



Nineteenth Annual Conference

***Living and Learning: The Dynamic Interplay
between Life Experience and Learning***

Program of Presentations

January 8 and 9, 2009

Anne Arundel Community College

Arnold, Maryland

**The Conference Registration/Information Desk is located in the
foyer of the Pascal Center for Performing Arts (PCPA building).
*The closest parking lot is Lot "A."***



19th Annual Conference

Association of Faculties for Advancement of Community College Teaching

Living and Learning: The Dynamic Interplay between Life Experience and Learning

Program of Presentations

January 8 and 9, 2009

Anne Arundel Community College, Arnold, Maryland

updated: January 8, 2009

From the AFACCT Coordinator,

Every year, the AFACCT Conference gives Maryland community college faculty members an opportunity to develop their professional skills, increase their knowledge, and share their research and expertise with others. Perhaps more importantly, however, the Conference lets both full- and part-time faculty members meet with others in their teaching disciplines.

The theme of this year's conference is "Living and Learning: The Dynamic Interplay between Life Experience and Learning." In addition to topics on the conference theme, participants will hear presentations on pedagogy, health and fitness, how to improve your memory, storytelling, improving PowerPoint presentations, community leadership, teaching with case studies, applying technology to teaching in different disciplines, the transformative nature of travel and living abroad, connecting life and learning with cheetahs at the National Zoo, and many other surprising presentations. In all, 90 peer presentations are scheduled, including seven Poster/Website displays, and several hands-on computer demonstrations.

As in the past, the conference is hosting three state-wide meetings: the Developmental Education Association of Maryland (DEAM), and the Maryland Mathematics Association of Two-Year Colleges (MMATYC), and the Maryland Community College Council of Chief Academic Officers (M4CAO). Everything takes place on January 8 and 9, 2009, on the campus of Anne Arundel Community College, in Arnold,

Maryland, our host for the 2009 AFACCT Conference.

The keynote speakers have always been an important part of every AFACCT conference, and this year continues that tradition. On the first day of the conference, our keynote speaker is **Dr. Dena Beeghly**, member of the Department of Literacy at West Chester University of Pennsylvania, and a former faculty member at Cecil College (MD). **Dr. Ray Johns**, the keynote speaker for Friday, January 9, is a Professor Emeritus (Economics) from Hagerstown Community College, and an internationally recognized educator who also has travelled extensively. Prof. Johns's "Letters from Ukraine" were featured in the last two issues of [*Communitas*](#), the newsletter of AFACCT.

And so, this in a nutshell is the AFACCT Conference 2009. The presentations and poster displays described in this program should give all faculty members -- beginning instructors as well as veteran faculty -- some exciting new ideas for how to reinvigorate their teaching as the spring semester 2009 begins.

Best wishes,

Richard J. Siciliano

Richard J. Siciliano
AFACCT Coordinator

Our Goals: 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 who serves as a liaison. A Coordinator and an Assistant Coordinator, elected by the Board, serve with direction from the Maryland Council of Community College Chief Academic Officers (M4CAO).

The AFACCT Board of Representatives: 2008-09	
Allegany	Debbie Frank, Hospitality Management
Anne Arundel	Suzanne Spoor, English and Women's Studies
Baltimore City	Grace E. McNeal, Nursing
Carroll	Alan Bogage, Library Director, English Adjunct
Cecil	Nancy Cannon, Reading
Chesapeake	Stan Kajs, Humanities (AFACCT Assistant Coordinator)
Baltimore County - Catonsville	Nelda Nix-McCray, Sociology
Baltimore County - Dundalk	Bernadette Low, English
Baltimore County - Essex	David Thorndill, Biology
Frederick	Edward Taft, English
Garrett	Jeff Reitz, Mathematics
Hagerstown	Paul Jozik, Physics (AFACCT Treasurer)
Harford	Orlando Correa, Psychology, Behavioral, and Social Sciences
Howard	Russ Baker, Mathematics
Montgomery - Germantown	Jon Frederick Kressig, Health/Physical Education
Montgomery - Rockville	William Coe, Mathematics
Prince George's	Nelson F. Kofie, Sociology
Southern Maryland	Richard J. Siciliano, Languages & Literature (AFACCT Coordinator)
Wor-Wic	Beth Jones, Arts and Humanities Colleen Weil, Nursing, (AFACCT Secretary)
Maryland Council of Community College Chief Academic Officers	M4CAO liaison to be named

Conference Notes...

Keynote speakers: On Thursday, January 8, Dr. Dena Beeghly will hold a question and answer session following her keynote address. On Friday, January 9, Dr. Ray Johns will be available for a discussion during lunch, immediately following Friday's keynote address.

Poster/PowerPoint/Web Site Displays: As in past AFACCT conferences, Poster/PowerPoint/Web Site Displays are scheduled together in room SUN102, located downstairs in the Student Union Building. Presenters will be available at their display tables to answer your questions during two session times: Thursday (Sessions 1.10A -- 1.10G) from 10:45 – 11:35 a.m., and again on Friday (Sessions 6.6A – 6.6G) from 8:30 a.m. – 9:20 a.m.

Pod-Casts (Audio) and Vod-Casts (Video): For the first time, the AFACCT Conference will record several sessions for Web-based playback during the conference and for later viewing. These include both keynote addresses and several other sessions on both days of the conference. The sessions being recorded are marked (**PODCAST) in the **Program-at-a-Glance** and in the program descriptions.

Proceedings: All presenters are invited to submit their summaries of their presentations for publication in the *Conference '09 Proceedings*, an online compilation of this year's conference. For details about how to prepare your entry, visit the Conference Information/Registration desk during the conference, or go to the Conference Website, linked from the AFACCT homepage: www.afacct.csmd.edu

Publishers Textbook Display (Room PCPA-100): Two publishers are displaying textbooks for community colleges in many disciplines. AFACCT wishes to thank Prentice Hall/Pearson Publishing, Inc. and McGraw-Hill Publishers for their continued support of our conference and particularly for their 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. Again, thanks again to both Prentice Hall/Pearson Publishing, Inc. and McGraw-Hill Publishers for their sponsorship of the breakfasts.

Meetings: On both days, in conjunction with the AFACCT Conference, several organizations will be holding official meetings:

- **DEAM:** The Executive Board of the Developmental Education Association of Maryland will meet during lunch on Friday, January 9 from 12:45-1:45p.m., room SUN-102. Contact Janice McCue for more information.
- **MMATYC:** The Maryland Mathematics Association of Two-Year Colleges will meet during session 8.8 on Friday, January 9, from 10:20-11:10 a.m., in room HUM-112. Contact Bernie Sandruck for more information.
- **M4CAO:** The Maryland Council of Community College Chief Academic Officers will meet at 10:00 a.m. on Friday, January 9, in room CADE-207.

Conference Giveaways and Door Prizes: At every AFACCT conference, almost every attendee leaves winning a door prize. AFACCT will be giving away theater tickets, books, 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. Visit the

Registration desk 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 main session presenter, and up to two additional co-presenters, are entitled to a gift in appreciation for the work done to prepare their presentation. Visit the Registration Desk after your presentation.

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: What has become a tradition at each annual conference is the coveted AFACCT Mug. Every conference attendee gets one, so pick up yours at the Registration Desk when you hand in a conference evaluation form.



Hand in your conference evaluation; get your mug.

Room Guide

<p>A campus map of AACC appears at the back of the official program which will be available at the conference.</p> <p>Pascal Center for the Performing Arts</p> <ul style="list-style-type: none"> • Rooms: PCPA-Pascal Center theater • Registration Desk: PCPA building (theater) foyer 	<p>Dragun Science Building: DRGN110, DRGN215</p> <p>Humanities Building Rooms: HUM 101, HUM105, HUM112, HUM116, HUM122, HUM123, HUM125, HUM125, HUM126, HUM212</p> <p>Mathematics Building Rooms: MATH102, MATH204</p>	<p>Schwartz Building Rooms: SCHZ100, SCHZ105, SCHZ107, SCHZ201, SCHZ202, SCHZ203, SCHZ205, SCHZ207</p> <p>Student Union Building SUN102, Cafeteria, Dining Hall</p> <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 8, 2009

- 8:00 a.m. - 9:30 a.m. Registration (PCPA-main foyer); Continental breakfast (Cafeteria)
- 9:00 a.m. – 10:40 a.m. Welcome to Anne Arundel Community College by Trish Casey-Whiteman, AACC Associate Vice President for Learning. Introduction of the keynote speaker, Dr. Dena Beeghly (PCPA: Pascal Center theater **(VodCast)**)

PodCast/VodCast: **

Session 1 Presentations		Subject/Discipline	Presenter	Room
10:45 a.m.-11:35 a.m.	1.1	Psychology	Bell	HUM-101
	1.2	English	Commer	SCHZ-202
	1.3	Pedagogy	Iyengar	HUM-122
	1.4	Nursing/Wellness	Miller	HUM-123
	1.5	Chemistry	Mintz	HUM-212
	1.6	Computer Science	Romanoski (cancelled)	SCHZ-105**
	1.7	Science/Pedagogy	Swanson	SCHZ-205
	1.8	Leadership skills	Welch, Williamson, Grieves	SCHZ-100
	1.9	Reading	Whelan	HUM-112
		Poster/Web displays		Room...
	1.10A	Reading	Barrie, Steinhilber	SUN-102
	1.10B	Information Literacy	Dhanesar	SUN-102
	1.10C	Mathematics	Hays, Allen-Chabot	SUN-102
	1.10D	English Composition	Kranidis	SUN-102
1.10E	DEAM	McCue	SUN-102	
1.10F	Biology	Smith, Shaw	SUN-102	
1.10G	Biology/Assessment	Luquette	SUN-102	
Lunch: Student Union 11:45 a.m. – 12:45 p.m.	During lunch, conference participants are invited to meet with colleagues teaching in their respective academic disciplines. Tables have been marked by academic disciplines.			
Session 2 Presentations		Subject/Discipline	Presenter	Room
12:45 p.m. - 1:35p.m.	2.1	Pedagogy	Baugh, Weber	HUM-101
	2.2	Living/Learning	Clayton, Riordan	SCHZ-203

