such as MP3 players and PDAs to supplement course material. Add audio and video enhancements to your courses with podcasts. Students can download and play material on their MP3 players to maximize their study time.

Session 1.8 (room L297)

Paula Kessler, Mathematics and Science, Hagerstown Community College

kesslerp@hagerstowncc.edu

Co-presenters: Thomas Crawford, Robert Carson, Joseph Mason-- Hagerstown Community College

Implementation and Impact of a National Center for Academic Transformation (NCAT) Course Redesign Project in College Algebra

After decades of delivering college algebra in a traditional format with student success slightly above the national benchmark, HCC has adopted an NCAT model and re-designed this course to reduce lecture time, increase student engagement, and decrease costs. Student learning in the redesign format vs. the traditional format is measured using the same final exam supplement, the CAAP mathematics exam, and student success is measured using National Community College Benchmark Project norms. The redesign process, challenges, and how they are addressed are also presented.

Session 1.9 (room M157)

Laura Hutton, Teacher Education, Harford Community College

lhutton@harford.edu

Early Field Placements

Early field experiences are vital to teacher education and are an integral part of the AAT degree. Can they also be used to recruit teacher candidates to critical shortage areas? Hear what Harford Community College is discovering and share your experiences.

Session 1.10 (room N105)

Nancy Perry, Nursing/Business, Mathematics, Sciences, Carroll Community College

nperry@carrollcc.edu

Co-presenters: Nancy Rogers, LuAnn Gamber-- Carroll Community College

Test Analysis a Nightmare?

ParTest & ParScore, software programs from the Scantron corporation, can provide information in an instant. The Nursing Program at Carroll Community College implemented these programs three years ago, and they have enhanced our ability to create reliable exams. We will discuss how the Nursing Program uses the software for exam development, determining the effectiveness of the exam, and planning for future exams.

Session 1.11 (room L287)

Jessamy Rango, Biology, Anne Arundel Community College

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Avoiding Death by PowerPoint: Using Multimedia to Engage Students in the Classroom

Do your students tune out the minute you flash up a PowerPoint slide? Incorporate computer animations of difficult concepts, demonstrations involving student participation, and group discussions to liven up PowerPoint presentations. These techniques will not only stimulate student engagement but also increase student learning in the classroom.

Session 1.12 (room N104)

Chris Mahoney, English/Writing, Anne Arundel Community College

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Building Bridges in the Online Classroom: The Case for Team Projects

The purpose of this presentation is to provide an overview of how various techniques and strategies can be used to incorporate collaborative writing projects (team projects) into an on-line course structure and to offer practical advice on how to integrate such strategies effectively into an online setting.



PowerPoint–Poster–Website Sessions

Thursday, 10:50 a.m. -11:50 a.m.

PowerPoint/Poster/Web Site Sessions: The following sessions are scheduled together in room A206. Each one consists of a table set up with a subject-related display, which may be a poster, a website, or a PowerPoint slide show. Conference participants may visit during both conference days to view the display and ask questions of the presenters. Displays are available during Session 1.13 (Thursday) from 10:50 – 11:50 a.m., and Session 5.11 (Friday) from 8:30 a.m. – 9:30 a.m.

Session 1.13.A (room A206)

Diana Bartlett, Mathematics, Carroll Community College

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Co-presenter: Carol Kolb, Academic and Student Affairs, Carroll Community College

Integrity—Who Needs It?

In this session, you will hear how Carroll Community College has creatively promoted and implemented a “Code of Integrity,” both in and outside of the classroom. From its adoption in March 2004, hear how “The Code” has become a part of the fabric of the college. “Integrity. Who needs it? We all do.”

Session 1.13.B (room A206)

Frank Johnson, Developmental English/Reading, Prince George’s Community College

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Intraschool Electronic Curriculum (IEC)

The old way of “proving and improving teaching and learning” would have us document everything on the dreaded sheet of paper. Do schools want paper managers or teachers? This presentation will demonstrate how to “prove and improve” by using computer-mediated instruction.

Session 1.13.C (room A206)

Peg Mauzy, Center for Teaching and Learning, Frederick Community College

pmauze@frederick.edu

Co-presenter: Suzanne Dixon, Associate Professor of English, Carroll Community College

International Trips and Travel Study Abroad Opportunities sponsored by Maryland Community Colleges

The Maryland Community College International Education Consortium (MCCIEC) provides both short and long-term trips and study abroad experiences for students through programs offered by all sixteen of Maryland’s community colleges. MCCIEC’s purpose is threefold: to encourage students to participate in international education, to help faculty and staff create international experiences, and to facilitate collaboration on various travel study issues and needs within Maryland community colleges. Members will be available to explain how MCCIEC can contribute to your travel study success.

Session 1.13.D (room A206)

Susan McNaught, Developmental Studies, Chesapeake College

smcnaught@chesapeake.edu

Co-presenter: Juliet Smith, English, Chesapeake College

Links for Success

The focus of this session is to explore how linking a developmental English course with a college-level content course supports under-prepared students and provides a learning community for both students and faculty.

Session 1.13.E (room A206)

Andrée Fee, DEAM President, Chesapeake College

afee@chesapeake.edu

Poster Session: “Get to Know DEAM”

Stop by, visit, and find out more about the Developmental Education Association of Maryland (DEAM). Board members will be on hand to share information about the professional development and networking opportunities this professional group provides for those involved in developmental education at the post-secondary level. The Developmental Education Association of Maryland will be meeting during lunch both days of the conference; however, visit the poster session to learn about what this organization can do for you, and what you might do for us.



Sessions 2: Thursday, 1:25 p.m.–2:25 p.m.

Session 2.1 (A119)

Amy Allen-Chabot, Biology, Anne Arundel Community College

amallenchabot@aacc.edu

Co-presenters: Susan Rosen, English, Susan Kilgard, Communications--Anne Arundel Community College

Learning Communities at AACC - A Faculty Driven Initiative

Come hear about “Thematic Learning Communities” at Anne Arundel Community College, an initiative that links two or more courses around a common theme and enrolls a common cohort of students. We will share our strategies for getting this exciting new initiative off the ground and provide data on funding, marketing, and student satisfaction. Faculty will share their stories and strategies for teaching in this interdisciplinary program.

Session 2.2 (N205)

Laura Trauth, Western Civilization and American History, Community College of Baltimore County—Essex

LTrauth@cpcbcmd.edu

Putting Students in the Driver’s Seat: Peer Graded Papers Across the Disciplines

We all know that most students learn better by doing, and that we often help their learning more as the “Guide on the Side” rather than the “Sage on the Stage.” But it’s hard to know what activities are appropriate for students to take charge of, and it can be unnerving for both students and faculty to give

them more of a role to play both in and out of the classroom. If you use any writing assignments in your class, the SWORD (Scaffolded Writing and Rewriting in the Discipline) program from the University of Pittsburg is a great first step. Through this rigorously evaluated peer review program, students can take the driver's seat and assess each other's papers. They can take on the task of helping their peers write the best paper possible, gain confidence, and learn more about their own writing than they could ever do otherwise. Come see how this simple free program can transform college writing assignments and improve learning.

Session 2.3 (C167)

David Buck, English & World Languages, Howard Community College

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Using Lecture123 to Teach Literature

Lecture123, a self-recording and publishing software, offers an innovative, interactive way to enhance the teaching and learning of literature. PowerPoint presentations are enhanced with streaming audio and live instructor notations that appeal to various learning styles and student needs. Students are able to download lectures in podcast and video podcast formats.

Session 2.4 (C272)

Sonja Schmitz, General Biology and Botany, Community College of Baltimore County-Catonsville

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Meaningful Multiple Choice Testing

Having spent the summer editing the test bank for our introductory biology course compels me to share what I learned about the basics of MC testing. Drawing from some of the experts in the field of testing, this presentation will explore how simple changes in formatting, grammar, and style can improve the quality of your exams. Discover how the MC format can be used to assess a variety of skills ranging from the retention of facts to critical thinking.

Session 2.5 (C274)

Janenne Corcoran, Student Affairs, Carroll Community College

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Co-presenters: Mary Beth Graham, Business and Management Information Systems; Nancy Perry, Nursing; Mary Kemp, Health & Life Fitness; Magdelene Vandal, English; Kristine DeWitt, Transfer & Retention; Carol Rabenhorst, Geography & Earth Science, Carroll Community College.

It's Bird, It's a Plane, NO! It's a Helicopter Parent.

Faculty and administrators across the county are grappling with a powerful new strain of parents that have spread through our classrooms and offices in epidemic proportions. If you haven't already felt the wind from the propellers, you've certainly heard of the Helicopter Parent. These aging baby-boomers are

hovering over their own children protectively, waiting for any opportunity to approach the landing strip and take a nosedive into their children's lives. This session will cover the evolution of the helicopter parent and demonstrate methods to work with parents who are pushing boundaries in your relationships with students.

