



23RD Annual Conference

Association of Faculties for Advancement of Community College Teaching

Flipped, Blended, Mobile, Collaborative & Flexible Approaches to Teaching and Learning

Program of Peer Presentations

January 10 and 11, 2013

Hosted by Frederick Community College

7932 Opossumtown Pike, Frederick, MD 21702

January 17, 2013

From your AFACCT Coordinator,

Welcome to the twenty-third annual AFACCT conference. Since AFACCT was founded 29 years ago, it has served as a venue for full and part-time faculty to come together for professional development. This year is no exception with over ninety peer presentations including three poster presentations. Supported by the Academic Vice Presidents and Deans, AFACCT provides an opportunity for faculty from Maryland's sixteen community colleges to share their knowledge, research and expertise.

Over 90 presentations this year will add to our knowledge base of alternative teaching strategies, cultural awareness, and introducing research to community college students. Also, as in the past, the conference is hosting two state-wide meetings: the Developmental Education Association of Maryland (DEAM), and the Maryland Mathematics Association of Two-Year Colleges (MMATYC). This year we will also be hosting a planning meeting for National Endowment for the Humanities (NEH). The Conference takes place on January 10 and 11,

2013, and is hosted by Frederick Community College.

The keynote speakers have always been an important part of every AFACCT conference, and this year continues that tradition.

On Thursday, January 10, 2013, the first day of the conference, our keynote speaker is **Jayne Adelson-Goldstein of Lighthearted Learning.**

The keynote speaker for Friday, January 11, is **Evan Evans of Frederick Community College.**

The presentations and poster displays described in this program will give all faculty members -- beginning instructors as well as veteran professors -- some exciting new ideas for how to reinvigorate their teaching as they begin the spring semester 2013.

Best wishes for a successful academic year,
Coleen Weil, 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).

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The AFACCT Board of Representatives: 2012-2013	
Allegany	Ron Krug, Business and Economics
Anne Arundel	Cathy Jones, Nursing
Baltimore City	Grace E. McNeal, Nursing
Carroll	Alan Bogage, Library Director, English Adjunct
Cecil	Alketa Gjiguria, Mathematics
Chesapeake	Marc Steinberg, English (AFACCT Assistant Coordinator)
Baltimore County - Catonsville	Jason Spiegelman, Psychology
Baltimore County - Dundalk	George Mateja, Biology
Baltimore County - Essex	Rosemarie Cramer, Management John Cramer, Economics
Frederick	Maria Ammar, English
Garrett	Jeff Reitz, Mathematics
Hagerstown	Paul Jozik, Physics (AFACCT Treasurer)
Harford	Orlando Correa, Psychology, Behavioral, and Social Sciences
Howard	Stephen Horvath, English and Associate VP Academic Affairs
Montgomery - Germantown	Jon Frederick Kressig, Health/Physical Education
Montgomery - Rockville	William Coe, Mathematics
Montgomery - Takoma Park/Silver Spring	Mary Ellen Cox, Nursing
Prince George's	Michele Dickson, Nursing
Southern Maryland	Kathleen Lauber, Biological and Physical Sciences Richard J. Siciliano, Languages & Literature (AFACCT Webmaster)
Wor-Wic	Coleen Weil, Nursing, (AFACCT Coordinator) Deana Kenney, Nursing
Maryland Council of Community College Chief Academic Officers	Stephen Capelli (M4CAO Liaison), Vice President of Academic and Student Affairs, Wor-Wic Community College

Conference Notes...

Keynote speakers: On day #1 (January 10, 2013), Jayme Adelson-Goldstein will be the keynote speaker. On day #2 (January 11, 2013) Evan Evans will be the keynote speaker.

Poster/PowerPoint/Web Site Displays: As in past AFACCT conferences, Poster Sessions and Displays are scheduled together in H102A. Presenters will be available at their display tables to answer your questions during two session times: Thursday (Sessions 2) from 11:40 a.m. – 12:50 p.m., and again on Friday morning (Sessions 6) from 11:40 a.m. – 12:50 p.m.,

Publishers Textbook Display: Several publishers are displaying textbooks for community colleges in several disciplines.