	2.3 2.4 2.5 2.6 2.7 2.8 2.9 2.10 2.11 2.12	Leadership skills Computer applications History Pedagogy/Biology Living/Learning Communication Pedagogy Faculty evaluation Faculty development Early childhood	Crowl, Wine, Harsh Decker Dhingra Gorski, Lathrop-Davis, Kabrhel Hunt, Vines Kilgard Kolb Mirbaha, Kilbourne Cooke-Turner, <i>et al</i> Wilson	SCHZ-202 HUM-212 HUM-112 SCHZ-205 SCHZ-100** HUM-123 SCHZ-207 HUM-116 HUM-122 SCHZ-105 ** PodCast, VodCast
Session 3 Presentations		Subject/Discipline	Presenter	Room
Thursday, 1:45-2:35p.m.	3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9 3.10 3.11 3.12	Undergrad. Research Multimodal Literacy Art, Health, Psychology Math Awareness Business/Economics Composition Financial literacy Film Living/Learning Pedagogy Pedagogy Environmental educ.	Ball, <i>et al</i> Berringer Dowell, Gore Esenwa, Baker Ewart Hurbanis, Barton Kizzie Korbelak Lanzer Mayock Naughton Parsons, Gitomer	HUM-101 HUM-105 HUM-122 HUM-123 HUM-125 HUM-129 HUM-116 HUM-212** SCHZ-105 SCHZ-100** SCHZ-201 SCHZ-202 ** PodCast, VodCast
Session 4 Presentations		Subject/Discipline	Presenter	Room
Thursday, 2:45-3:35 p.m.	4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9 4.10 4.11 4.12	Psychology Globalization Critical Thinking Biology History/Pedagogy Assessment/Math Pedagogy/Textbooks Critical Thinking Computer Science Sociology Pedagogy Faculty development	Bell Bishop Boxley (cancelled) Davis Finnegan Gehring, Jones Kinshaw-Ellis (cancelled) Lathrop, Gabriel-Tucci Lupoli Nix-Mcraay Reed Subocz, Donnelly	HUM-101 HUM-105 HUM-122 SCH-105 HUM-123 SCHZ-203 HUM-129 HUM-212 HUM-116 SCHZ-201 HUM-125 SCHZ-100** ** PodCast, VodCast
Session 5 Presentations		Subject/Discipline	Presenter	Room
Thursday, 3:45-4:35 p.m.	5.1 5.2 5.3 5.4 5.5 5.6 5.7 5.8 5.9	Pedagogy/English Publishing Performing Arts Mathematics Biology Diversity awareness Science & Technology Pedagogy Entrepreneurship	Goettel Lamp Lyn Mason Rango Sikorski, <i>et al</i> Tupper, Leitherer Wright Schmickley (cancelled)	HUM-116 HUM-212 HUM-123 HUM-125 HUM-129 SCHZ-107 SCHZ-202 SCHZ-203 SCHZ-105

	5.10	Environmental Science	Shrader	DRGN-215
Program at a Glance Friday, January 9, 2009				
8:00-9:30 a.m.		Registration and continental breakfast: Bldg. A, main floor		
9:00 a.m. - 4:00 p.m.		Publishers' exhibits: Bldg. A, main floor		
Session 6 Presentations		Subject/Discipline	Presenter	Room
Friday, 8:30-9:20 a.m.	6.1	Psychology	Barber	HUM-101
	6.2	Library resources	Cone, <i>et al.</i>	HUM-212
	6.3	Composition	Riley	HUM-122
	6.4	Futurism	Sherer, Steele	HUM-123
	6.5	Pedagogy <i>Poster/Web displays</i>	Snow	SCHZ-100**
	6.6A	Reading	Barrie, Steinhilber	SUN-102
	6.6B	Information Literacy	Dhanesar	SUN-102
	6.6C	Mathematics	Hays, Allen-Chabot	SUN-102
	6.6D	English Composition	Kranidis	SUN-102
	6.6E	DEAM	McCue	SUN-102
	6.6F	Biology	Smith, Shaw	SUN-102
	6.6G	Biology/Assessment	Luquette	SUN-102
	Session 7 Presentations		Subject/Discipline	Presenter
Friday, 9:25 -10:15 a.m.	7.1	Memory development	Anagnoson	HUM-101
	7.2	Pedagogy	Antoons	HUM-112
	7.3	Entrepreneurship	Baker	HUM-122
	7.4	Physical Science	Barbour	HUM-123
	7.5	Communication	Brooks (cancelled)	SCHZ-205
	7.6	Storytelling/Biology	Gilinger, <i>et al</i>	SCHZ-100**
	7.7	Writing/ESL	Gomez	HUM-212
	7.8	Statistics	Jones	SCHZ-105
	7.9	Online teaching	Stiffler	HUM-116
	7.10	Travel/Teaching	Thompson	SCHZ-202
	7.11	Visual Arts/Teaching	Venne	MATH-204
Friday, 10:00 a.m.- <i>Special meeting...</i>		M4CAO Meeting starts at 10:00 a.m.	<i>For more information: Trish Casey-Whiteman</i>	CADE-207
Session 8 Presentations		Subject/Discipline	Presenter	Room
Friday, 10:20-11:10 a.m.	8.1	Climate Control	Brown	HUM-101
	8.2	Information Technology	Chaney	HUM-116
	8.3	Composition	Fox (cancelled)	HUM-122
	8.4	Pedagogy/Nursing	Heilmeier	HUM-123
	8.5	Pedagogy	Hernandez	MATH-204
	8.6	Sociology/Pedagogy	Holloman	SCHZ-205
	8.7	Chemistry	Khan	SCHZ-105
	8.8	Math-MMATYC	Sandruck	HUM-112
	8.9	Pedagogy/Music	Sweeney, <i>et al</i>	SCHZ-100**
	8.10	Pedagogy/Retention	Vance, <i>et al</i>	SCHZ-202
	8.11	Developmental Reading	Williams	MATH-102
	8.12	Brain-based Learning	Furst	HUM-212
Friday 11:15a.m. -12:40 p.m.	Keynote address: Dr. Ray Johns , Professor Emeritus, Hagerstown Community College. VodCast			
Lunch: Student Union Building (SUN Cafe) 12:45 p.m. – 1:45 p.m.	During lunch, conference participants are invited to meet with colleagues teaching in their respective academic disciplines. Tables have been marked by academic disciplines.			
Friday, 12:45 p.m. – 1:45 p.m.	DEAM Executive Board lunch meeting. Room SUN-102	DEAM president		

The conference concludes following lunch.

Program of Peer Presentations

Day 1: Thursday, January 8, 2009

9:00 a.m. – 10:40 a.m. Location: PCPA: Pascal Center

Welcome to the Conference, Introductions, and the Keynote address.

- Suzanne Spoor, Conference Coordinator
- Trish Casey-Whiteman, Associate Vice President for Learning, AACCC
- Richard J. Siciliano, AFACCT Coordinator

This address will be video cast (VodCast) on the AFACCT website: www.afacct.csmd.edu

Dr. Dena Beeghly is a professor in the Department of Literacy at West Chester University in Pennsylvania where she teaches undergraduate and graduate courses in literacy. She likens the work college teachers do to weaving a fine cloth:

Teaching, scholarship, and service are the individual threads that are woven together to create a professional life. The teaching threads are like the warp; they form the foundation of the cloth. Without them, it would be impossible for the cloth to be made. The scholarship and service threads are the woof; they weave in and out of the warp. The cloth needs both warp and woof if it is to be whole. The teaching threads suggest which scholarship and service threads should be chosen, and in turn the woof threads strengthen and transform the warp threads into cloth. It is the whole that is important; the individual threads of teaching, scholarship and service are interwoven and interdependent. This weaving of a professional life is a work in progress; the cloth is never finished. The weaver simply learns more and attempts to weave more intricate patterns.

Dr. Beeghly's recent research focuses on how electronic discussion can enhance teaching and learning in college classrooms. She spent the first six months of 2008 as the Visiting Research Professor at Hiroshima University, Japan in the Department of Learning Science where she worked

with Japanese colleagues interested in replicating her work on electronic discussion. In 2005, under the auspices of UNESCO and the International Reading Association, she traveled to Kenya as a technical advisor and trainer for the Diagnostic Teaching Techniques for Primary Level Schooling Project. She is the author of *Litlinks: Activities for Connected Learning in Elementary Classrooms*, and *Lesson Plans for Literature in the K-12 Classroom*, both published by McGraw-Hill. In 2004, she received the Lindback Award for Distinguished Teaching.



Dr. Dena Beeghly

Program of Peer Presentations

Sessions 1: Thursday, 10:45 a.m. -11:35 a.m.

Session 1.1 (HUM-101)

James Bell, Psychology, Howard Community College.

jbelle@howardcc.edu

Sharing Teaching Ideas in the Social Sciences:

Faculty members in the Social Sciences are encouraged to join this discussion of teaching ideas that work for them. A handout will also be provided.

Session 1.2 (SCHZ-202)

Carolyn Commer, English Literature & Composition, Anne Arundel Community College

cocommer@aacc.edu

Ancient Stories / Modern Lives: Understanding Ancient Texts Through Modern Student Narrative.

In the fall of 2003, a class of first-year English students at The Evergreen State College developed an academic kinship focused on the Classics and Composition. They found their course work so inspiring that students got together outside class to discuss ancient texts, edit each other's papers, organize guest lectures on upcoming texts, and even planned field trips to plays. The students and teachers who made this academic community were inspired by their first in class assignment: write a personal narrative about a difficult moral or ethical decision that they had made in their life. These student narratives were then synthesized against other ancient texts as the course progressed, and students learned how to think critically about their own narratives, their peers' narratives, as well as the modern narratives of great American authors like Zora Neale Hurston, Louise Erdrich, and Ralph Ellison. Using two cases of first-year English classes, this presentation focuses on ways that student narratives can be incorporated into classroom curriculums, particularly with ancient Greek and Roman texts, to foster: (1) student self-reflection, (2) community in the classroom, and (3) a greater awareness of the connection between academic learning and real-life experience, particularly where moral thinking and ethics are at play.