Session 2.6 (L281)

Kirsten Casey, Physical Sciences, Anne Arundel Community College

kacasey@aacc.edu

Co-presenter: Jason Barbour, Physical Science, Anne Arundel Community College

Getting Everyone on the Same Page: Learning Outcomes and Other Tools

Ideally, the course outcomes document should unite all sections of a course and keep everyone on the same page. In practice, however, more resources are needed to attain an acceptable level of consistency. In this presentation, we will share our ongoing effort to create a web-based self-assessment tool that will help make the outcomes document more visible and useful for the students and instructors in General Physical Science at Anne Arundel Community College. We will also share our experiences with three additional systems we employ to assist instructors and increase consistency: a designated course coordinator, a set of videos to communicate techniques and pedagogy, and a secure website used to share course materials and instructional aids among full and part-time faculty.

Session 2.7 (L287)

Lynne Smith, Business, Carroll Community College

lsmith@carrollcc.edu

Co-presenter: Scott Gore, Computer Graphics, Carroll Community College

sgore@carrollcc.edu

Engaging Students in Real World Applications

Do you ever feel like your students just aren't "getting it?" Sometimes we are so isolated in our own discipline that we fail to present the bigger picture of how all academic areas tie together. Using a "real world" application, the Business and Graphic Design programs combined forces to engage students in a multidisciplinary project. Come and be inspired.

Session 2.8 (L295)

Faith Breen, Management/Economics, Prince George's Community College

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Enhancing Online Student Assessments

Blackboard CE and our book publisher's test banks now offer faculty an opportunity to transfer the locus of control for student learning and control of the assessment/exam schedule to our students. This may help

address the continuing student problem of having several major exams at the same time, and it is possible this may result in increased student achievement.

Session 2.9 (L297)

Dawn McCloskey, Nursing & Allied Health, Harford Community College

dmcclusk@harford.edu

Simulation, Scenarios, and Role Playing in a “Hands On” Experience

In most disciplines, sometimes the best way to learn something is simply by doing it. This is the concept behind this presentation, where students learn best by seeing, hearing, feeling, and doing the things we want them to learn. The presenter will share her experiences in developing and implementing a scenario-based hospital laboratory experience for her pediatric nursing students. So sit back, relax, and try not to get your hands dirty.

Session 2.10 (M157)

Aressa Williams, English and Communications, Anne Arundel Community College

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Co-presenter: Sandy Goettel, English, Anne Arundel Community College

The Reluctant Writer: “Ain’t Know Way”

The reluctant writer, the struggling C student, and the late bloomer often need an extra hand for success in the Basic English community college classroom. This workshop promises to extend that “extra hand.”

Through demonstrations, role-playing, and discussion, participants will leave the workshop laden with new teaching tools and techniques.

Session 2.11 (N105)

Javanika Mody, Biology, Anne Arundel Community College

jmody@aacc.edu

Co-presenter: Carol Veil, Biology

Teach to Reach Each Learning Style

A learning style inventory will be offered that can help to identify visual, auditory, and tactile learners.

Examples will be given of activities incorporating different learning styles to improve students’ understanding of difficult concepts. Suggestions will be given for getting students actively involved in the learning process. While specific examples will be taken from the areas of biology and anatomy and physiology, the techniques presented can be readily applied to other disciplines.

Session 2.12 (M161)

Paul Gabriel-Tucci, English, Anne Arundel Community College

pdtucci@aacc.edu

Co-presenter: Grace Sikorski, English

Using Electronic Tools to Assess Student Writing

What simple tools can help faculty ensure that students receive clear, constructive comments on their papers? Come hear our strategies for using macros, auto-correct, tracking, and auto-text to create effective and efficient comments on student papers.

Session 2.13 (N104)

Alease (Christy) Wright, Learning Resources--Information Literacy, Prince George's Community College

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Are Academic Librarians Being Prepared to Teach?

Technology has infiltrated the walls and shelves of libraries. Information literacy has become the new skill for 21st century students, especially in higher education settings. The role academic librarians now play has changed from being information caretakers to that of teaching students how to become information literate. Are library graduate schools preparing academic librarians for this role? The presenter gives the result of a recent study that attempted to answer this question.

Session 2.14 (M056)

Dora Bankins-Bush, Philosophy, History, Sociology, College of Southern Maryland

profbush@yahoo.com

Taking the Right Course and Completing it Successfully

This presentation reviews the steps new students must go through to start their college careers successfully, including course selection and learning how to read comprehensive texts. Included will be information on how to assist students in becoming self-directed learners while developing a learning style conducive to college material. Student writing as well as student ownership of the curriculum will also be discussed.



Sessions 3: Thursday, 2:35 p.m. - 3:35 p.m.

Session 3.1 (A119)

Iris Antoons, Department of Education, Prince George's Community College

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Effective Learning Strategies for Teacher Certification Courses

In-service teachers from all content areas come together in teacher certification courses. Teaching these courses presents a special challenge due to students' diverse backgrounds, experience, and prior

knowledge. This presentation will address which learning strategies have proven to be effective in providing a valuable common learning experience to such heterogeneous groups. Writing-to-learn, opportunities for applied level connections, self-selected reading, rubrics for self-assessment, and the importance of various assessment formats will be discussed.

Session 3.2 (N205)

Jill Romanoski, Computer Applications, Howard Community College

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PowerPoint -- The Good, the Bad and the Ugly!

PowerPoint has been around for a long time, and everyone has suffered through the good, bad, and ugly. This workshop will focus on making the bad look good and making the ugly look better. Examples of good design, tips, and tricks will be demonstrated. Plus, a plethora of shortcuts to make delivery easier and more professional will be shown.

Session 3.3 (C167)

Francois Derasse, Science Department, Carroll Community College

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Beyond Problem Based Learning (BPBL)

While most instructors view PBL assignments as taking place in one or two class sessions, BPBL is an entire semester-long project. Although the different BPBL projects that will be presented to you are chemistry-based, these types of projects can be adapted to other disciplines. Since many students view BPBL projects as a game, they are tricked into learning.

Session 3.4 (C272)

Kathleen Lauber, Biological & Physical Sciences, College of Southern Maryland

kathleen@csmd.edu

What to Do Instead of Bitching: My Students Don't Know How to Learn.

Students seem to come to community colleges less and less prepared to handle college level courses. Instead of moaning under your breath, come see what you can add to our course presentation that may help students learn, all without having to decrease your current course content.

Session 3.5 (C274)

Greg Stiffler, Mathematics, Community College of Baltimore County

gstiffler@ccbcmd.edu

Strategies and Applications for Non-Science/Math Students

This presentation will present various ways in which to engage students who are (most likely) taking their final math course in college. It will cover a variety of lessons, activities, and applications that has been shown to engage students and foster learning and inquisition. The goal is to provide attendees with options to spark student interest in the mathematics typically covered in these classes. Packets of activities will be passed out as well.

Session 3.6 (L281)

Paulette Comet, SAIT, Community College of Baltimore County

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Co-presenter: Robert Hess, Health, Community College of Baltimore County

Connections Across Disciplines

Connections, A Community of Teaching and Learning Scholars, is a collaborative effort of two schools working together to develop a common rubric, which will be used by faculty, staff, and students in an attempt to evaluate the validity of websites. This “connection” will further enhance teaching and learning by developing one new major strategy for improving student learning. The college’s community will be positively impacted with the use of this new tool.

Session 3.7 (L295)

Maureen Sherer, Chemistry, Anne Arundel Community College

masherer@aacc.edu

Co-presenter: June Bronfenbrenner, Chemistry, Anne Arundel Community College

Developing Science Writing Skills

With a little coaching, students can noticeably improve their skills in communicating scientific ideas. The aspects of coaching involve the design of the assignment and the rubric, as well as the teaching and feedback processes. The writing assignments include journals, essays, and lab reports. Students enhance their own understanding of chemical concepts as they organize their thoughts in writing, and they develop a marketable skill in communicating scientific ideas.

Session 3.8 (L297)

Barbara Johnson, Languages and Literature, College of Southern Maryland

barbaraj@csmd.edu

A Learning Gap: Why Aren't My Students Learning?

Why can't some people learn? Is there an answer we haven't considered? Learn about a syndrome that is affecting students in each class you teach—and may be affecting you.

Session 3.9 (M157)

Gerald Haines, Academic Affairs, Hagerstown Community College

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Ardyce Ketterling, Developmental Education, Hagerstown Community College

Dawn Schoenenberger, Mathematics, Hagerstown Community College

College Readiness Collaboration: Who, What, When, Where, Why?

By taking college placement assessments into high schools, Hagerstown Community College is collaborating with local school districts to address questions related to student preparedness. Educators concerned about student readiness will learn how this process is working; who should be involved; when and where assessments should occur; what we have learned; and why, exactly, we are doing this.