Vendors: H-102A

Meals: Breakfasts and lunches are included in the AFACCT Conference fee. We are committed to offering great food service included in the cost of registration, with healthy choice options for both breakfasts and hot lunches.

Meetings of Maryland Educational Organizations: On both days, in conjunction with the AFACCT Conference, several Maryland organizations are holding meetings for their members:

- **DEAM:** The Developmental Education Association of Maryland will meet on Friday, January 11 at 11:40-12:50 (Room H208). Contact Mirian Torain, torainml@pgcc.edu for more information.
- **MMATYC:** The Maryland Mathematics Association of Two-Year Colleges will meet during sessions 3 and 4 on Thursday, January 10, at 1:50– 4:20 p.m. (Room H215). Contact [Donna Sperry](#), MMATYC president, for more information.
- **NEH:** Planning meeting for the National Endowment for the Humanities will meet on Thursday, January 10th at 1:50-3p.m. (Room H206). Contact Kelly Trigger, ktriggerr@frederick.edu, for more information.
- **M4CAO:** The Maryland Council of Community College Chief Academic Officers will meet during the conference.

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

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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 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. At the end of the conference, 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 inevitable at each annual conference is the coveted AFACCT beverage mug. Every conference attendee gets one, so ask for yours at the Registration Desk when you hand in a conference evaluation form.



Vintage AFACCT mug, circa 1994

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<p>A campus map of Frederick Community College appears at the back of the printed program available at the conference.</p> <p>Parking Park in the lots reserved for and marked by “AFACCT” signs</p> <p>Registration Classroom/Student Center (H) in the lobby</p>	<p>Presentations Classroom/Student Center (H)</p>	<p>Keynote Addresses Visual and Performing Arts Center/JBK Theater (F)</p>
	<p>Vendors & Posters Classroom/Student Center H 102A</p>	<p><i>Elevators are in each building, as marked on the maps at the end of this program.</i></p>
	<p>Breakfast Conference Center (E) Room E 126</p>	
	<p>Lunch Student Center (H) Grille, H111 & Room H115L</p>	<p>*Coffee, Tea, and Water will be available in the across from the registration desk during the conference.</p>

Conference Program at a Glance				
Thursday, January 10, 2013				
8:00 a.m. - 9:30 a.m.		Registration in the Lobby Bldg. H Breakfast Bldg. H Grille		
Session 1 Presentations		Discipline	Presenter	Room
9:00 a.m. – 10:10 a.m.	1.1	Communications	Caruth, Miles	H105
	1.2	Mathematics	Gjikuria, Sheppard	H204
	1.3	English	Miller, Benchoff	H205
	1.4	Post-Secondary Adult Ed	Viar IV, Troy	H206
	1.5	Developmental Ed	Fiscus, Phillips	H208
	1.6	Biology	Lantz	H210
	1.7	Languages & Literature	Link	H215
	1.8	Philosophy	Salehi	H248
	1.9	English/Speech	Rich, Marcus	H249
	1.10	English	Regules	H262
	1.11	Mathematics	Greenwood	H263
	1.12	Business Management	Ewart	H 202
	1.13	Biology, A&P	Bartlett	H203
<p>Thursday, January 10, 2013 10:20 a.m. -11:30 a.m. Visual and Performing Arts Center (F)</p>		<ul style="list-style-type: none"> • Welcome – Dr. Coleen Weil, AFACCT Coordinator • Welcoming remarks : Frederick Community College President: Dr. Talley • Introduction of keynote speaker: Coleen Weil • Keynote address: Jayme Adelson-Goldstein 		
Session 2 Presentations		Discipline	Presenter	Room
11:40 a.m. – 12:50 p.m.	2.1	Mathematics	Commito, Commito	H105
	2.2	English/Reading	Jenkins, Jenkins	H204
	2.3	Anthropology/English	Brown, Yongue, Lowe	H205
	2.4	Mathematics	King, Lynch	H206
	2.5	English	Petrides	H208
	2.6	Art/Education	Harris	H210
	2.7	Reading	Robinson	H215
	2.8	Mathematics	Fairgrieve, Casteel	H248
	2.9	Science	Khan, Burness, Reynolds	H249
	2.10	English	Engelhardt	H262
	2.11	Biology/Chemistry	Smith, Teklai	H263