Session 1.3 (HUM-122)

Shree Iyengar, Chemistry, Anne Arundel Community College

ssiyengar@aacc.edu

Student Learning: Expectations and Experiences.

Anne Arundel Community College has a set of college-wide competencies (i.e., knowledge, skills, and abilities) expected of our students. This presentation will focus on how well faculty expectations and student experiences of learning link to these competencies. A general discussion on what faculty can do to

steer students toward self-assessment of learning is a key element of the presentation. The presenter will share useful handouts on formative assessments with the audience. There will be opportunities for small group discussions.

Session 1.4 (HUM-123)

Rose Miller, Nursing, College of Southern Maryland

rosem@csmd.edu

Incorporating Wellness Activities into Nursing Clinicals

With clinical spaces getting scarce, have you thought about doing wellness activities in the community setting with your fundamental nursing students? This presentation will tell how to get started and how to organize the clinicals so students will get the most experience when dealing with diverse clients in the community setting.

Session 1.5 (HUM-212)

Abner Mintz, Chemistry, Montgomery College, Rockville

abner.mintz@montgomerycollege.edu

Diagnostic Tests and Student Outcomes: How Important is a Good Chemistry Foundation for General Chemistry?

A diagnostic test to discover how prepared students were for general chemistry was developed and tested over several years. The results at the beginning of each semester were correlated with grades and withdrawal rates by the end of the semester. But sometimes what dry data really mean and how they should best be used get very complicated. Learn why, and put in your own two cents in an open discussion.

Session 1.6 (SCHZ-105) **PODCAST

Jill Romanoski, Computers, Howard Community College and Anne Arundel Community College,

jromanoski@howardcc.edu

Punch Up Your PowerPoint

PowerPoint is just the delivery tool. How you use the tool effectively is the key. This workshop gives you the key. Focus will be on PowerPoint 2007 but can be adjusted for PowerPoint 2003.

Session 1.7 (SCHZ-205)

Craig Swanson, Anatomy/Physiology, Carroll Community College, cswanson@carrollcc.edu

Incorporating Case Studies into the Classroom

Is there a way to take all those “facts” that must be learned and present them in a real life situation where they can be applied to meaningful situations within your discipline? Let's see if the evolving use of case studies can be the answer.

Session 1.8 (SCHZ-100)

Marlene Welch, Education, Carroll Community College, mwelch@carrollcc.edu

Co-presenters: Carole Williamson, ECE Adjunct, Carroll Community College; Loretta Grieves, President of the ECE student club

Building Leaders: Engaging Students through Linkages to Professional Organizations

Engaging students through linkages to professional organizations allows learners to connect responsibly to their world beyond the college classroom. Through the college based education club of nearly 100 members, instructors scaffold leadership opportunities culminating in a student-led presentation for over 300 early childhood professionals. Learn how we guide students to extend their application of classroom teaching to projects that encourage critical and responsible thinking in their community.

Session 1.9 (HUM-112)

Toni Whelan, Fine Arts and English, Carroll and Frederick Community College, taw6253@yahoo.com

If We Stop Learning, Do We Go On Living?

The presenter' developmental reading class was asked to explain what the word "intrinsic" meant in the context of this sentence: "When people focus on learning new ideas, they feel greater intrinsic pleasure, even if they do not receive any external reward for their efforts." The results of this exercise will be presented.

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Session 1.10: PowerPoint–Poster–Website Displays

Thursday, 10:45 a.m. -11:35 a.m.

(The displays will be repeated during session 6: Friday, 8:30-9:20 a.m.)

PowerPoint/Poster/Web Site Display: The following are scheduled together in room SUN 102. 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 1.10 (Thursday) from 10:45 – 11:35 a.m., and Session 6 (Friday) from 8:30 a.m. – 9:20 a.m.

Session 1.10A (SUN-102)

James Barrie, Reading, Anne Arundel Community College, jhbarrie1@aacc.edu

Co- Presenters: Maureen Steinhilber, Reading, Anne Arundel Community College

Putting the Critical in Reading

Two developmental reading instructors display select materials and strategies used in their classes. The material highlights critical thinking for effective reading.

Session 1.10B (SUN-102)

Shakuntala Dhanesar, Information Literacy, Community College of Baltimore County Library, sdhanesar@ccbcmd.edu

Preparing the Information Literate Student for the 21st Century Workplace

The session will address how the academic environment can prepare students with the essential skills to thrive and be successful in the 21st century workplace. Information literate students can determine the extent of information needed, access the needed information effectively and efficiently, evaluate information and its sources critically, incorporate selected information into their knowledge bases, use information effectively to accomplish a specific purpose, understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

Session 1.10C (SUN-102)

Kathy Hays, Mathematics, Anne Arundel Community College, kehays@aacc.edu

Co-Presenters: Amy Allen-Chabot, Biology, Anne Arundel Community College

Math Across the Curriculum: Development of an Interactive Web-based Tool

The presenters have built an interactive web-based tutorial addressing basic mathematical concepts (lessons 1-4) and applications of those mathematical concepts to nutrition. The tutorial allows students to complete practice problems with feedback as well as complete quizzes with scores forwarded to the professor. This framework can be used for other disciplines that have a mathematics component to get students "up to speed" on basic mathematical skills and help them see the application of those skills to the specific discipline.

Session 1.10D (SUN-102)

Rita Kranidis, English, Montgomery College, rita.kranidis@montgomerycollege.edu

Writing in Tongues: A Second-language Writer Teaches Second Language Writers and Colleagues

The presenter is college-wide coordinator of the Writing in the Disciplines program at Montgomery College. In this, her first public venture as a former second-language student, she discusses the nuances of teaching a majority-ESL population using her own personal experiences and insights, and of providing faculty support for teaching second-language students. Examples of student writings and faculty observations will be shared.

Session 1.10E (SUN-102)

Janice McCue, DEAM, College of Southern Maryland, janicemc@csmd.edu

Get to Know DEAM (Developmental Education Association of Maryland)

Learn more about the Developmental Education Association of Maryland and how our state affiliate of NADE can benefit you. Meet with members of DEAM's executive board and find out more about upcoming professional development and networking opportunities.

Session 1.10F (SUN-102)

James Smith, Biology, Montgomery College, james.smith@montgomerycollege.edu

Co- Presenter: Carrie Shaw, Montgomery College, Department of English, Reading, and Foreign Languages, and American English Language Program (AELP)

Connecting Life and Learning with Cheetahs at the National Zoo

Visiting the cheetah exhibit at the National Zoo provided an engaging and interactive experience for students and their professors. Two different groups of students from Academic Reading for Non-natives and Principles of Biology II were united by a common pre-trip reading assignment, pre- and post-trip writing assignments, the field trip, and use of a student-developed wiki. During our zoo visit, these students were well prepared to ask insightful questions of the cheetah biologist who led our tour. This memorable experience provided a unifying theme that was revisited throughout both courses, and it provided a framework for student learning.

Session 1.10G (SUN-102)

Debby Luquette, Science and Technology, Howard Community College, dluquette@howardcc.edu

Authentic Assessment for a Non-Majors Environmental Science Lab

Students generally find that Environmental Science is a discipline that has many “real-life” applications. At HCC, the theme of the course is developed around how our lives and activities affect the Patuxent River Watershed, and ultimately, the Chesapeake Bay. Since the students, principally non-majors, do see the connection to their lives, it seemed a more fitting final examination to allow them to demonstrate their learning in some fashion other than 25 questions about exercises they did over the previous 13 weeks. This Poster/PowerPoint display shows how this authentic assessment is a means for them to work as a group to tell me and each other what they learned in a format of their choosing: skits, videos, power points, nature walks, etc.

Session 2: Thursday, 12:45 p.m.–1:35 p.m.

Session 2.1 (HUM-101)

Jacqueline Baugh, English/Communication, Anne Arundel Community College, j.baugh@severnschool.com

Co-Presenters: Brian Weber, AACC English Adjunct

Link Learning and Living in Lively Assignments

Participants will leave this session with practical ways to tweak existing standard assignments so that the interface between learning and life becomes readily apparent to students. Presenters will share their community college tested materials.

Session 2.2 (SHWZ-203)

Sybille Clayton, Mathematics, Anne Arundel Community College, sclayton1@aacc.edu

Co-Presenters: Heather Riordan, Anne Arundel Community College, Mathematics

Don't Shut Out the Real World.

Do you address your students' concern, "Where will I ever use what I learn in college?" Do your students utilize what they already know when facing a new situation? Through the use of real-world problems and mini-projects, students are asked to think critically and apply their mathematical knowledge on topics that impact their lives. From creating work schedules to global warming, mathematics, as well as other disciplines, can provide a connection between the real world and the classroom.

Session 2.3 (SHWZ-202)

Vaughn Crowl, Behavioral and Social Sciences, Hagerstown Community College, crowlv@hagerstowncc.edu

Co-Presenters: Louise Wine, Professor Psychology; Michael Harsh, Professor English, Speech, Drama

Creating a College Based Community Leadership Program

Hagerstown Community College has developed a collaborative Student Leadership program which includes high school and College student leaders. It also partners with the community based Washington County leadership program CEO and Board of Directors. The program is dynamic in both academic and experiential applications of leadership strategies resulting in a comprehensive student led project. Now in the sixth year, the projects have included services to families of autistic children, services to Cystic Fibrosis Foundation, Boys and Girls Club, Habitat for Humanity, and United States Veterans Administration.