Session 3.10 (N105)

Luana Rarey, English, Community College of Baltimore County-Essex

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The Advantages of Journaling in the Classroom

Yes, you've had your students journaling for years, but are you and they getting the most from the experience? Effective use of journaling in the classroom not only provides a student writing practice and the opportunity to express his opinions freely, but also can be used for assessment, discipline, and evaluation purposes. Not an English instructor? Journalism works in every classroom.

Session 3.11 (L287)

Andrea Cumbo, English - Developmental Reading and Writing, Cecil College

acumbo@cecil.edu

Lab Rats: Using a Lab Component to Improve Teaching and Learning on Both Ends

Learn how an instructor transformed a two-credit lab experience from an exercise-driven experience of rote practice into a dynamic, interactive opportunity to learn public speaking, technology, group dynamics, not to mention reading and writing. Discuss how even the least technologically savvy learners can enjoy online class discussions. Explore ways that group work enables students to teach each other and themselves. Guffaw and sympathize with the instructor as she recounts her foibles and continuing challenges.

Session 3.12 (N104)

Jackie Moore, Education/Developmental Reading, Carroll Community College

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Active Learning Strategies for the College Classroom

Do you want your students to learn your content more efficiently and thoroughly? This workshop will involve participants in active learning strategies that can easily translate to the classroom for use with students. Leave with many activities that you can put to immediate use for increasing student engagement and achievement.

Session 3.13 (room M161)

Veronica Stein, Mathematics and Science-Chemistry, Hagerstown Community College

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Co-presenters: Cynthia Dove, Nancy Thorpe, Theresa Bidle, Maria Jozik -- Hagerstown Community College

Student Learning Outcomes Assessment (SLOA) Projects in Chemistry and Pre-Allied Health at the Program and Course Levels

If learning outcomes and assessment are still a challenge or puzzle, these projects may help, regardless of your discipline. The transfer Chemistry program and the Pre-Allied health program are used to illustrate program outcomes, integration of course and program outcomes, rubric grading of student work, external benchmarking, analysis of student success data, and lessons learned over a three year span of working with outcomes assessment.



Sessions 4: Thursday, 3:45 p.m. - 4:45 p.m.

Session 4.1 (A119)

Dora Bankins-Bush, Philosophy, History, Sociology, College of Southern Maryland

profbush@yahoo.com

Innovative Teaching Strategies: From Traditional to Learner Friendly

This presentation will show how to invigorate traditional courses through the use of alternative methods with activities such as creative writing, debate, and exploration of student interests. Sports and music can be incorporated in mathematical discussions just as debate can be used in biology when studying changing ecosystems. The assessment of these activities can be done through checklists and general questions regarding each activity. Success can also be measured by asking for and using observations, impressions, and conversations of the students within a class in which these activities are used.

Session 4.2 (C167)

John Zyck, Reading, ESL, Languages, Philosophy, Montgomery College

john.zyck@montgomerycollege.edu

Meeting the Needs of Non-Native Advanced Beginners

In today's community colleges, many students have taken several years of courses in Spanish, yet proceed to enroll in a first semester elementary level course upon arrival at the college. Because of this ever-increasing trend, the community college now has an opportunity to meet this need by allowing students to take an intensive review course for one semester rather than having to spend two semesters relearning what they already knew. This presentation will cover the rationale for such a course, suggestions as to how to create this course, and discussion on other ways to continually remedy this issue.

Session 4.3 (C272) ... *no session*

Session 4.4 (C274)

Elizabeth Honaker, English--Composition & American Literature, Anne Arundel Community College

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Hooking the Adult Learner: Multimedia Approaches

Do you ever experience self-defeated adult learners? They are everywhere, and they will always tell you on the first day of class why they are going to fail your class. Here are some suggestions to get them "H-O-O-K-E-D" -- Hopeful, Optimistic, Operative, Knowledgeable, and Educated.

Session 4.5 (L281)

Valerie Traurig, Department of Reading, ESL, Foreign Languages and Philosophy, Montgomery College

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Motivating ESL Students through Technology

This presentation is a look at how the use of technology can improve teaching skills for the ESL classroom and how technology can be effective in motivating ESL students to become more involved in their own learning process. The presenter will focus on her own journey in learning how to use technology for the ESL classroom and how its use in the classroom has effectively promoted student interest in learning.

Session 4.6 (L295)

Jeanann Boyce, Business, Computer Science, Reading, Montgomery College

jeanann.boyce@montgomerycollege.edu

Building Academic Success in STEM Programs

This presentation focuses on a student success model for Science, Technology, Engineering, and Mathematics (STEM) courses implemented at Takoma Park/Silver Spring Campus of Montgomery College over the past two years, with particular emphasis on Business and Computer Science. We will share the model, the results, and provide the participants with some templates for gathering and monitoring their own classes.

Session 4.7 (L297)

Daniel Venne, Fine Arts, College of Southern Maryland

profvenne@yahoo.com

Finger Painting and the Sacred Temple

Studies indicate that the appreciation of beauty is linked to physical health and longevity. Many aesthetic philosophies also propose spiritual benefits of art appreciation and art-making. The presentation will explore some theories concerning the spiritual value of visual culture, art-making, and art education. Play-Doh will be provided.

Session 4.8 (M157)

Dell Hagan Rhodes, Student Life, Carroll Community College

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Co-presenters: Susan Sies, Education, Carroll Community College; Jackie Moore, Education, Carroll Community College

Learning in International Settings

Service-learning demonstrates repeatedly its ability to make students' understanding of classroom material more relevant and comprehensible; furthermore, it hones a sense of community responsibility in students. Research indicates that educators must prepare students for the global realities of their world. The Belize Service-Learning Project, a dual-college project by Carroll Community College and the Community College of Baltimore County, is a total immersion experience where participants work with Belizean teachers to present a summer school to students in the southernmost part of Belize. This session will review the goals of the project, how they are achieved, and what the learning outcomes of the project have been.

Session 4.9 (N105)

Cathy Sutton, Business and Computer Systems, Howard Community College

csutton@howardcc.edu

Viewlet Demonstration

Viewlet is a screen-capturing software program that allows voice-over and built-in interactivity, as well as a quizzing feature. The demonstration will show how viewlets are used in a software applications course:

ViewletCam records computer actions from a PC screen and generates movies, Viewlet Builder creates interactive content, and ViewletQuiz creates online tests.

Session 4.10 (L287)

Grace Sikorski, English and Women's Studies, Anne Arundel Community College

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Teaching Students a Healthy Attitude for Learning

Encouraging students to take risks, stimulating experimentation and innovation, and cultivating a healthy sense of humor are all necessary if students are going to develop the self-esteem, confidence, and pride in accomplishment they need to be life-long learners. How can we create classroom environments where students are not afraid to make mistakes, but are willing to try new things, welcome correction and instruction, and mark their own progress and achievement? Using the writing classroom as a primary illustration, this session will describe a theory/practice of teaching aimed to help students understand learning as a process of trial and error that leads to adaptation and ultimate success.

Session 4.11 (N104)

Sharon Reid, PTA Program, Carroll Community College

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Co-presenters: Eric Shawl, PTA; Mark Dintino, PT -- Carroll Community College

Civic Responsibility, Altruism, and Service

All work takes place in the greater context of society. Learning becomes more meaningful when tied to the real world. In an effort to impress students with not only professionalism, critical thinking, and content mastery, the PTA program has instituted service learning as a requirement. This presentation will not only outline how service is tied to course objectives, but how service learning experiences provide a framework for life-long learning, commitment to our world community, and produce some amazing student projects.



Day 2: Friday, January 11, 2008

Sessions 5: Friday, 8:30 a.m. - 9:30 a.m.

Session 5.1 (A119)

Sharon Lyon, Earth Science, Howard Community College

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Active Learning in an Earth Science Classroom

Looking for an alternative to lecturing? Come see how active learning activities can motivate students, develop student communication, and increase subject retention. Participants will learn cloud types through cooperative learning, put together a “story puzzle,” and roll the dice in Rock Cycle Roulette.

Session 5.2 (L297)

Deborah Stearns, Psychology, Montgomery College

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Co-presenters: Sara Ducey, Montgomery College, Nutrition; Jason Fuller, Montgomery College, Biology; Carol Decker, Montgomery College, Computer Applications; Muswamba Kadima-Nzuji, Montgomery College, Biology

Getting Writing Right: Writing in the Disciplines at Montgomery College

As colleges continue to explore ways to improve student writing, it is clear that students must be engaged in writing within a variety of disciplines. Yet, faculty in many disciplines often struggle with how to include writing in their classes. Each of the panelists participated in a semester-long Writing in the Disciplines fellowship program at Montgomery College and will discuss how the program affected their teaching and professional development. A packet will be distributed that will include the fellowship topics, handouts from WID workshops, and sample writing assignments created by the fellows.