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11:40 a.m. – 12:50 p.m.	2.12	Speech/Communication	Murdock	H202
	2.13	Art History	Ball	H203
	Poster Presentations			
	2.A	Nursing	Cook, Bilal, Dickson...	H102A
	2.B	Chemistry	Bergstrom	H102A
	2.C	Chemistry	Ellis	H102A
	2.D	ESL	Ammar	H102A
Lunch: 1:00 p.m. – 1:45 p.m.		During lunch, conference participants are invited to meet with teaching colleagues.		
Student Center (H) Grille, H111 & Room H115L				
Session 3 Presentations		Discipline	Presenter	Room
1:50 – 3:00 p.m.	3.1	English	Fitzgerald	H202
	3.2	Psychology	Grimes, Hess	H203
	3.3	Teacher Education	Hutton	H105
	3.4	Biology	Moure, Dalton, DeStefano...	H204
	3.5	Spanish	Tusing	H205
	3.6	NEH Planning Meeting	Trigger	H206
	3.7	STEM/CUR	Ambos, Wimmers, Schmitz...	H 208
	3.8	Transitional Studies	Wittig	H210
	3.9	MMATYC	Sperry	H215
	3.10	Science	Derasse, Shaw	H248
	3.11	English	Siciliano, Kerr	H249
	3.12	Biology	Billeter, McManus	H262
	3.13	Student Support	Jacobs	H263
Session 4 Presentations		Discipline	Presenter	Room
3:10 p.m. – 4:20 p.m.	4.1	English/Multiculturalism	Khalil	H263
	4.2	English/Reading	Barnhardt, Dyett, Foss...	H203
	4.3	CANCELLED 1/2/13	CANCELLED	H105
	4.4	English	McLaughlin	H204
	4.5	Biology	Van Doorn	H205
	4.6	History	Johnson	H206
	4.7	English	Fell, Wright	H208
	4.8	Economics	Lindsay	H210
	4.9	MMATYC	Sperry	H215
	4.10	Emerging Technologies	Spanos	H248
	4.11	Nursing	Weil	H249
	4.12	Psychology	Perez	H262
	4.13	English	Spoor, Rellihan	H202
Friday, January 11, 2013				
8:15 a.m. - 9:30 a.m.		Registration in the lobby Bldg. H		Breakfast in Bldg. H Grille
Session 5 Presentations		Discipline	Presenter	Room
Friday, 9:00-10:10 a.m.	5.1	Mathematics	Stiffler	H105
	5.2	CANCELLED 12/27/12	CANCELLED	H250
	5.3	English Literature	Harper, Farley	H203
	5.4	Biology	Schmitz, Gilinger	H205
	5.5	Computer Graphics/Web	Hand	H206
	5.6	Special Education	Eisenman	H251
	5.7	Spanish	Cordova	H208
	5.8	Science	Ramirez	H210