Session 2.4 (HUM-212)

Carol Decker, Computer Applications, Montgomery College, carol.decker@montgomerycollege.edu

Twenty-first Century Collaboration Skills Using Web 2.0

Educators are recognizing the potential of Web 2.0 applications for student collaboration and engagement in course content. Various Web 2.0 applications will be defined and demonstrated. Uses in education will be discussed.

Session 2.5 (HUM-112)

Neil Dhingra, History, Carroll Community College, ndhingra@carrollcc.edu

Experience, Religion, and Violence in the History Classroom

A danger of sharing our personal stories or using the narrative of students' lives in the community college classroom is the potential exclusion of ostensibly alien or disturbing experiences, especially religious or violent experiences. Furthermore, the experiences of religion and violence can seem inescapably private, and difficult, if not impossible, to articulate in a diverse classroom. This presentation will use Rene Girard's theories of mimetic desire and "scapegoating" to suggest ways to relate students' own experiences to the religious and violent experiences of the past. Particular historical examples will be discussed.

Session 2.6 (SCHZ-205)

Ewa Gorski, Biology, Community College of Baltimore County-Catonsville, egorski@cCBCmd.edu

Co-Presenters: Ellen Lathrop-Davis, Human Anatomy & Physiology; Steve Kabrhel, Biology, Community College of Baltimore County-Catonsville

Helpful Hints in Teaching Biology Courses

A variety of exciting teaching tools designed to enhance student learning will be discussed. These tools include hands-on activities, application questions, concept cards, and other material review techniques.

Session 2.7 (SCHZ-100) ****PODCAST**

Mary Hunt, Early Childhood Development, College of Southern Maryland, maryh@csm.edu

Co-Presenter: Lee Vines, Biology, College of Southern Maryland

Reconnecting with Nature: Leave No Child Inside

We want our students to be able to concentrate, think creatively, be good observers, and have healthy social interactions, among other skills, to be successful in our courses. These are skills that children who have experiences in nature have. This workshop will encourage you to make connections between your discipline and these skills so that you can help your students see the value of allowing their children have experiences in nature.

Session 2.8 (HUM-123)

Susan Kilgard, Communication, Anne Arundel Community College, skilgard@aacc.edu

A Cheerful Earful: Learning about Listening

Our students take formal courses to learn the skills needed to express themselves, such as writing and speaking--but what about the other half of communication: listening? Participants will learn about the surprisingly complex process of listening, the role of nonverbal communication in listening, different listening styles, and why so many of us--including our students--have trouble really listening to others. This presentation will emphasize applications to the community college classroom as well as to participants' interpersonal relationships.

Session 2.9 (SCHZ-207)

Rita Kolb, Developmental and General Education, Community College of Baltimore County-Catonsville, rkolb@ccbcmd.edu

Session cancelled

Using Fun to Motivate Learning

Learn something by having fun? Recently, instructors funded by the National Science Foundation have been applying this concept in developmental mathematics and English, general education courses in art, mathematics, science, information technology, and basic courses in computer science. Students create videos with the free software Alice. Join a discussion of updates on classroom experiences with Alice and watch a demonstration of this educational tool.

Session 2.10 (HUM-116)

Christine Mirbaha, Mathematics, The Community College of Baltimore County, cmirbaha@ccbcmd.edu

Co-Presenters: Jennifer Kilbourne, Community College of Baltimore County

Supervisor Evaluations of Online Courses and Their Instructors

Evaluating instructors in the online environment can be a daunting task, especially when the supervisor has not taught in this setting. Although the number of online distance course offerings has increased in recent years, little has been done to effectively train supervisors to evaluate online instruction. We will examine some of the important aspects of online course evaluation that are currently in practice.

Session 2.11 (HUM-122)

Trude Cooke-Turner, Psychology, Community College of Baltimore County, tturner@ccbcmd.edu

Co-presenters: Dr. Charlyn Cassady, Reading, CCBC; Nancy Ebare, Reading, CCBC; Cheryl Scott English, CCBC; and Donna Rongione, Speech, CCBC

Jumping in Feet First: Faculty Development Through the "Master Learner" Model

The "Master Learner" model is intended to improve a student's educational experience through interaction with a faculty member who acts as a student in a given class (usually in a discipline different than the faculty member's) to model scholarly inquiry, test-taking, research and discipline. However, this model is not only a good one for students, but also for new and seasoned faculty to become aware of new techniques in student engagement and to enhance their own pedagogical style. This presentation will discuss how

"master learner" benefits from the interaction with the students (as participant-observer) and the seasoned faculty (via informal mentor relationship) in this win-win process.

Session 2.12 (SCHZ-105)

Lakita Wilson, Early Childhood Education, Prince George's Community College, Wilsonld1@pgcc.edu

Using Technology to Teach Early Childhood Educators

As the need is growing for qualified, highly certified Early Childhood Educators, more child care workers are seeking courses on the community college level. In a field where most of the day is spent working with young children, there are often little to no possibilities of taking the needed coursework traditionally. As the distance learning field is growing and developing, there is a need for quality distance learning classes for staff in the Early Childhood field. In this presentation, participants will learn why distance learning is important for the early childhood field and how to implement an effective distance learning program.

Sessions 3: Thursday, 1:45 p.m. - 2:35 p.m.

Session 3.1 (HUM-101)

James Ball, Academic and Student Affairs, Carroll Community College, M4CAO, jball@carrollcc.edu

Co-Presenters: M. Stephen Ailstock, Biology Department Chair and Director AACCC Environmental Center; Anne Davis, Sciences Department Chair, Carroll Community College; Bob Ford, Sciences Department Chair, Frederick Community College

Students Learning "The Ways of Knowing" by Participating in Undergraduate Research

There is a national call for community colleges to engage students in authentic research projects so more students are encouraged into and prepared to attend graduate studies. This session is for faculty interested in developing and enhancing curricula for students to perform undergraduate research projects. A panel of three faculty practitioners will present briefly on current endeavors in their classroom. Attendees will also participate in the development of a new affinity group in Maryland to promote undergraduate research.

Session 3.2 (HUM-105)

Jennifer Berringer, Fine Arts/Visual Literacy, PGCC, pod307@hotmail.com

Multimodal Literacy: Technology in the Classroom 2008

"Who dares to teach must never cease to learn." *John Cotton Dana*. To meet our students where they are, where they spend their time, the presenter will lead participants on a quick tour of where and how they are learning. We can begin to meet the challenge and develop our role in creating visually discriminating consumers of electronic media.

Session 3.3 (HUM-122)

Margaret Dowell, Studio Art/Fine Arts, Carroll Community College, mdowellart@aol.com

Co-Presenters: Scott Gore, Fine and Performing Arts, Carroll Community College

Art and Addiction: A Community College Addresses a Public Health Problem

Fact: 1 in every 5 deaths in America is addiction related. In November 2008, Carroll Community College partnered with addiction scientists at the Johns Hopkins University School of Medicine to sponsor a series of events related to art and addiction. The focal point of this initiative was a juried art exhibition by regional and student artists which addressed both addiction and recovery. The purpose of this exhibition was to show the human side of addiction and to help change the way America views addiction from being seen as a moral failing or criminal act to being accepted as a chronic medical illness requiring treatment. Presenters will give an overview of this effort (including art samples) and will present tips that those interested may use to sponsor their own art and addiction exhibitions.

Session 3.4 (HUM-123)

John Esenwa, Mathematics, Howard Community College, jesenwa@howardcc.edu

Co-Presenters: Russ Baker, Mathematics, Howard CC

Is Your College Math Aware?

Each year, Howard Community College celebrates a mathematics awareness week with a series of college wide activities. These activities include math puzzles, guest speaker presentations and a Math-Jeopardy competition. Modeled on the popular Jeopardy TV game, various student teams, faculty teams, staff teams, administration team and community teams take part in this mass competition involving as many as 144 competitors. Participants at this session will experience the jeopardy game using clickers.

Session 3.5 (HUM-125)

Shad Ewart, Business, Anne Arundel Community College, sbewart@aacc.edu

How to Cope When World Events Hijack Your Class: The Financial Industry Meltdown

This fall 2008, U.S. business faculty members were given a great gift. The financial industry meltdown has provided a wealth of teachable moments. Learn about one business faculty member's classroom management strategy when those moments eclipsed the course's stated learning objectives. Additionally, learn how to engage students who are either not interested or concerned when you need to deviate from the syllabus's stated schedule.

Session 3.6 (HUM-129)

Brenda Hurbanis, Teacher Education, Anne Arundel Community College, blhurbanis@aacc.edu

Co-Presenter: Patricia Barton, Education/TEACH Institute, AACC

Write for Your Life

Improve students' writing skills for higher education and beyond. Learn how the Education Department at Anne Arundel Community College is addressing this challenge. Participants will receive materials to design a plan that meets their own unique needs.

Session 3.7 (HUM-116)

Judith Kizzie, Business & Computer Systems, Howard Community College, jkizzie@howardcc.edu

Financial Literacy and Teaching: Do You Know Where Your Money Is?

Do you wonder how to use the current national financial situation in the classroom, when you may not understand it yourself? Explore the basics that students (and we) need to know. Learn about classroom activities designed to increase interest, involvement, and understanding in this vital but often avoided arena.

Session 3.8 (HUM-212) **PODCAST

Stacy Korbelak, Composition/First Year Experience, Howard Community College,

skorbela@howardcc.edu

The Sundance Project

Are you tired of the usual paper and presentation topics? Discover how the documentaries from the annual Sundance Film Festival can be used across disciplines to put your students in better touch with the life experiences of others around the world, while giving you something interesting to read and grade. Learn how to access the film guide, get in touch with filmmakers, locate movie clips, and direct your students to available research.

Session 3.9 (SCHZ-105)

Frank Lanzer, Engineer Technologies, Anne Arundel Community College, fplanzer@aacc.edu

Bringing Experiences to Youth with Limited Experiences

Middle and high school students often have limited experience and perspectives in many technical fields. Misconceptions and doubts of their own potential may tarnish their images of success. Over a six-year period, technical summer camps have opened the eyes (and minds) of many teenagers so they can become what they want to be. Our experiences are shared along with strong points and areas in which we still can improve.