Session 5.3 (N203)

Jill Romanoski, Computer Applications, Howard Community College

jromanoski@howardcc.edu

PowerPoint -- One Size Does Not Fit All

Many teaching professionals have PowerPoint slide shows that they use for classroom delivery. Teachers also try to use that same presentation as a printed handout. They may even want to post it to the Web. One presentation designed for all three types of delivery almost never works. This workshop will focus on the best delivery method for a particular audience and how to modify existing presentations for the desired audience and method of delivery.

Session 5.4 (C167)

Elizabeth Holden Wagenheim, English as a Second Language, Prince George's Community College

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Co-presenter: Jeanette Gerrity-Gomez, ESL, Prince Georges Community College

Adapting Process Writing for ESL Composition

Since the paradigm shift of the late 1960s to the process approach to composition, most English as a Second Language (ESL) texts have adopted a writing workshop dimension to teaching writing. In practice, there are challenges to process writing for college-level ESL classes. Two instructors from the Language Studies

department of PGCC will describe the way they have adapted process writing to fit within the time constraints of their schedule and the cultural differences and language development of their students. Come prepared to discuss your own challenges and successes in teaching the writing process to ESL students.

Session 5.5 (N104)

Robert Miller, English Composition, Community College of Baltimore County

rmiller2@cCBCmd.edu

Are College Composition Instructors Who Teach Audience Aware of Their Own Audience?

Is there a difference in common knowledge between community college students and university students? What knowledge can a professor expect freshmen to bring to the classroom? This presentation will focus on these questions, as well as techniques for teaching audience awareness to the community college freshman composition class.

Session 5.6 (C272)

William Coe, Mathematics, Montgomery College

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Improving Placement and Retention by Using Intensive Mathematics Review Courses

By offering short intensive review courses, we have found we can get better placements of mathematics students. With better placements, the students have better success rates in the courses they were placed into. Better success rates in the developmental courses are translating into better completion rates for college-level mathematics courses.

Session 5.7 (C274)

Rita Kolb, Mathematics/Statistics, CCBC-Catonsville

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Effective Use of Technology in Teaching Geometry Topics

Geometric topics in the general education math courses may be enhanced with the use of a white board, a computer, software and the Internet. Emphasis will be placed on quick and simple ways of using technology that provide support for geometry topics in the traditional classroom. Participants will receive CDs with aids that may be put to immediate use.

Session 5.8 (L281)

Anitra Butler, Teacher Education, Prince George's Community College

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Universal Design for Assessment (UDA)

Universal design for assessment (UDA) is a theory that seeks to restructure testing environments for diverse learners. UDA provides instructors with various methods for creating individualized assessments. Web-based courses are capable tools for customizing assessments. Using the principles of UDA and Kirkpatrick's level one and two of evaluation, this session will illustrate how instructors can prove and improve web-based instruction and learning.

Session 5.9

Session rescheduled: See session 7.9 (Friday, 1:25-2:25p.m.)



PowerPoint–Poster–Website Sessions

Friday, 8:30-9:30 a.m.

Repeated from Thursday, Session 1.13

Session 5.11.A (room A206)

Diana Bartlett, Mathematics, Carroll Community College

dbartlett@carrollcc.edu

Co-presenter: Carol Kolb, Academic and Student Affairs, CCC

Integrity -- Who Needs It?

In this session, you will hear how Carroll Community College has creatively promoted and implemented a “Code of Integrity,” both in and outside of the classroom. From its adoption in March 2004, hear how “The Code” has become a part of the fabric of the college. “Integrity. Who needs it? We all do.”

Session 5.11.B (room A206)

Frank Johnson, Developmental English/Reading, Prince George's Community College

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Intraschool Electronic Curriculum (IEC)

The old way of “proving and improving teaching and learning” would have us document everything on the dreaded sheet of paper. Do schools want paper managers or teachers? This presentation will demonstrate how to “prove and improve” by using computer-mediated instruction.

Session 5.11.C (room A206)

Peg Mauzy, Center for Teaching and Learning, Frederick Community College

pmauzy@frederick.edu

Co-presenter: Suzanne Dixon, Associate Professor of English, Carroll Community College

International Trips and Travel Study Abroad Opportunities sponsored by Maryland Community Colleges

The Maryland Community College International Education Consortium (MCCIEC) provides both short and long-term trips and study abroad experiences for students through programs offered by all sixteen of Maryland's community colleges. MCCIEC's purpose is threefold: to encourage students to participate in international education, to help faculty and staff create international experiences, and to facilitate collaboration on various travel study issues and needs within Maryland community colleges. Members will be available to explain how MCCIEC can contribute to your travel study success.

Session 5.11.D (room A206)

Susan McNaught, Developmental Studies, Chesapeake College

smcnaught@chesapeake.edu

Co-presenter: Juliet Smith, English, Chesapeake College

Links for Success

The focus of this session is to explore how linking a developmental English course with a college-level content course supports under-prepared students and provides a learning community for both students and faculty.

Session 5.11.E (room A206)

Andrée Fee, DEAM President, Chesapeake College

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Poster Session: "Get to Know DEAM"

Stop by, visit, and find out more about the Developmental Education Association of Maryland (DEAM). Board members will be on hand to share information about the professional development and networking opportunities this professional group provides for those involved in developmental education at the post-secondary level. The Developmental Education Association of Maryland will be meeting during lunch both days of the conference; however, visit the poster session to learn about what this organization can do for you, and what you might do for us.



Friday, 9:35 – 10:50 a.m. Keynote address by Deborah Adair (College Theater)



Sessions 6: Friday, 11:00 a.m.–12:00 noon

Session 6.1 (A119)

Orlando Correa, Psychology, Harford Community College

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Assessing the Effects of Self-Defeating Behaviors and Attitudes

This session will focus on a simple strategy which can be used to help students assess the negative impact of their self-defeating behaviors or attitudes, while encouraging their elimination. The model can be applied individually or with a group.

Session 6.2 (C167)

Lisa Tittle, English, Transitional Studies, Harford Community College

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Turn That Music Down!

Who knew that music (yes, even that crazy stuff our students like) could teach elements of active reading and writing? In this session, participants will learn how to present lessons on vocabulary development, main idea and supporting details, inference, grammar, word choice, patterns of organization and even in-text citation using song lyrics. Dust off your albums and put your textbook aside for an alternative to traditional presentations of these difficult concepts.

Session 6.3 (C272)

Sara Gehring, Mathematics, Harford Community College

sgehring@harford.edu

Co-presenters: Chris Heard, Photography, Harford Community College; Avery Ward, Political Science, Harford Community College

HCC's Interpretation of Middle States Assessment Guidelines

Our three-part presentation will provide an understanding of Middle States assessment expectations along with some practical applications of this process. We begin the presentation broadly to discuss Middle States expectations and then focus the conversation on how we at Harford Community College are meeting those expectations. Our goal is to show that assessment can be useful and practical in the classroom and meet and exceed Middle States expectations.

Session 6.4 (C274)

Michael Parsons, Sociology, Hagerstown Community College

parsonsm@hagerstown.edu

Co-presenters: Rosemary Gillet-Karam, Education, Morgan State University; Muriel Thompson, Early Childhood Education, Montgomery College-Rockville

The Proof is in the Process: Six Maxims for Teaching Excellence

In 1990, the U. of Texas conducted a national study to identify critical incidents in teaching excellence. We will re-visit the six maxims that emerged from the study, indicate how they may be implemented, and ask

the audience to participate in discussion of how they use the maxims to achieve excellence.

Session 6.5 (L281)

Donna Tupper, Mathematics, Community College of Baltimore County - Essex

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Gary Hull, Associate Professor of Mathematics, Frederick Community College

Collaborating to Create an Interdisciplinary Technical Math Course

One challenge to teaching a technical mathematics course is finding good, real-life application problems. To bridge the gap, faculties have taken to writing their own problems. The presenters would like to gather faculty from Math, Physics, CADD, Business and Allied Health to help create real-world problems that would benefit students in their fields and share them across our respective colleges. This session will offer faculty an opportunity to exchange ideas on incorporating the real world into the real (and virtual) classroom.

Session 6.6 (L295)

Claudia Brown, Humanistic Studies, Harford Community College

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All the Classroom's a Stage: Teaching as Performance

Learn how to energize your teaching by approaching it as a performance. Incorporate methods used by stage performers to make your teaching more engaging for your students and more satisfying for yourself. This presentation is appropriate for all teaching disciplines.