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	5.9 5.10 5.11 5.12 5.13	Mathematics English Art/Art History CANCELLED 12/26/12 Communications	Cross, Gannon Keambiroiro, Coleman Venne CANCELLED Murphy, Wilson	H215 H248 H249 H262 H263
Friday, January 11 10:20 a.m. -11:30 a.m. Visual and Performing Arts Center	Welcome by Dr. Coleen Weil, Coordinator of AFACT. Introduction of the keynote speaker: Maria Ammar Keynote address: Evan Evans			
Session 6 Presentations		Discipline	Presenter	Room
Friday, 11:40 a.m.-12:50 p.m.	6.1	Education	Dubbins, Zilberman	H105
	6.2	Sociology/Anthropology	Donahue	H250
	6.3	Education/Sociology	Parsons, Alston, Mitchell-Mayo	H204
	6.4	English	Ripka	H205
	6.5	Biology	Akinmade	H206
	6.6	DEAM	Torain, Healey, Gorrell	H208
	6.7	Education	Gambone	H251
	6.8	Science	Cleveland	H210
	6.9	World Languages	Bruneau-Botello, Faccio	H215
	6.10	Speech/Communications	Spencer, Ruppert, Rudin...	H248
	6.11	Student Development	Anagnoson	H249
	6.12	Mathematics	Coe	H262
	6.13	Distance Education	Cantu	H263
Friday, 11:40 a.m.-12:50 p.m.	Poster Presentations			
	6.A	Nursing	Cook,Bilal, Dickson...	H102A
	6.B	Chemistry	Bergstrom	H102A
	6.C	Chemistry	Ellis	H102A
6.D	ESL	Ammar	H102A	
Lunch: 1:00 p.m. – 1:45 p.m. Student Center (H) Grille, H111 & Room H115L	During lunch, conference participants are invited to meet with colleagues teaching in their respective academic disciplines.			
Session 7 Presentations		Discipline	Presenter	Room
Friday, 1:50 –3:00 p.m.	7.1	Communication Arts	St. Ours	H105
	7.2	English	Rai	H204
	7.3	English	Landrus	H205
	7.4	Mathematics	Tupper, Loeffler, Mirbaha	H206
	7.5	Sociology	Yeager	H208
	7.6	Psychology	Pemberton,Miron,Diop,King...	H210
	7.7	Business	Mathias, Hoxter	H215
	7.8	English/History	Weber	H248
	7.9	Communication/English	Parmelee	H249
	7.10	Wellness	Tripp	H262
	7.11	Hospitality Management	Wharton	H263
	7.12	Philosophy	Cedrone	H202

Program of Peer Presentations

Day 1: Thursday, January 10, 2013

Sessions 1: 9:00 a.m. – 10:10 a.m.

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and the room schedules posted on each presentation room door.

Session 1.1 (Room H105)

Roger Caruth, Communications, Humanities, and Arts, Frederick Community College,

rcaruth@frederick.edu

Co-presenter: **Reginald D. Miles**, Howard University Faculty Advisor, rmiles@Howard.edu

Face it – Facebook in Your Classes Can be a Winning Solution

By using technologies that students are comfortable with, like Facebook, faculty can create a powerful learning environment through the merging of the creative, collaborative, social, and interactive capabilities of this powerful platform. Participants will demonstrate hands-on practical uses for Facebook that can enhance student learning and engage less technology-savvy students in their classrooms.

Session 1.2 (Room H204)

Alketa Gjiguria, Mathematics, Cecil College, agjiguria@cecil.edu

Co-presenter: **Kim Sheppard**, Math and Statistics, Cecil College, ksheppard@cecil.edu

Technology Infused Classroom...Facebook, Blog, Jing, Smartpen, and More.

Have you considered enhancing your classroom with innovative technology tools? If not, now is the time to get your students more involved, engaged, and approachable. The use of a Facebook page and a blog has made a huge difference in getting the students more involved in our courses. Furthermore, the use of technology such as Jing, Smartpens, and the internet has made the communication and feedback easier, more beneficial and more fun for both the instructors and the students. Participants will demonstrate the use of innovative technology tools in the classroom and learn new technology tools to enhance communication and feedback with your students.