Session 3.10 (SCHZ-100) **PODCAST

Ben Mayock, Network Technology, Community College of Baltimore County, bmayock@ccbcmd.edu

How the Chinese Five-Element Theory Can Improve Your Online Course

This session explores the similarities between online education and the ancient Chinese Five Element Theory and answers the question, "What happens when effective practices from both models are

combined?" Using the seasonal approach from the five element theory, the presenter will introduce participants to how this method helps improve student participation and learning.

Session 3.11 (SCHZ-201)

Brandy Naughton, Student Development, Disability Support Services, Harford Community College, bnaughto@harford.edu

Universal Design: Meeting the Needs of Diverse Learners

Students are increasingly diverse; they come from various cultural backgrounds and have different learning styles and abilities. Do you want to learn how your classes can meet the needs of a diverse group of students? If so, join this session to learn about Universal Design for Instruction (UDI), a proactive approach to teaching that uses inclusive and accessible instructional strategies. UDI meets the needs of a broad range of learners and reduces the need for accommodations for students with disabilities.

Session 3.12 (SCHZ-202)

Michael Parsons, Sociology, Hagerstown Community College, parsonsm@hagerstowncc.edu

Co-Presenters: Rivalee Gitomer, Early Childhood Education, CCBC-Catonsville

How Green is My Curriculum

In May 2008, Towson University conducted a training seminar on integrating environmental education into core courses. An Early Childhood Education Professor and a Sociology Professor will demonstrate strategies for "greening" core courses. Participants will develop strategies for integrating environmental principles into their courses.

Sessions 4: Thursday, 2:45 p.m. - 3:35 p.m.

Session 4.1 (HUM-101)

James Bell, Psychology, Howard Community College, jbelle@howardcc.edu

Don't Re-Invent the Wheel - Teaching Ideas

This session will focus on ideas from First Year Experience classes to help beginning students better deal with college. Participants will be given a handout of teaching ideas with examples. In small groups, they will be able to discuss the ideas that they might apply in their classrooms. In addition, participants will be asked to share ideas that work for them.

Session 4.2 (HUM-105)

Rex Bishop, Business, College of Southern Maryland, rex.bishop@csmd.edu

Global Cultural, Economic and Educational Initiatives in Maryland

This presentation focuses on three international initiatives. The Office of the Maryland Secretary of State sponsors sister-state relationships and houses the Maryland International Consortium Committee. The

Department of Economic Development concentrates on expanding global commerce, providing export assistance, and promoting foreign direct investment. The non-profit World Artists Experiences (WAE) attempts to bridge international understanding using the universal language of the Arts. Three short PowerPoint presentations suitable for classroom use will be shared with the participants.

Session 4.3 (HUM-122)

Marlinda Boxley, Center for Teaching and Learning, Montgomery College,

marlinda.boxley@montgomerycollege.edu

Session cancelled

Teaching Metacognition: A Tool for Lifelong Learning

How do we get our students to develop as self-directed learners prepared to meet the challenges of the 21st Century? By teaching our students metacognitive skills, we can prepare them to be successful learners throughout their lives. Metacognition is a concept that originated from the field of educational psychology. The workshop will apply the theoretical constructs of John Flavell, known as the founder of metacognition, to the practical environment of the college classroom.

Session 4.4 (SCHZ-105)

Anne Davis, Biology, Carroll Community College, adavis@carrollcc.edu

Taking the Classroom into the Field

Are you looking for ways to help your biology students become outstanding in the field? This presentation will describe an innovative approach to teaching Evolution, Biodiversity and Ecology (Biology 102). Learn how this hybrid course incorporates field trips to regional science museums, a field study and service learning to get students directing their own learning. See how the on-line components mesh with the field trips and encourage engagement. Insight from former students as well as examples of student generated work will be included.

Session 4.5 (HUM-123)

Jim Finnegan, English, Anne Arundel Community College, jfinnegan@aacc.edu

Using Photo-Documentary Assignments to Teach Historical Experience

What is a “historical experience,” and have you ever had one? The presenter uses this question to introduce students to critical thinking and analytical writing, as well as to lay a foundation for their own production of a photo-essay documentary, created in connection with a required service learning component in the course. The presenter will share his experiences using photography and documentary to teach students principles of textual analysis, as well as prompting them to confront questions of otherness and cultural representation. This presentation invites audience participation and conversation, and includes images, examples, and handouts.

Session 4.6 (SCHZ-203)

Sara Gehring, Mathematics, Harford Community College, sgehring@harford.edu

Co-Presenters: Chris Jones, Mathematics, Harford Community College

Practical Uses of Assessment in the Developmental Mathematics Classroom

This presentation is an explanation of an assessment project that is ongoing at Harford Community College.

We are using MyMathLab to evaluate the impact of individual study on overall retention and course achievement in developmental algebra courses. We will summarize and share our support data for our project plan and our preliminary results from the fall semester.

Session 4.7 (HUM-129)

Session cancelled

Judy Kinshaw-Ellis, English/Reading, Harford Community College, JKinshaw@harford.edu

May I Introduce... Your Textbook

Students are often unaware of what their textbook authors and designers have done for them to help enhance their learning experience. This presentation will highlight features such as study aids, companion Web sites, and typeface design that textbooks incorporate to help student learning. Textbooks aren't just for reading anymore. Learn to help your students get the most from their texts.

Session 4.8 (HUM-212)

Janice Lathrop, Library, Anne Arundel Community College, jmlathrop1@aacc.edu

Co-Presenter: Paul Gabriel-Tucci, English, Anne Arundel Community College

Beyond Google

The whole world searches Google, but getting millions of results isn't always helpful. Critical thinking skills are essential in the electronic information age. Come learn how a librarian and an English faculty member collaborate to help empower students to make wise choices in conducting effective research.

Session 4.9 (HUM-116)

Shawn Lupoli, Computer and Information Science, Community College of Baltimore County, slupoli@ccbcmd.edu

Active Learning Toolkit

The "active learning toolkit" is a web-based active learning computer program comprising of a virtual toolkit of resources for both instructors and students. Initially developed at Towson University, and utilized at the Community College of Baltimore County, Virginia Tech and Radford Universities for the collection of student responses and immediate auto summarization, the Toolkit exists to stimulate and improve classroom discussion and learning using both wired (traditional desktop machines in a lab setting) and wireless devices (notebooks, PDAs, etc.) for an active and collaborative learning environment.

Session 4.10 (SCHZ-201)

Nelda Nix-McCray, Sociology, Community College of Baltimore County-Essex, nnix@ccbcmd.edu

Life Experiences and Course Development in the Social Sciences

Teaching in the social sciences presents a unique opportunity for faculty members to create interesting and engaging assignments, discussions, and projects that combine students' life experiences with the course material. This presentation will highlight several assignments that have been successful in the disciplines of sociology and psychology in making real life connections to the course material.

Session 4.11 (HUM-125)

Belinda Reed, Social Sciences/Conflict Resolution, Howard Community College, breed@howardcc.edu

Circle it up. Learning Through Personal Stories

Join this workshop to discover how the use of circles opens up a space to learn each other's personal stories, as well as a space to reflect. Time permitting, role plays will be a part of this interactive workshop. Be prepared to redefine your teaching and learning practices.

Session 4.12 (SCHZ-100) **PODCAST

Sue Subocz, Distance Learning and Faculty Development, College of Southern Maryland ,
SSubocz@csm.edu,

Co-presenter: Kim Donnelly, English, College of Southern Maryland

Developing Innovative Teachers

In this highly successful community college faculty development program, College of Southern Maryland staff and faculty work together to develop training opportunities for full- and part-time faculty and continuing education instructors. These opportunities are designed to support the teaching/learning and professional development of the college community and are provided in a variety of formats to meet faculty needs. This workshop will showcase some of the programs offered and provide tips for creating partnerships between staff and faculty to support faculty development.

Day 1: Thursday, January 8, 2009
Sessions 5: Thursday, 3:45 p.m. - 4:35p.m.

Session 5.1 (HUM-116)

Sandra Goettel, English Literature and Composition, Anne Arundel Community College,
sagoettel@verizon.net

You Tube and MySpace in the Composition and Literature Classroom Learning Tools

The presenter will report on her experience using You Tube and MySpace to enhance student learning in freshman composition and literature classes. The audience will be asked to share how they might use these sites in their courses.

Session 5.2 (HUM-212)

Joseph Lamp, English and Communications, Anne Arundel Community College, j19lamp@comcast.net

Beating Skyrocketing Textbook Costs: Write Your Own “Without Too Many Tears.”

With student textbook costs soaring, here’s an approach for cutting costs and keeping your sanity, too, especially for process-oriented courses such as public speaking and perhaps others in English, mathematics, art, etc. Using a simplified inductive approach, write your own book and have your college reproduce it. Doing this at Anne Arundel Community College, faculty members have saved students over \$20,000 a year. Let’s briefly examine how it can be done.

Session 5.3 (HUM-123)

Janaea Lyn, Performing Arts/Dance, Cecil College, jlyn@cecil.edu

Calling as Career - The Intersection of Life and Learning in the Performing Arts

In the twenty-first century, a professional life in the performing arts requires more than having excellent discipline training. An accurate perception of oneself as a person, foundational knowledge of related disciplines, and practical skills for self promotion and theatrical production are also essential. This approach also encourages a pro-active approach to bringing one’s individual gifts to the marketplace, creating not just seeking employment opportunities. A unique and required course for all performing arts majors at Cecil College entitled Performance Skills is the outgrowth of the professor’s personal and professional experiences as performer, choreographer, director, and arts administrator. These life experiences are integrated throughout the practical course material as a teaching tool.