Session 6.7 (P522)

Sharon Brunner, Health and Exercise Science, Carroll Community College

sbrunner@carrollcc.edu

Co-presenter: Laurel Brennan. Carroll Community College, Fitness and Wellness:

Computer-Based Assessment to Influence Students Health and Exercise Behaviors

Are you tired of teaching the same old three-credit fitness class? Learn how to integrate computer-based fitness assessment into your physical education and fitness classes. Students get immediate feedback based on results, an individualized exercise prescription, and one-on-one time with qualified fitness lab technicians in Carroll Community College's Lifetime Fitness course. We will show you what we do and the results we have seen since implementing a comprehensive computer-based fitness assessment program. A demonstration of the fitness lab will be included in this presentation.

Session 6.8 (L297)

Katherine James, American English/Languages, Montgomery College

Drkajames02@aol.com

Activating Multiple Intelligence: Staff Development and Classroom Inauguration

How do we get started with Multiple Intelligences--for teachers and for students (of all ages)? Best teaching practices feature this dynamic method, eye-opening and enjoyable for all.

Session 6.9 (M157/M159)

Bernadette Sandruck, Mathematics, Howard Community College, MMATYC

bsandruck@howard.cc.edu

Annual MMATYC meeting

Join us at the annual meeting for Maryland Mathematics Association of Two-Year Colleges (MMATYC). We will be voting on by-law changes, selecting new officers, and discussing issues related to mathematics education in Maryland.

Session 6.10 (L287)

Richard Siciliano, English, College of Southern Maryland

richs@csm.edu

Co-presenter: Judy Cohen. Carroll Community College

What Can the Faculty Advisory Council Do For You?

The Maryland Higher Education Commission has several advisory councils that, as the name implies, provide advice and guidance to lawmakers through the MHEC leadership, on issues of importance to faculty, particularly community college faculty. One such advisory council is the Faculty Advisory Council of Maryland. This presentation will show how the FAC has become higher education faculty's voice in policy at the state level. The FAC consists of elected faculty representatives from all segments of higher education in Maryland: 4-year public and private colleges, universities, and career school, and of course community colleges. Several FAC representatives will be on hand to review how the FAC contributed to the updates to the 2004-06 State Plan for Higher Education, and will give an overview of some of the online resources this group has been providing for faculty through its website (<http://www.fac-mhec.csm.edu>), including online directories of faculty senate/college senate officers, directories of faculty development centers, and online resources on such issues as intellectual property and tenure policies at Maryland higher education institutions. An issue of particular importance is the rising cost of textbooks and the legislation that might affect faculty.

Session 6.11 (N104)

Robert Miller, English Composition, Community College of Baltimore County

rmiller2@cbbc.md.edu

Co-presenter: Cheryl Scott, CCBC

The CCBC ALP: Climbing the Stairway to Success

Come learn about the Accelerated Learning Project at the Community College of Baltimore County. This program was created because of low retention and progression rates of developmental writing students, who have the opportunity to be integrated into English 101 composition classes. These developmental students also take a companion course to strengthen and refine their writing skills. Successful students are able to complete their developmental and English 101 requirements in only one semester.

**Session 7: Friday, 1:25 p.m. - 2:25 p.m.**

Session 7.1 (N203)

John Bouman, Social Sciences-Economics, Howard Community College

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How to Use Blackboard CE6 and Other Electronic Resources in Online and Face-To-Face Social Sciences Classes

Learn how to use an active discussion board, chat, white board, SafeAssign, multiple-choice and essay assessments, a grade book and grading forms in CE6 (Blackboard). See how online and face-to-face classes benefit from CE6. Participants will also look at a fully digital textbook with audio explanations, interactivity, Internet links, and games to test learning.

Session 7.2 (C167)

Ewa Gorski, Human Anatomy and Physiology, Community College of Baltimore County—Catonsville

egorski@cbbcmd.edu

Co-presenter: Steve Kabrhel, Biology, CCBC Catonsville

Online Biology Lectures

Participants will see the components of online biology courses, including interactive lectures, worksheets, assessments, chats, and discussion board sessions. The pros and cons of online lectures, exams, assignments, and discussions will also be discussed, as well as how to handle laboratory experiences. In the end, there will be an interactive discussion of class size and student participation.

Session 7.3 (C272)

Teresa McCullough, Mathematics, Montgomery College, Rockville

teresa.mccullough@montgomerycollege.edu

The Art of Examples in Mathematics

Students learn more from examples than from rules or theorems. What characterizes a good example? This talk will also include some dreadful examples to show what not to do.

Session 7.4 (C274)

Marlinda Boxley, Education/Teaching and Learning, Montgomery College

marlinda.boxley@montgomerycollege.edu

Understanding the Needs of Adult Learners

This presentation will focus on how adults learn and the implications for effective teaching and student support services. Topics include a best practice model that integrates academic and student affairs, contributions of major theorists in the field and the application of these theories to practice, and strategies for facilitating adult learning and creating positive learning environments that are responsive to the needs and motivations of adult learners. Opportunities for demonstration, dialogue, and reflection will be provided.

Session 7.5 (L281)

Linda Gilmore, Reading/Transitional English, Carroll Community College

lgilmore@carrollcc.edu

Co-presenter: Kelly Russell, Transitional Math, Carroll Community College

Your Course + Study Skills = Student Success

Are your students adept at taking notes and preparing for tests? Help them improve their learning by embedding study skills into your course content. Join us as we review current research, examine case studies, and model study skills strategies.

Session 7.6 (L295)

John Lamiman, English, College of Southern Maryland

johnl@csmd.edu

Assessing Assessment: Grades vs. Learning

The object is learning; grades undermine the objective when they become the objective. They inspire students to be anxious and timid. They work against the courage, experimentation, mistakes, failures, questions, and playfulness that characterize what good learners do. This presentation will cover research about grades in relation to learning, along with strategies to defang grades and promote selfish and playful learning, and it will include a discussion to swap ideas and strategies.

Session 7.7 (L297)

Charles Leonard, Anatomy & Physiology, Howard Community College

cleonard@howardcc.edu

Co-presenter: Patti Turner, Anatomy & Physiology, Howard Community College

Using the Human Anatomy & Physiology Society Competency Examination for Course Evaluation

The authors analyzed their own students' progress on the HAPS exam to determine if specific lecture areas needed to be modified. Data will be presented showing (1) if lecture content adequately prepared their students, (2) if there were areas needing additional attention in lecture, and (3) if there is a correlation between individual student course grades and percentile achievement.

Session 7.8 (P522)

Mary Kemp, Health, Physical Education and Wellness, Carroll Community College

mkemp@carrollcc.edu

Co-presenters: Tara Spicer-Bartolain, Health, Physical Education and Wellness; Chris Karman, Allied Health and Wellness

No More Boring Research: Measuring Information Literacy Outcomes in Health

Discover how easy it is to gather and report information literacy outcomes with excitement instead of complaints from your faculty. Receive a copy of our common Health 101 Research Assignment, a grading rubric, and participate in sample classroom activities that promote student success.

Session 7.8 (T404)

Elijah Wirth, Fine Arts-Music, Carroll Community College

ewirth@carrollcc.edu

Co-presenter: Bo Eckard, McDaniel College

Incorporating World Music into the Music Appreciation Curriculum

Most Western-educated music faculty members tend to shy away from teaching units on global music. This creates a "classical music light" curriculum for music appreciation. Come see how easy and fun it is to work a world music unit into your music appreciation curriculum. This presentation is appropriate for all fine arts faculty.



2008 AFACCT Conference Donors

The AFACCT Board of Representatives thanks the following theatres, publishers, and community colleges for their generous donations to the 2008 AFACCT Conference Giveaway.

Ocean City Resort

Dunes Manor Hotel, 2800 Baltimore Avenue, Ocean City, MD 21842 410-289-1100 or 800-523-2888, <http://www.dunesmanor.com> Donation: Two-night stay in an oceanfront room.

Baltimore/Washington, DC Theatres

Theatre Project, 45 West Preston St., Baltimore, MD 21201, Box Office: 410-752-8558, www.theatreproject.org. Donation: Two tickets to any subscription series or Hepasoph series show. Theatre Project is a non-profit presenting house whose overriding mission is to connect artists and audiences through the presentation of experimental productions. Through this presentation of innovative contemporary theatre, dance, music, poetry, opera, and the visual arts, Theatre Project connects the people of Baltimore with a diverse, global community of emerging and established visual and performing artists. Through our presentations, we nurture and support local, regional, national, and international artists who create original new work.

Woolly Mammoth Theatre Company, 641 D Street, NW, Washington, DC 20004. Box Office: 202-393-3939. www.woollymammoth.net Donation: two tickets to any Woolly Mammoth Theatre Company Production during the 2007-2208 season, excluding special events. The remainder of our season runs from October 31, through June 29, 2008. Actual show dates and times, along with descriptions of the five Mainstage productions, are available on our website.

CenterStage, 700 North Calvert Street, Baltimore, MD 21202, 410-332-0033, www.centerstage.org Donation: two tickets to *These Shining Lives* in the 2008-2008 Mainstage Season.