Session 1.3 (Room H205)

Amanda Miller, English, Hagerstown Community College, ahmiller@hagerstowncc.edu

Co-Presenter: **Kate Benchhoff**, English, Hagerstown Community College, kkbenchhoff@hagerstowncc.edu

The Wordsmithing Project; Instilling Pride at the Sentence Level

Mark Twain wrote, "The almost right word and the right word is really a large matter – 'tis the difference between the lightning-bug and the lightning," yet many of our students never achieve lightning-quality writing because they are too quick to settle for lightning bugs, ladybugs, flies, or even fleas. By employing naturally engaging learning processes such as collaboration and competition, the Wordsmithing Project

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encourages students to actively approach sentences as units comprised of interchangeable, malleable building blocks rather than “the things I put down as I was drafting and the seemed to be ok so I kept them that way.” Participants will 1) assess brief in-class writing activities, 2) illustrate ways to shape activities so that they address a number of specific concerns or targets, 3) devise in-class activities that can be adapted to the online environment, and 4) emphasize the value and effectiveness of collaborative writing. The activities we will be sharing take only a small portion of class time, depend largely on collaboration, are not burdensome to grade, and are enjoyable and engaging for both the student and instructor.

Session 1.4 (Room H206)

R. Lee Viar IV, Post-Secondary Adult Education, Colorado Technical University & Morgan State University, general1865@myactv.net

Co-presenter: **Charmaine Troy**, Doctoral student in the Community College Doctoral leadership Proram, Morgan State University

One Proactive Instructor = One Interactive Class

All too often the mentality of teaching focuses on “lecture the student and they will learn”. Regardless of the learning platform, the student demands and should receive a participatory education, one where the instructor can nurture and facilitate the learners with a proactive and interactive approach. Participants will apply principles of learning to an interactive classroom and discuss the potential significance of both positive and negative outcomes of this level of interactivity.

Session 1.5 (Room H208)

Laura Fiscus, Developmental Education, Allegany College of Maryland, lfiscus@allegany.edu

Co-Presenter: **Janet Phillips**, Allegany College of Maryland

English Students, Take Out Your Cellphones

Are you willing to use the technology that your students bring to class in their pockets and purses? Do you want to explore new ways to communicate with students that will energize and enhance your class? This hands-on workshop features four stations that will allow participants to experience current trends in teaching English that use students' cell phones. Participants will explore free technology that would allow students to use their cell phones during class to meet the goals and objectives of an English course with a particular focus on Developmental English, and discuss the practical application of this technology in their classes.

Session 1.6 (Room H210)

Valerie Lantz, Biology, Montgomery College-Takoma Park, Valerie.lantz@montgomercollege.edu

Moving Towards Flipping the Classroom: Integrating Active Learning into Your Power Point Lecture

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Our students learn best when they are actively engaged. I have developed hands-on activities that improve retention, but more importantly require students to think analytically, which is critical in the STEM fields. These activities include using activators, fill-in-the-blank, organizers, matching activities, manipulatives, case studies, and more. These activities can be integrated into your classroom whether you now strictly lecture or have completely flipped. Participants will: 1) demonstrate simple techniques to engage students and increase critical thinking and retention that can be used in conjunction with a Power Point lecture, 2) engage in hands-on activities to engage students, and 3) discuss how active learning can improve student comprehension and outcomes.

Session 1.7 (Room H 215)

Barbara Link, Languages and Literature, College of Southern Maryland, balink@csmd.edu

Using Service Learning to Improve Student Success

Are you trying to increase student collaboration in your classroom? Do you want to improve student retention and outcomes? Service learning can help you accomplish all this and more! Come hear some recommendations for your classroom. Participants will: 1) explore options for service learning opportunities that may be new to them, 2) learn techniques for enhancing student collaboration through service learning, 3) identify strategies for implementing service learning that enhance student retention rates and outcomes, 4) hear stories from real students on how they benefitted from service learning and how they worked within service learning projects, 5) learn local, national and international options available for service learning projects, and 6) learn how to incorporate reflective exercises into a service learning project.