Session 5.4 (HUM-125)

Joseph Mason, Mathematics, Hagerstown Community College, masonj@hagerstowncc.edu

Teaching Fractions Outside the Box and With Connections

Is it time for mathematicians to break tradition and promote a change in the way mathematics is taught? This presentation explores how fractions are currently introduced to students, why students dislike fractions so much, and why a change in teaching philosophy may be needed. Non-traditional teaching methods, their effect on a student’s higher mathematics education, and connections between fractions and real life will also be covered. Remember, the F in fractions tells you that fractions are your FRIENDS.

Session 5.5 (HUM-129)

Jessamy Rango, Biology, Anne Arundel Community College, jjrango@aacc.edu

How A Volcano Transformed My Scientific Method Lecture From Ho-Hum To EXPLOSIVE!

Is talking about the scientific method for the 100th time getting you down? Come and hear how the presenter was able to engage students in an introductory biology course by incorporating an exciting summer studying ants at Mount St. Helens into a stimulating discussion on the scientific method.

Session 5.6 (SCHZ-107)

Grace Sikorski, English and Women's Studies, Anne Arundel Community College, gsikorski@aacc.edu

Co-Presenters: Carolin Woolson, Philosophy AACC; Heather Rellihan, Women's Studies, AACC;

Aressa Williams, English, AACC

Curriculum Transformation for Diversity Awareness

Members of the AACC Women's Studies Summer Institute Curriculum Transformation Project will present a panel focused on curriculum development at the community college that promotes diversity awareness. Our explicit objective is to lead students to confront oppressions of racism, classism, ableism, sexism, and homo/bi/transphobia and to make productive and provocative connections between their academic work and their own lived experiences. This panel will describe curriculum and pedagogical strategies that seek to achieve this objective.

Session 5.7 (SCHZ-202)

Donna Tupper, Mathematics, Community College of Baltimore County – Essex, dtupper@cCBCmd.edu

Co-Presenter: Barbara Leitherer, Mathematics, CCBC-Essex

Supporting Under-represented Populations in Science and Technological Majors

All anybody has to do is watch the Monday night sitcoms on CBS to know that science majors are all male geeks. And if it says so on television, it must be true. Technological and scientific majors have long had a stigma of being career paths for male geeks. Through NSF sponsored grants, CCBC has developed two programs designed to dispel this image and increase the number of unrepresented populations in science, math and technology programs. The Grace Hopper Scholars Program targets women for careers in technology and offers various support and financial incentives regardless of enrollment or economic status. CSEMS targets full-time students with unmet financial need who are interested in careers in computer science, engineering or mathematics. This presentation will discuss the interventions and support strategies offered to students seeking careers in these fields.

Session 5.8 (SCHZ-203)

Charles L. Wright III, M.D., Anatomy, Physiology, Microbiology, Nutrition, Community College of Baltimore County – Essex, cwright@cCBCmd.edu

How My Clinical Experiences Influenced My Teaching Strategies

This workshop will demonstrate in a step-by-step manner how to better utilize clinical cases as a method to promote interest in physiology, develop critical thinking skills, enhance problem solving abilities, increase concept retention, increase recognition of pathophysiologic processes, and create a basal understanding of how medical/surgical interventions return the patient to homeostasis.

Session 5.9 (SCHZ-105)

Sharon Lyn Schmickley, Business and Computer System, Howard Community College,

SSchmickley@howardcc.edu

Session cancelled

Bringing Business Experiences to the Classroom

This presentation will explain how a discipline such as entrepreneurship can incorporate real-life experiences throughout an entire program. It will show how featuring such structures as coaching, mentoring, and incorporation of business links can intensify the realism of the learning experience. The elements incorporated in this presentation are applicable to many other disciplines.

Session 5.10 (Room DRGN-215)

Elizabeth Shrader, Environmental Science, Community College of Baltimore County,

eshrader@ccbcmd.edu

Incorporating Technology into the Environmental Science Laboratory

How can you incorporate state of the art sensors into a freshman level field-based Environmental Science laboratory course? Join me for a hands-on demonstration of Vernier LoggerPro sensors. The process of incorporating this equipment into a laboratory manual and into the classroom will be discussed. Copies of the CCBC Environmental Science Laboratory manual will be available for review.

Day 2: Friday, January 9, 2009
Sessions 6: Friday, 8:30 a.m. - 9:20 a.m.

Session 6.1 (HUM-101)

****PODCAST**

Janet Barber, Psychology, Prince George's Community College, jan5517@comcast.net

The Science of Happiness: Enhancing Students' Subjective Well-Being for Better Learning and Life Experiences

Psychological problems of college students continue to grow. Recent studies show that more and more college students seek psychological services during their college careers. However, happiness can be taught, and who are better prepared and groomed to pass this knowledge on to students than college professors? In the face of social and economic uncertainties, we could all learn more about enhancing our well being . . . scientifically and humanely. This presentation is framed around positive psychology and the

enhancement of students' well being. The ultimate goal of positive psychology is happiness and well being for all humans.

Session 6.2 (HUM-212)

Vicki Cone, Library Instruction, Anne Arundel Community College, vdcone@aacc.edu

Co-Presenters: Kenneth Jarvis, Hospitality, Culinary Arts & Tourism, Anne Arundel Community College;
Sandra King, School of Arts & Science, Anne Arundel Community College

Librarian/Faculty Collaboration: Strategies for Providing Library Services and Resources in Online Courses

The panel (a librarian and two faculty members) will share ways that they are working together to provide innovative support to their online students. Participants will discover a number of resources and services that are being used successfully such as library guides, tutorials, and screencasts; providing library instruction in the online classroom; embedding a librarian into online courses; utilizing assignments that require the use of the library; and using library resources such as electronic books and streaming video. Participants will identify techniques and strategies to enhance and support students in their own online courses. There will be an opportunity for interaction with questions and answers throughout the presentation.

Session 6.3 (HUM-122)

Brian Riley, Literature and Composition, Anne Arundel Community College, bpriley@aacc.edu

Teaching Audience Awareness and Self-Evaluation in the Composition Classroom

All too often, our students tend to see formal writing assignments as just that--assignments to be finished, handed in, and forgotten, while seeming to miss the point that writing is, or should be, a form of communication with an audience. In addition, many students seem to think of grades not as measures of how well they have communicated, but as something they simply "get" from the instructor. This presentation will focus on helping our students develop that crucial sense of critical distance from their written work. We will discuss practical strategies for helping students begin to see their writing from an audience's perspective, evaluate their own progress more realistically, and develop a sense of ownership and pride in their written work.

Session 6.4 (HUM-123)

Maureen Sherer, Chemistry, Anne Arundel Community College, masherer@aacc.edu

Co-Presenters: Stephen Steele, AACC, Sociology & Futures Studies

Thinking About the Future: Preliminary Results of Student Engagement with a Community Futures Survey

How do students gain expertise in data acquisition, analysis, and its subsequent application to real world planning? Through a survey conducted by the Institute for the Future at AACCC, students are participating at each of these levels. The survey queried residents of a suburban American county (Anne Arundel) about how they see their future in 2018. Students did the surveying, and various classes will analyze the results, discuss desirable futures, and develop strategies for building desirable futures. The research was funded by an Innovation Grant provided by the AACCC Foundation.

Session 6.5 (HUM-125)

****PODCAST**

Kipp Snow, Center for Workforce Solutions, Anne Arundel Community College, kcsnow@aacc.edu

Electrifying Your Classroom with Personal Experiences

Learn how the use of personal experiences has fostered learning with the new Transportation, Logistics, and Cargo Security Grant Program at AACCC. Hear examples of how student and instructor experience through in-class discussions and activities unified a wide student demographic. This style of collaboration fosters students' global awareness in the discipline and enhances learning in the classroom.

Session 6.6: **PowerPoint–Poster–Website Displays** (These displays are repeated from Session 1.10: Thursday, 10:45 a.m. -11:35 a.m.)

Session 6.6A (SUN-102)

James Barrie, Reading, Anne Arundel Community College, jhbarrie1@aacc.edu

Co- Presenters: Maureen Steinhilber, Reading, Anne Arundel Community College

Putting the Critical in Reading

Two developmental reading instructors display select materials and strategies used in their classes. The material highlights critical thinking for effective reading.

Session 6.6B (SUN-102)

Shakuntala Dhanesar, Information Literacy, Community College of Baltimore County,

sdhanesar@cCBCMD.edu

Preparing the Information Literate Student for the 21st Century Workplace

The session will address how the academic environment can prepare students with the essential skills to thrive and be successful in the 21st century workplace. Information literate students can determine the extent of information needed, access the needed information effectively and efficiently, evaluate information and its sources critically, incorporate selected information into their knowledge bases, use information effectively to accomplish a specific purpose, understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

Session 6.6C (SUN-102)

Kathy Hays, Mathematics, Anne Arundel Community College, kehays@aacc.edu

Co-Presenters: Amy Allen-Chabot, Biology, Anne Arundel Community College

Math Across the Curriculum: Development of an Interactive Web-based Tool

The presenters have built an interactive web-based tutorial addressing basic mathematical concepts (lessons 1-4) and applications of those mathematical concepts to nutrition. The tutorial allows students to complete practice problems with feedback as well as complete quizzes with scores forwarded to the professor. This framework can be used for other disciplines that have a mathematics component to get students "up to speed" on basic mathematical skills and help them see the application of those skills to the specific discipline.

Session 6.6D (SUN-102)

Rita Kranidis, English, Montgomery College, rita.kranidis@montgomerycollege.edu

Writing in Tongues: A Second-language Writer Teaches Second Language Writers and Colleagues

The presenter is college-wide coordinator of the Writing in the Disciplines program at Montgomery College. In this, her first public venture as a former second-language student, she discusses the nuances of teaching a majority-ESL population using her own personal experiences and insights, and of providing faculty support for teaching second-language students. Examples of student writings and faculty observations will be shared.

Session 6.6E (SUN-102)

Janice McCue, DEAM, College of Southern Maryland, janicemc@csmd.edu

Get to Know DEAM (Developmental Education Association of Maryland)

Learn more about the Developmental Education Association of Maryland and how our state affiliate of NADE can benefit you. Meet with members of DEAM's executive board and find out more about upcoming professional development and networking opportunities.