The Shakespeare Theatre Company, 450 7th Street, NW, Washington, DC 20004, 202-547-1122. www.shakespearedc.org Donation: A complimentary ticket pass for two tickets for The Shakespeare Theatre Company's production of *The Imaginary Invalid* by Molière. The tickets are valid from June 10 through July 27, 2008, and are not valid for performances on Friday or Saturday evening or on Opening Night. Tickets are subject to availability and once reserved, are non-exchangeable.

Written and first performed while Molière was dying, The Imaginary Invalid targets the medical quacks of 17th-century France. The eccentric and wealthy hypochondriac Argan decides to marry his strong-willed daughter Angélique off to a doctor so that he'll always have a physician around.

But Angélique loves another man, and her attempts to persuade her father to let her marry him lead to outrageous tricks and disguises. Molière's keen wit and hilarious characters take center stage in this knockabout farce. Keith Baxter (Lady Windermere's Fan, The Rivals, The Country Wife) returns to direct a cast that includes René Auberjonois in his Shakespeare Theatre Company debut. The Baltimore Sun called Baxter's production of Lady Windermere's Fan "charming. . . a nearly irresistible temptation."

Folger Theatre, 201 East Capitol Street, SE, Washington, DC 20003-1094, 202-544-7077. Donation: a gift certificate for two tickets to the Folger Theatre's 2007-2008 season's production of *Macbeth*. *Incited by the witches' prophecy and his ambitious wife, Macbeth journeys into the heart of darkness in a quest for the throne. Menace and magic surround Shakespeare's chilling Scottish tragedy in this co-production with Two River Theatre Company. Conceived and directed by Aaron Posner and Teller, of Penn & Teller. Home to the world's largest Shakespeare collection, Folger Shakespeare Library is a world-class center for scholarship, learning, culture, and the arts. The Helen Hayes Award-winning Folger Theatre annually performs a three-play season of Shakespeare, as well as contemporary plays inspired by the Bard, in the Folger Shakespeare Library's 250-seat Elizabethan theatre, a replica of the inn-yard theatres popular in Shakespeare's time.*

Book Publishers

Prentice Hall, A Pearson Education Company, Upper Saddle River, NJ 07458, 301-714-1062. Donation: Computer software and cooking books and partial sponsorship of Thursday's breakfast. Your

local Prentice Hall sales representatives thank you for your continued support by using Prentice Hall products. If you wish to review any Prentice Hall products, please go to www.prenhall.com.

Maryland Community Colleges

College of Southern Maryland, 8730 Mitchell Road, P.O. Box 910 La Plata, MD 20646-0910; 301-934-2251. Donation: two tickets to the 2008 Salsa Music Festival (Feb. 23), and two tickets to 2008 Jazz Festival (May 3) at CSM's Fine Arts Center, La Plata campus.

Hagerstown Community College, 11400 Robinwood Dr., Hagerstown, MD 21742-6590; phone: 301-790-2800.



Announcing AFACCT Conference 2009

Mark your calendars. Next year's 19th Annual AFACCT Conference 2009 will be held January 9 and 10, 2009 (Thursday and Friday) at Anne Arundel Community College in Arnold, Maryland. For more information, logon to the AFACCT website starting April 1, 2008: www.afacct.csmd.edu. Think about submitting a proposal to give a presentation, to prepare a poster display, or to host a meeting of a special interest group (SIG).

Presenters: Be sure to pick up your gift from the AFACCT Registration table after your presentation. Also, don't forget to submit your presentation in electronic form to be included in the *AFACCT Conference '08 Proceedings* (see below).

Attendees: Remember to complete a conference evaluation along with session evaluations and receive your official AFACCT mug. Once you complete your evaluations, go to the Registration Desk and pick up an AFACCT mug. It's yours as a token of our appreciation for having attended the conference and for helping to make the next conference even better with your thoughtful evaluations.



Conference Proceedings: All presenters are invited to submit their presentations for publication in the *AFACCT Conference '07 Proceedings*. After giving your presentation, drop off a copy of your talk (in CD-ROM form, preferably) at the Registration Desk, or send an electronic copy to Stan Kajs, AFACCT Assistant Coordinator: skajs@chesapeake.edu

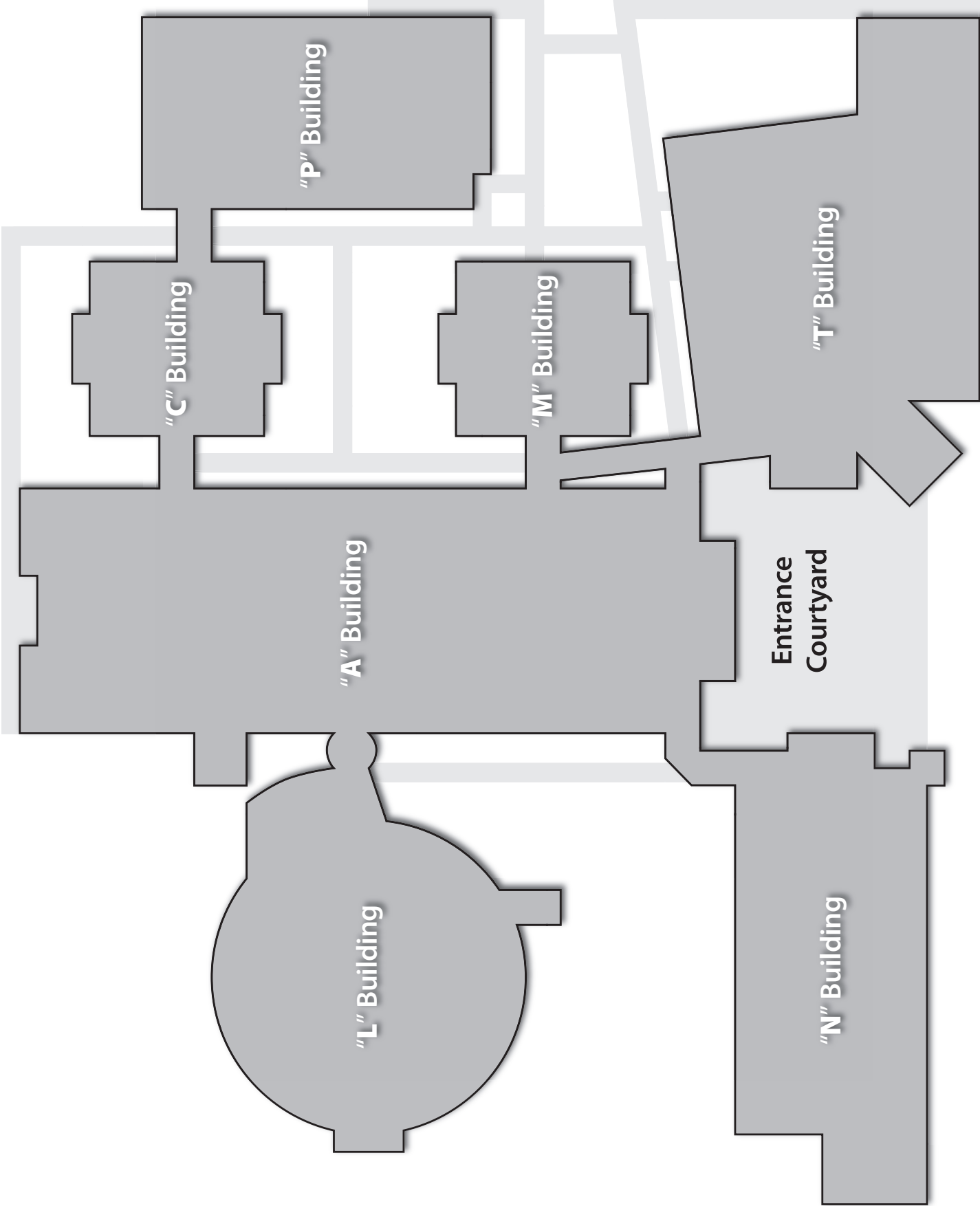
When you submit a PowerPoint slide show, please expand the "talking points" so *Conference Proceedings* readers will be able to fully understand your meaning. You will want to elaborate on the bullet points you listed in your PowerPoint slide show. Copies of past years' *Conference Proceedings* are available on AFACCT's website: <http://www.afacct.csmd.edu/>