Session 1.8 (Room H248)

Amir Salehi, Philosophy, Community College of Baltimore County, Asalehi@ccbc.edu

How to Teach Critical Thinking in Every Class

How do you teach basic critical thinking skills in every class? Participants will learn to promote critical thinking skills and teach those skills to students by analysis of theories or issues related to the discipline.

Session 1.9 (Room H249)

Kathryn Rich, English, Frederick Community College, krich@frederick.edu

Co-Presenter: **Jan Marcus**, Sports information director, English & Speech, Frederick Community College, jmarcus@frederick.edu

Collaborative Learning through Community Service in the FCC Honors Program

How do you connect students with a broader sense of community responsibility and allow them to become published authors? By connecting them with the Veteran's Heritage Project, a nonprofit program linked to the Library of Congress and dedicated to preserving firsthand recorded stories of US military veterans. The

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program encourages collaborative learning as student's record, transcribe, and write up publication interviews of veterans with whom the students have personally connected. Participants will discuss how integrating a community service project into a linked Honors English/Speech classroom benefits the students in a broad range of cross-discipline learning. They will also identify a project that can be worked into several different fields of study including English, Public Speaking, Communications, History, Digital Media, etc., and create student exposure to and skill growth in interview preparation, firsthand field research (interviewing), interview transcription, organization, narrative writing, collaboration, and technology.

Session 1.10 (Room H262)

Anne Regules, English, Frederick Community College, aeregules@gmail.com

Teaching Trash: "Reality" Television in the Classroom

Can Reality Television teach us to think critically? In this presentation, I show how I use provocative clips from so-called "trash" TV to teach textual analysis in my Composition and Literature class. While I developed these strategies for an English course, these ideas can be applied to all disciplines that encourage critical thinking and social critique. For example, what does Bravo TV's hit series "The Millionaire Matchmaker" have to teach us about the status of women, marriage, and consumerism? While many students do not see the value in learning to analyze poetry or short fiction, they are very willing to deconstruct the hidden meanings and underlying messages in popular culture – and they are good at it! Come prepared to indulge in voyeurism at its most academic. Participants will: 1) identify how everyday "texts", such as television shows and commercials, can be used to teach students to think critically, 2) explain how this approach teaches students to use critical thinking strategies (the same ones used in literary analysis) to be educated consumers of the material they view.

Session 1.11 (Room H263)

Jennifer Greenwood, Math, Carroll Community College, jgreenwood@carrollcc.edu

Improving Communication with Students Using Free Online Tools

Encourage your students to get the extra help that they need, but on their terms by going beyond email, phone calls and office hours. In this session, you will learn how to use free, simple, and practical online tools to improve communication between you and your students. Participants will demonstrate the use of free online tools to improve communication between instructors and students, expand options for communicating with students, and increase the quality of interactions with online students.

Session 1.12 (Room H202)

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

Rain Barrel Production and Sales – Partnerships Opportunities Across the Campus

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Find out how a business professor has turned a small business/entrepreneurship class project into a functioning business where the profits are used to support students and the department. Beyond the financial gains, the next phase of the initiative has led to partnerships with other courses and professors that has in turn, enhanced the learning process. The participants will: 1) demonstrate how a for profit enterprise can be integrated into a college course, 2) examine how to recognize possible partners in other disciplines, and 3) define the preparation required to embark on this type of project.

Session 1.13 (Room H203)

Debra Bartlett, Biology/Anatomy & Physiology, Anne Arundel Community College, dbartlett@aacc.edu

Promoting Student Success in the Classroom

Tired of seeing your class enrollment drop in half by mid-term? Want to help those students that repeat classes again and again? Just tutoring and spending more time with the subject matter doesn't change student success. Teaching students HOW to be successful is the key to success. Participants will: 1) Discover the Eight Choices of Successful Students, 2) use the Wise Choice Process, 3) discover how to help students to accept personal responsibility for their own success, 4) manage your schedule, life and actions, 5) develop awareness of the things that motivate and build confidence, and 6) discover how to help students get more done and plan for a lifetime,

Day 1 Keynote Address 10:20-11:30 a.m.
Visual and Performing Arts Center



Keynote Address by:
Jayme Adelson-Goldstein
Lighthearted Learning
Lightheartedlearning@gmail.com

Over the past 30 years, Jayme Adelson-Goldstein has worn many hats: classroom instructor, program coordinator, professional development specialist, teacher educator, materials writer, and curriculum developer.