Session 6.6F (SUN-102)

James Smith, Biology, Montgomery College, james.smith@montgomerycollege.edu

Co- Presenters: Carrie Shaw, Montgomery College, Department of English, Reading, and Foreign Languages, and American English Language Program (AELP)

Connecting Life and Learning with Cheetahs at the National Zoo

Visiting the cheetah exhibit at the National Zoo provided an engaging and interactive experience for students and their professors. Two different groups of students from Academic Reading for Non-natives and Principles of Biology II were united by a common pre-trip reading assignment,

pre- and post-trip writing assignments, the field trip, and use of a student-developed wiki. During our zoo visit, these students were well prepared to ask insightful questions of the cheetah biologist who led our tour. This memorable experience provided a unifying theme that was revisited throughout both courses, and it provided a framework for student learning.

Session 6.6G (PCPA-100)

Debby Luquette, Science and Technology, Howard Community College,
dluquette@howardcc.edu

Authentic Assessment for a Non-Majors Environmental Science Lab

Students generally find that Environmental Science is a discipline that has many “real-life” applications. At HCC, the theme of the course is developed around how our lives and activities affect the Patuxent River Watershed, and ultimately, the Chesapeake Bay. Since the students, principally non-majors, do see the connection to their lives, it seemed a more fitting final examination to allow them to demonstrate their learning in some fashion other than 25 questions about exercises they did over the previous 13 weeks. This Poster/PowerPoint display shows how this authentic assessment is a means for them to work as a group to tell me and each other what they learned in a format of their choosing: skits, videos, power points, nature walks, etc.

Sessions 7: Friday, 9:25 a.m. - 10:15 a.m.

Session 7.1 (HUM-101)

William Anagnoson, Guidance and Counseling, Montgomery College,
william.anagnoson@montgomerycollege.edu

Learning to Improve Memory Through Simple Techniques and Healthier Living

Through the use of exercises utilizing mind-maps, the method of Loci, visualization techniques, and stress-reducing strategies, participants will have a wealth of methods to improve their memories. This will be followed by a discussion on steps to healthier living through regular exercise, vitamin supplements, and a proper, balanced food regime. Some of Dr. Wayne Dyer’s techniques from his book *The Power of Intention* will be explained to help participants develop positive thoughts for a better life.

Session 7.2 (HUM-112)

Iris Antoons, Education, Prince George's Community College, iantoons@pgcc.edu

Strategies for Promoting Active Learning in Online Courses: A New Bag of Tricks?

Learning requires active student involvement. Arousing curiosity, activating prior knowledge, providing opportunities for real-life connections and applications, etc. are all vital learning tools. In this presentation, strategies to incorporate such tools in online learning are addressed. The discussion focuses on how

instructors can adapt face-to-face (F2F) formats to a virtual environment and examines a number of unique online learning strategies.

Session 7.3 (HUM-122)

Anthony Baker, Entrepreneurship and Innovation, Anne Arundel Community College, aebaker@aacc.edu

Community Service Projects as a Value Added for Business Education: How Students Can Put to Use What They Have Learned

Business educators face the challenge of helping students gain tacit knowledge and soft skills (also known as Life Skills) that compliment and connect explicit knowledge gained in traditional business education. A possible methodology that can be effectively employed is the use of experiential learning gained in the completion of community service projects. While often overlooked by business faculty because of their non-profit status, these projects can be successfully integrated into any business curriculum. They provide the student an opportunity to try out the tools (skills) and concepts they have gained and learned in the classroom in a real world, hands-on setting, even better than one that can be found in traditional internships.

Session 7.4 (HUM-123)

Jason Barbour, Physical Science, Anne Arundel Community College, jbarbour@aacc.edu

Co-Presenters Greg Schrader, science/pedagogy

See it Through a Child's Eyes

Can you remember what was it like when you learned a subject for the first time? Come and hear about the presenters' experiences designing and running a summer camp and how they influenced our college teaching. They found that by focusing on preparing to present to elementary and middle school children, they had inadvertently discovered some exciting ways to present topics in their college level classes.

Session 7.5 (SCHZ-205)

Kathy Brooks, Speech Communication, Frederick Community College,

Session cancelled

All I Ever Needed to Know I Learned in My Communications Class

The tower of Babel collapsed because people could no longer communicate; their speech became so different that no one could understand another. You need to communicate to coordinate your own identity and that of others; without a solid foundation your communication will lack the key components and so your world tower too will collapse through misunderstanding and error. This project examines those key components that should be at the very core of any Basic Oral Communication course, using Robert Fulghum's *All I Really Need to Know I Learned in Kindergarten* as a foundational backdrop.

Session 7.6 (SCHZ-100)

****PODCAST**

Gwen Gilinger, Biology, Community College of Baltimore County- Essex, ggilinger@ccbcmd.edu

Co-Presenters: Encarni Trueba, Biological Sciences, Community College of Baltimore County-Essex;

Laura Cucci, Biological Sciences, Community College of Baltimore County-Essex

The Pig that Died: The Art of Storytelling in Teaching Biological Science

Stories can be powerful teaching tools. The sharing of personal experiences or other anecdotes can capture students' attention, reinforce concepts, and encourage students to apply concepts learned to explain novel situations. Examples of using storytelling to teach biological facts and concepts will be presented. The presenters represent three different areas of concentration in biology: microbiology, anatomy and physiology and general biology.

Session 7.7 (HUM-212)

Jeanette Gerrity Gomez, Language Studies/Liberal Arts, Prince George's Community College,

jgerrity@pgcc.edu

Creating Successful Writing Prompts

When encouraging students to develop academic writing skills, it is possible to create writing prompts for introductory English or ESL courses that not only engage different learning styles, but also draw on a student's personal knowledge and past experiences. Five paragraph types will be discussed, along with successful in-class writing prompts for each. Come prepared to discuss your own experiences in teaching writing to students new to the academic writing process.

Session 7.8 (SCHZ-105)

Chris Jones, Mathematics, Harford Community College, cjones@harford.edu

The Joys of Hypothesis Testing

Is it possible for students to actually enjoy one of the most difficult topics in an Introductory Statistics course? You are invited to this presentation to share creative and engaging ideas that have been implemented in both a traditional and Honors Introductory Statistics course.

Session 7.9 (HUM-116)

Greg Stiffler, Mathematics, CCBC - Catonsville Campus, gstiffler@ccbcmd.edu

Enhancing the Online Student's Experience Through Tegrity

In this session participants will learn about how Tegrity can enhance an online course. Although the presentation will be given by a mathematics instructor, anyone will be able to apply the practical techniques and technology to their respective online courses. Participants will become familiar with the Tegrity program for recording lessons, as well as other technology that supports Tegrity for online students.

Session 7.10 (SCHZ-202)

Andrea Thompson, English as a Second Language, Howard Community College,
athompson@howardcc.edu

Travel, Teacher, and Transformation

The art of teaching is enhanced tremendously by travel and living abroad. Come and find out some of the benefits and challenges that push your teaching skills to another level. In this presentation, you will learn why travel is essential and why it needs to be a priority for any teacher.

Session 7.11 (MATH-204)

Daniel Venne, Fine Art, College of Southern Maryland, daniel.venne@yahoo.com

Objects in Mirror are Larger Than They Appear

When students are encouraged to access their history and share their personal narratives in the classroom, they potentially gain new creative strength and possibly learn to see their life experience with canny relevance. Experiences can be rediscovered and explored with a focus on how our history constructs self-image. As instructors, we might also benefit from opening ourselves to the history and trajectory of each student. This presentation explores ways of using visual art to open meaningful, connected dialogue with students.

Sessions 8: Friday, 10:20 a.m. - 11:10 a.m.

Session 8.1 (HUM-101)

Claudia Brown, Humanistic Studies, Harford Community College, clbrown@harford.edu

Climate Control: Keeping the Classroom Positive

This presentation will review some tried-*and*-true techniques that help make the classroom experience positive for students and professors.

Session 8.2 (HUM-116)

Margaret Chaney, Information Technology, Carroll Community College, mchaney@carrollcc.edu

Incorporating e-Portfolios to Enhance Student Learning

This presentation introduces how e-Portfolios are incorporated into Management Information Systems courses at Carroll Community College. Students want to be recognized, and e-Portfolios can showcase their academic work and achievements. Further, they can serve as a student's resume into college or for employment opportunities. Using Word 2007, students create HTML documents and publish their portfolios. This presentation also shows how the Business Learning Community uses Blackboard e-Portfolio.

Session 8.3 (HUM-122)

Session cancelled

Laura Fox, Humanistic Studies, Harford Community College, L.Fox@harford.edu

Sharing Identity

Analyzing the subcultures that create our identities melds an English Composition class into a community. Learn about the Personal Culture Analysis (also known as Auto-Ethnography), an essay that asks students to look at themselves as constructed beings and to analyze one or more of the groups that helped to form them. I share my PCA with them, and they share theirs with one another. This sharing builds a trust that enhances all the group work we do throughout the semester.

Session 8.4 (HUM-123)

Christina Heilmeier, Nursing, College of Southern Maryland, cheilmeier@comcast.net

Passion + Content = Success

You are the only expert on your life and your experiences. Why not use your uniqueness to gain unique success in your classroom? This presentation shows how to inspire and motivate educators in Nursing and other disciplines to incorporate passion and caring into the classroom.

Session 8.5 (MATH-204)

Glenda Hernandez, Teacher Education, Montgomery College, glenda.hernandez@montgomerycollege.edu

Motivating and Engaging Students in Today's Classroom

Learn how to inquire about your students' interests and preferences and how to use that knowledge to develop lessons that are more engaging and interesting for your students. We will also explore how to use real life examples and activities to help students apply what they are learning.

Session 8.6 (SCHZ-205)

Lillian Holloman, Sociology, Prince George's Community College, hollomlo@pgcc.edu

Student Resources Boost the Learning Environment

This presentation will show how to use resources already in your class. Cultural information sharing among students generates much interest and interaction. Results include a broader cultural perspective, greater immersion into course concepts, and greater writing and reasoning skills.