Updated: January 7, 2008

Carroll Community College

Building Layout




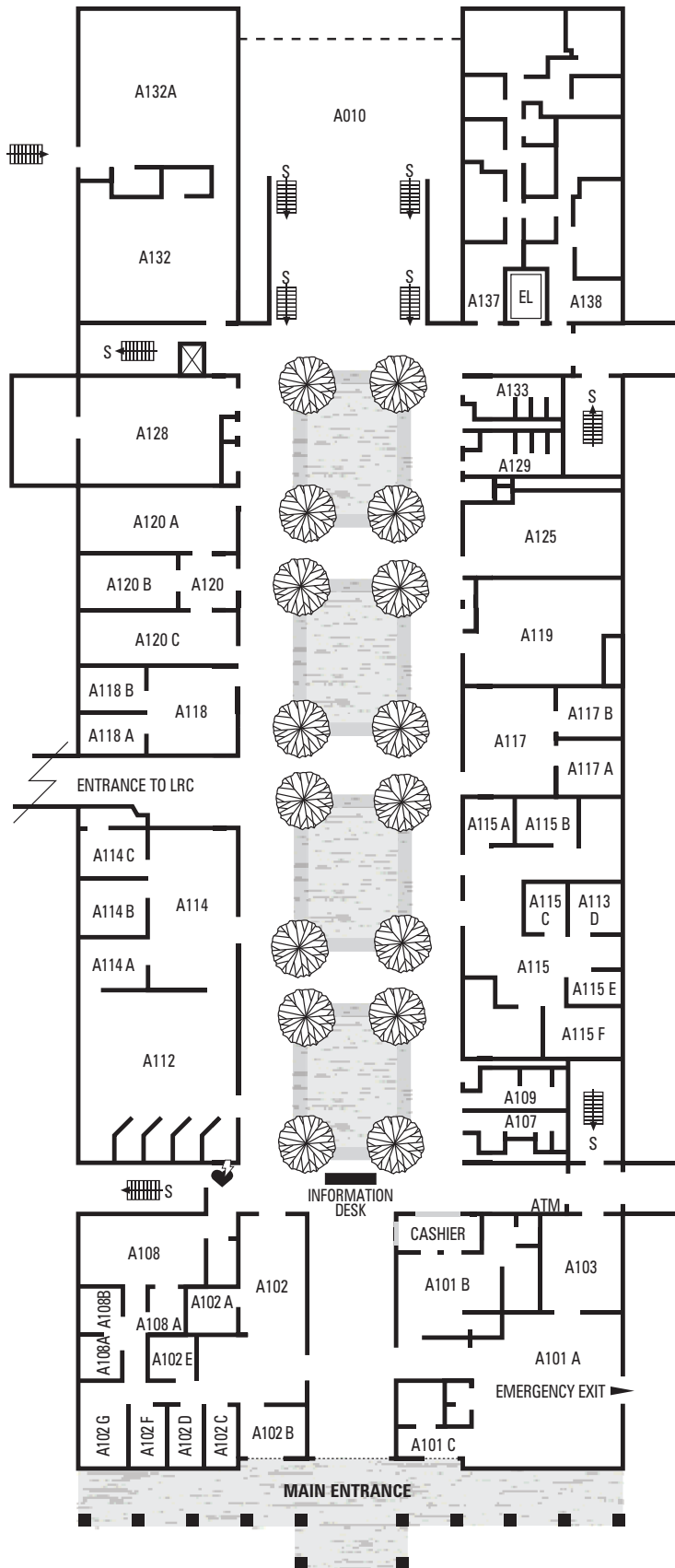
A Building - Main Level

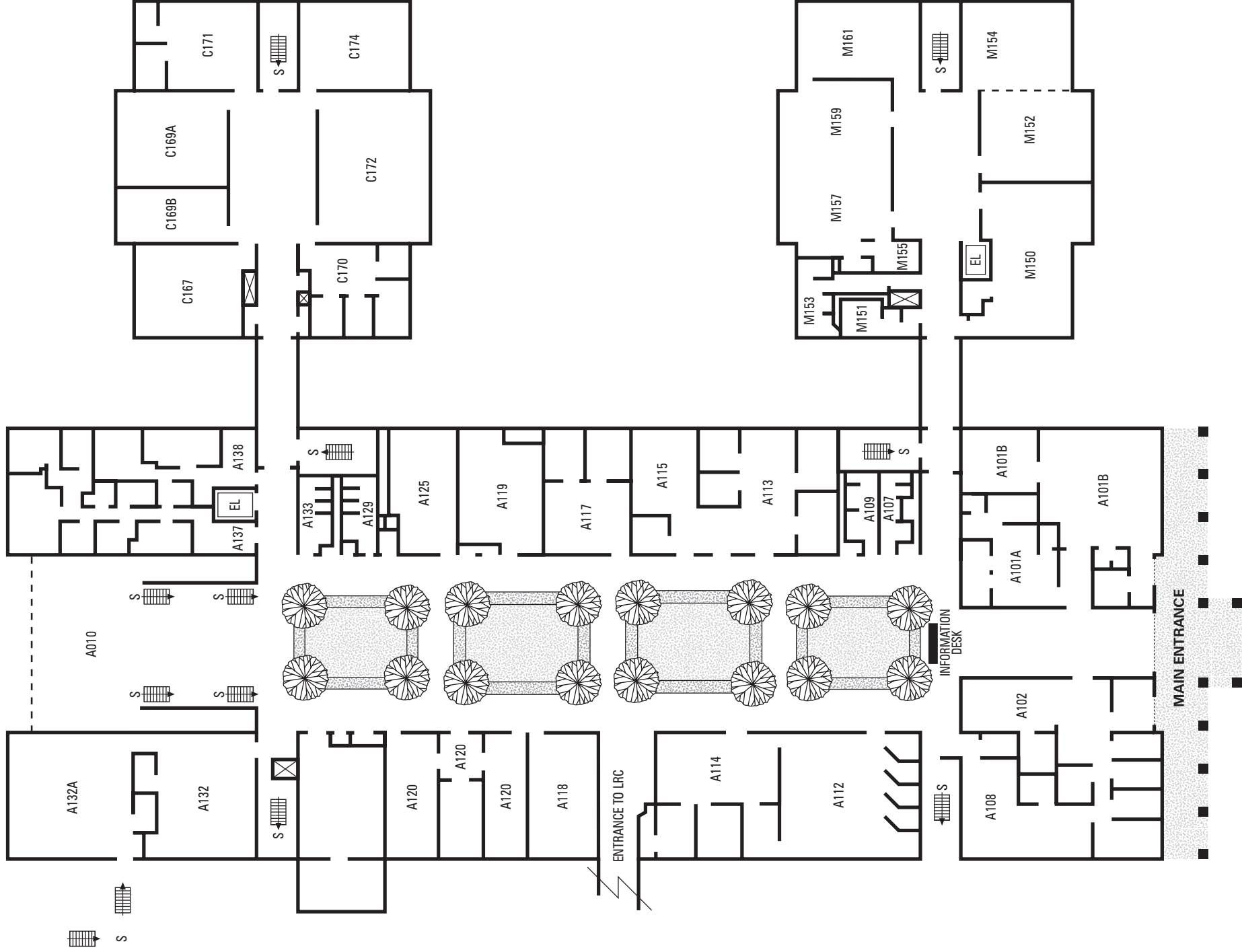
Carroll Community College

Academic/Administration Building

- A010 Cafe Below
- A102 A-G Admissions, Advising, Career and Transfer Center
- A101 A Child Care
- A101 B Business Office
- A103 Child Care (Nap Area)
- A107 Men's Room
- A108 Career and Transfer Services
- A109 Women's Room
- A112 Records and Registration
- A114 Financial Aid
Veterans' Affairs
- A115 Continuing Education & Training
- A117 Publications and Communications Design
- A118 SGO/Student Life
- A119 Classroom
- A120 A Testing Center
- A120 B Testing Center Office
- A120 C Testing Center/Placement
- A125 Classroom
- A128 Computer Center
- A129 Women's Room
- A132 Classroom
- A132 A Classroom
- A133 Men's Room
- A137 Administrative and Fiscal Affairs Offices
- A138 Human Resources