Ms. Adelson-Goldstein's plenaries and workshops model active learning strategies while focusing on topics such as group dynamics, differentiated

instruction, and vocabulary development.

Her most recent projects include developing an electronic Community of Practice on Task-based and Project-based learning housed on Florida's Tech Net, a virtual teacher's workroom for multilevel instructors with the California Adult Literacy Professional Development Project (CALPRO), and a training and certification program on differentiated instruction for the Centre for Workplace Literacy in Singapore.

She co-teaches Teaching and Assessing Adult Learners for TESOL's online teacher certification program and provides online workshops for the Outreach and Technical Development Network (OTAN). She has authored several texts including *the OPD* (Oxford Picture Dictionary) and *Listen First* and she is the series director the adult ESOL basal course: *Step Forward: Language for Everyday Life*.

Jayme is a lifelong advocate of adult education and is honored to be the 2012-2013 adult level chair for TESOL's California affiliate.

Day 1: Thursday, January 10, 2013
Sessions 2: 11:40 a.m. – 12:50 p.m.

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and the room schedules posted on each presentation room door.

Session 2.1 (Room H105)

Ann Commito, Mathematics, Frederick Community College, acommito@frederick.edu

Co-Presenter: **John Commito**, Gettysburg College, Gettysburg, PA

Slide Rules Rule!

Unless you are “of a certain age” you may not even know what a slide rule is, let alone how to use it. Yet from the 1600’s until the advent of the electronic calculator, slide rules allowed engineers and mathematicians to perform calculations build the Brooklyn Bridge, and get us to the Moon on time. To learn how to use a slide rule, one needed to know how to estimate and what logarithms are all about, lost arts nowadays! Here is your chance to step away from the screen and discover (or rediscover) hands-on what these amazing devices are all about! This will be a hands-on demonstration, as I will bring along a class set so attendees can learn by doing. Teaching students how to use a slide rule is a good way to drive home the power of logarithms and to make them think before they compute. Participants will learn the history and power of the side rule, a truly important invention, demonstrate some simple calculations to show how these rules work and learn an example or two of how to use the rule in today’s classroom.

Session 2.2 (Room H204)

Margaret Jenkins, English & Reading, Prince George’s Community College, jenkinmh@pgcc.edu

Co-Presenter: **Kellee Jenkins**, English & Reading, Prince George’s Community College,
jenkinkd@pgcc.edu

Improving Literacy through Technology and Collaboration: A Collection of Instructional Strategies

Add to your instructor’s toolbox various instructional strategies that are useful for improving literacy in your classroom. This hands-on workshop will provide you with ideas as well as some activities that you can take away and use. Topics include electronic polling devices (clickers and cell phones) as tools for vocabulary review, book quizzes and discussions, online journals, using mobile devices to access Blackboard, using learning objects created in Softchalk, collaborative time lines, and collaborative activities using organizers. Participants will learn to incorporate these strategies in their own classrooms from examples of how they were used in the presenter’s classroom.

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Session 2.3 (Room H205)

Nina Brown, Anthropology, Community College of Baltimore County, nbrown2@ccbcmd.edu

Co-Presenters: **Amelia Yongue**, English, Howard Community College, ayongue@howardcc.edu, **William Lowe**, English, Howard Community College, wlowe@howardcc.edu

Infusing Asian Studies Across the Curriculum

The 21st century has been called the “Asian Century” in recognition of the growing economic, political and cultural influence of the nations of this region on global affairs. This program provides inspiration and resources for faculty from any discipline who are interested in teaching and learning about Asian cultures and societies. Participants will: 1) summarize information about programs and resources available to faculty through the Asian Studies Development Program and the East=West Center, 2) discuss examples of how faculty have infused Asian studies content into courses in the humanities and social sciences, and 3) generate new ideas among participants about future projects and collaborations.