Session 8.7 (SCHZ-105)

Raza Khan, Chemistry, Carroll Community College, Science Department, rkhan@carrollcc.edu

Successful Strategies and Ideas of Linking Learning with Life Experiences in a Chemistry Classroom Environment

The notion of science or selected courses in science of being relevant to both major and non-majors has been a challenge in academia. This interactive session will focus on how we can engage students from day one and innovative ideas that have proven to work to bridge this gap.

Session 8.8 (HUM-112)

Bernadette Sandruck, Mathematics, Howard Community College, bsandruck@howardcc.edu

Annual Meeting for the Maryland Mathematics Association of Two-Year Colleges (MMATYC)

Join us at the annual meeting for Maryland Mathematics Association of Two-Year Colleges. We will be selecting new officers and discussing issues related to mathematics education in Maryland.

Session 8.9 (SCHZ-100)

****PODCAST**

Susan Keach Sweeney, Human Development and Psychology, Howard Community College, Skeachsweeney@howardcc.edu

Co- Presenters: Rita A. Mayhew, Music Therapy, Howard Community College; David Buck, English, Howard Community College; Pam Bauer, English, Howard Community College

Teaching with Music in All Disciplines: New Pathways to Student Learning

Have you ever explored the potential of using music in your classroom? Recent research reveals many connections among music, the brain, and learning. Music is part and parcel of our students' experiences. This workshop will demonstrate how music enhances mastery in all academic disciplines; come and experience a multidisciplinary approach to using music as a teaching and learning tool. No music background is required.

Session 8.10 (SCHZ-202)

Ja Hon Vance, English, Baltimore City Community College, JVance@bccc.edu

Co-Presenters: Melvin E. Brooks, Composition, Baltimore City Community College; Kathy A. Styles, Records and Registration, Baltimore City Community College

Structural Learning Communities for Minority Males in Higher Education: Opportunities for a Shared Vision of Student Success

The presenters will review the different definitions of learning communities at JV Educational Consultants and other higher education institutions and describe why collaborative partnerships are essential for development and retention of minority male students. This workshop will highlight the importance of designing and implementing structural learning communities for minority male students in higher education. Further, the presenters will provide refined strategies which will increase retention and graduation rates within one year.

Session 8.11 (MATH-102)

Jeanine Williams, Developmental Reading, The Community College of Baltimore County,
jwilliams4@ccbcmd.edu

Connecting the Word to Their World: Critical Literacy in Developmental Reading Courses

The major premise of critical literacy is that learning is situated within a historical, cultural, and socio-political context. In light of this, critical literacy emphasizes more than basic reading, writing, and thinking skills. It is dynamic in that it teaches students to use these skills to critically examine their place in world, work to change their position in life and work to change the society in which they live. This approach can be used in developmental reading courses to help students build their college reading, writing, and thinking skills while also addressing the historical, cultural, and socio-political contexts that shape and are shaped by their learning and their lives.

Session 8.12 (HUM-212)

Mary Beth Furst, Business, Howard Community College, MBFurst@howardcc.edu

Helping Students "Get It:" Complex Current Events and Dynamic Learning

The presenter will show how brain-based learning techniques were paired with expert faculty and innovative delivery methods to help students "get their heads around" the 2008 credit crisis.

Friday, January 9, 2009

11:15 a.m. – 12:40 a.m. Location: PCPA: Pascal Center

Keynote address by Dr. Ray Johns, Professor Emeritus (Economics) from Hagerstown Community College; **closing remarks:** This session will be video cast (VodCast) and is available for viewing on the Web: www.afacct.csmd.edu. Join the keynote speaker for lunch, and discuss the issues raised in his keynote address.



Dr. Ray Johns, Professor Emeritus (Economics) from Hagerstown Community College

Dr. Johns has had a distinguished career in agriculture, economics, and education as a civil servant, professor of economics, advisor to foreign governments, and Fulbright Scholar. He earned his undergraduate and graduate degrees at the University of Maryland and studied as a Visiting Fellow at Yale University. In his early career, Dr. Johns worked as a statistician for the United States Department of Agriculture in College Park, Maryland, and as an economist for the Natural Resources Economics Division of the U.S. Department of Agriculture in Washington, D.C. After this latter post, he served as the Director of Economic Development in Calvert County, Maryland, and then as an economist for the National Water Commission in Arlington, Virginia, before his employment in the Office of the Secretary and Foreign Agriculture Service in DC. For ten years, he worked in the private sector as President and General Manager of Antietam Ford Tractor, Inc. in Hagerstown, Maryland.

For 25 years, Dr. Johns held the position of Professor of Economics and for a few years the position of chairman in his department at Hagerstown Community College. In 1995, he was elected Outstanding Teacher by the college

faculty. Dr. Johns received two Fulbright Professorships, the first in 1992, in Agricultural Economics. This distinguished award took to Nitra, Slovakia where he served as a consultant to create an extension service for the privatization of 16 collective farms and where in 2005 he returned to teach as a Research Associate for George Washington University. He continued this work on his own in the summers of 1994-1998 in Slovakia, Czech Republic, Hungary, Poland, and Moldova. He received his second Fulbright in 2001 to serve as consultant at Bila Tserkva State Agrarian University in Ukraine. In the spring of 2008, Dr. Johns returned to Bila Tserkva Agrarian University, Ukraine, again to teach.

In addition to his professional career, Dr. Johns has volunteered his time and expertise to many community organizations. He served as chairman of the Vocational Agriculture Citizens Advisory Committee and as president and a member of the board of directors of the Mar-Del-Va Farm and Power Equipment Association. He was a moderator, teacher, and youth camp manager at his local churches.

As teacher and scholar, he has published on a variety of topics dealing with ethics, economics, agriculture, and pedagogy. Among the topics are academic corruption in Ukraine, the role of water in the nation, drought in Maryland, the impact of nuclear power in Maryland, Slovak agriculture, curriculum reform in Ukrainian universities, and using international experience in the classroom. In 2002, Dr. Johns gave the AFACCT Conference keynote address entitled "College Professor: High Calling or Just Another Job?" Dr. John has made many valuable contributions to the public and private sectors, particularly to higher education in the United States and in Central Europe.

2009 AFACCT Conference Donors Page

The AFACCT Board of Representatives thanks the following theatres, publishers, and community colleges for their generous donations to the 2009 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:* a two-night stay in an oceanfront room.

Chesapeake Heritage Conservatory

- **Skipjack Martha Lewis**, 121 N Union Avenue, Suite C, Havre de Grace, MD 21078. www.skipjackmarthalewis.org *Donation:* Two passes for a cruise on Skipjack Martha Lewis, a V-bottom sail bateau built in 1955 by Bronza Parks in Wingate, MD. Currently a floating museum, she is one of a few remaining working dredge boats that make up the Chesapeake Bay oyster fleet, the last to fish commercially under sail in the United States.

McDonald's LPGA Championship

- 601 Rockland Road, P.O. Box 394, Rockland, DE 19732-0394. *Donation:* Season passes to 2009 LPGA Championship, June 8-14, at Bulle Rock Golf Course, Havre de Grace, MD 21078. Since its inception, the McDonald's LPGA Championship has raised millions for the Ronald McDonald House Charities and other children's charities.

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. 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 their presentations, they nurture and support local, regional, national, and international artists who create original new work.
- **CenterStage**, 700 North Calvert Street, Baltimore, MD 21202, 410-332-0033, www.centerstage.org *Donation:* two tickets to "Tis Pity She's a Whore during the 2009 Mainstage Season.
- **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 2008-2009 season production

of *The Winter's Tale*. The 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: Baking and cooking books and partial sponsorship of AFACCT's breakfast. Your local Prentice Hall sales representatives thank you for your continued support by using Prentice Hall products. To review any Prentice Hall products, please go to www.prenhall.com
- **McGraw-Hill Higher Education**, 1121 Avenue of the Americas, New York, NY 10020.
Donation: Partial sponsorship of AFACCT's breakfast. Your local McGraw-Hill sales representatives thank you for your continued support of their educational products. To review their products please go to www.mcgraw-hill.com

Maryland Community Colleges

- **College of Southern Maryland**, 8730 Mitchell Road, P.O. Box 910 La Plata, MD 20646-0910, 301-934-2251.
- **Hagerstown Community College**, 11400 Robinwood Dr., Hagerstown, MD 21742-6590,
- **Harford Community College**, 401 Thomas Run Road, Bel Air, MD 21015, 443 412-4000
- **Prince George's Community College**, 301 Largo Road, Largo, MD 20774, 301-322-0537
- **Wor-Wic Community College**, 32000 Campus Drive, Salisbury, MD 21804, 410-334-2939,

FINAL NOTES AND REMINDERS...

- **Presenters:** Remember to pick up your gift from the AFACCT Registration table after your presentation. Accept it with the thanks from AFACCT and all your grateful faculty colleagues for sharing your ideas.
- **Attendees:** Remember to complete a conference evaluation along with session evaluations and receive your official 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.
- ***AFACCT '09 Conference Proceedings:*** All presenters are invited to submit their presentation manuscripts for publication in the *AFACCT Conference'09 Proceedings*. After giving your presentation, go to the Registration Desk and drop off a summary of your talk in electronic form. Be sure to pick up a copy of *Guidelines for Proceedings* there. If you plan to submit a PowerPoint slide show, the "talking points" need to be developed so readers will be able to understand your meaning. Copies of past years' *Conference Proceedings* are available on AFACCT's website: <http://www.afacct.csmd.edu> Or, you may send an electronic copy to Stan Kajs, AFACCT Assistant Coordinator: skajs@chesapeake.edu
- **Twentieth Anniversary AFACCT Conference:** Mark your calendars and plan to attend our twentieth conference: **January 7 and 8, 2010**. Full details will be published on the AFACCT website: www.afacct.csmd.edu