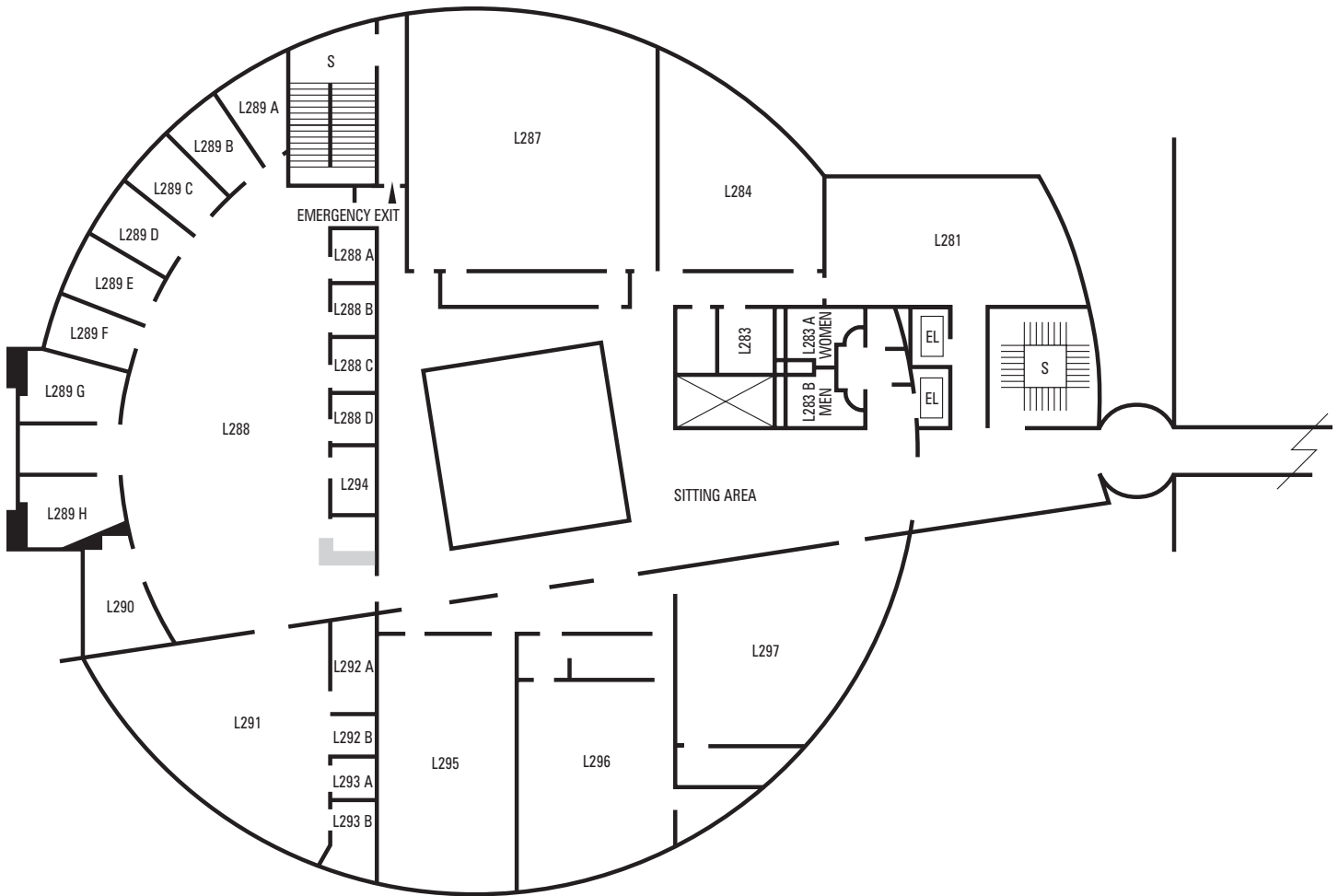
-  Automated External Difibrillator
- EL Elevator
- S Stairs






L Building - Upper Level

Carroll Community College



Learning Resources Center

- L281 Classroom
- L283 A Women's Room
- L283 B Men's Room
- L284 Classroom
- L287 Distance Learning Lab
- L288 Academic Services Center
- L289 A-E Faculty Offices
- L289 G-H Faculty Offices
- L289 F Student Support Services
- L290 Honor's Lounge
- L291 The Write Way Lab
- L292 Faculty Offices
- L292 B Storage
- L293 A Kitchenette
- L293 B Faculty Office
- L294 Faculty Office
- L295 Classroom
- L296 Distance Learning Lab
- L297 Classroom


-  Automated External Difibrillator
- EL Elevator
- S Stairs

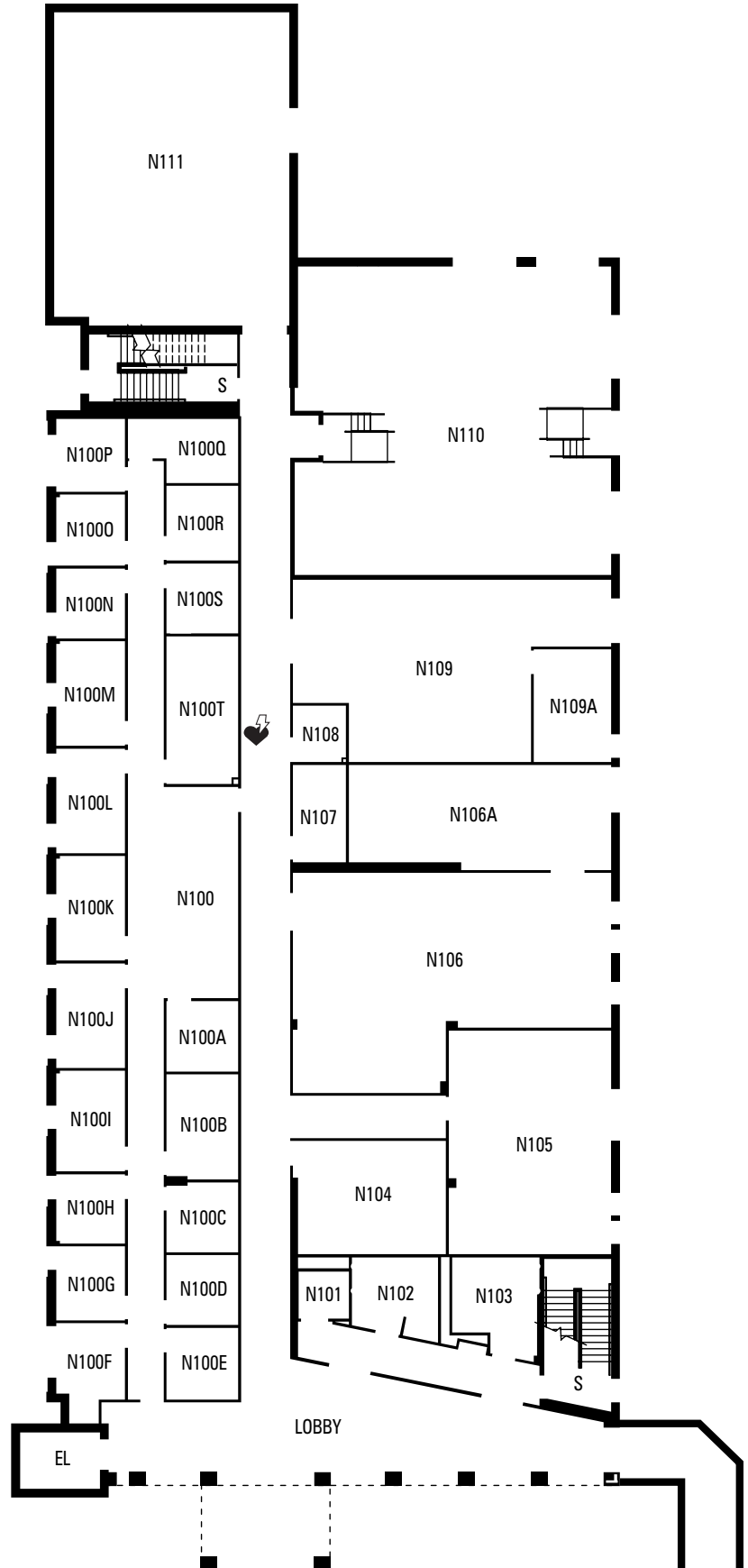
N Building - Main Level

Carroll Community College

Nursing & Allied Health Building

- N100 Faculty Offices
- N100 A Copy Room
- N100 B Conference Room
- N100 C-S Faculty Offices
- N100 T File Room
- N101 Elevator Room
- N102 Men's Room
- N103 Women's Room
- N104 Classroom
- N105 Classroom
- N106 EMC Lab
- N106 A EMC Storage
- N107 Telephone/Data
- N108 Housekeeping
- N109 Facilities Storage
- N109 A Electrical
- N110 Mechanical
- N111 Facilities Storage

-  Automated External Difibrillator
- EL Elevator
- S Stairs



T Building (Scott Center) - Main Level


Carroll Community College

Fine and Performing Arts Center

- T301 Coat Room
- T302 Ticket Office
- T303 Theater
- T303 A Control Room
- T305 Women's Dressing Room
- T306 Men's Dressing Room
- T307 Housekeeping
- T308 Art Gallery
- T309 Gallery Office
- T310 Art Storage

Business Training Center

- T311 BTC Administration Reception
- T311 A-E BTC Administration
- T312 BTC Reception
- T313 Conference Room
- T314 Men's Room
- T315 Training Room
- T316 Housekeeping
- T317 Training Room
- T318 Women's Room
- T319 Computer Lab
- T320 Storage/Duplicating
- T321 Computer Lab
- T322 Kitchenette
- T323 Small Business Development
- T324 Telephone/Data
- T325 Training Room
- T325 A Storage
- T326 Staff Office
- T327 Staff Office
- T328 Mechanical/Electrical
- T329 Mechanical
- T330 Electrical
- T331 Kitchenette
- T332 Elevator Room

-  Automated External Difibrillator
- EL Elevator
- S Stairs