Session 2.4 (Room H206)

Supawan King, Mathematics, Harford Community College, sking@harford.edu

Co-Presenter: **Edith Lynch**, Mathematics, Harford Community College, elynych@harford.edu

Effectiveness of Collaborative Learning in the College Setting

Are too many students withdrawing from your course? Are you dissatisfied with the grade distribution in your course? Two instructors at Harford Community College decided to try something different with their Trigonometry classes to address these concerns. Come see them examine whether their model of collaborative learning stemmed the rate of withdrawal and impacted knowledge acquisition in their Trigonometry classes. Participants will discuss the model of collaborative learning practiced at Harford Community College in four trigonometry classes over a two semester period as well an interpretation of the results and may use the model to enhance learning and stem the withdrawal rate in their classes.

Session 2.5 (Room H208)

Bette Petrides, English, Montgomery College – Rockville, bette.petrides@montgomerycollege.edu

Out of the Box: Teaching with Technology and Beyond; Minding the Brain

“Out of the Box” presents technology in the classroom through research that shows some of the effects of technology on the brain and learning. The presentation offers ways to effectively channel student use of technology to enhance the student’s learning experience and gives successful projects and assignments that encourage critical thinking. Participants will: 1) discuss research showing how the brain works and deals with technology, 2) demonstrate effective use of technology in the classroom, 3) channel student use of technology to make it a classroom tool rather than a nuisance, and 4) demonstrate how to use technology to expand student exploration of ideas and experiences beyond the classroom.

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Session 2.6 (Room H210)

Lida (Pat) Harris, Art & Education, College of Southern Maryland, lidah@csmd.edu

Storytelling Sparks!

Do you want to spark the gap between your students and learning? Stories are a powerful tool that spark imagination, stir emotions, create connections and leave lasting impressions. So come and explore how you can add this valuable tool to your repertoire. Participants will: 1) examine “why use storytelling in higher education?” 2) discover some helpful hints and warnings for the use of storytelling, and 3) develop an inspiration to use storytelling as a tool to enhance learning in their teaching.

Session 2.7 (Room H215)

Mary Robinson, Reading, Montgomery College – Germantown, mary.robinson@montgomerycollege.edu

Faculty Development + Instructional Development + Organizational Development = Student Success

Formula for student success: A presentation on building a bridge between faculty development, instructional development, and organizational development to promote student success. Participants will be able to synthesize a three pronged approach related to current information on the primary purposes of faculty development, challenges in faculty development programs, current practices, emergent directions, and faculty development activates which is useful for the future direction of faculty development practices and programs in the community college.

Session 2.8 (Room H248)

Steven Fairgrieve, Mathematics, Allegany College of Maryland, sfairgrieve@allegany.edu

Co-presenter: Amanda Casteel, Mathematics, Allegany College of Maryland, acasteel@allegany.edu

Teaching in the Mathematics or Science Classroom

Most people have heard the oxymoron “smart Classroom”, rooms loaded with technology that often does not seem very smart at all. Enter the iPad and the ability to have a truly smart classroom that you can use anywhere that has a projection unit. The iPad provides the same portability as a laptop, yet with its touch interface, you have your own whiteboard with the ability to export results as a pdf. You can record the audio of your lecture and even sync the audio with the whiteboard to make videos of your lectures.

Participants will demonstrate using an iPad as a replacement to the whiteboard/overhead in the mathematics classroom, using Power Point slides in conjunction with the whiteboard, exporting iPad lecture notes to pdf format, recording an iPad lecture, and using an iPad grapher to graph equations..

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Session 2.9 (Room H249)

Raza Khan, Science, Carroll Community College, RKhan@CarrollCC.edu

Co-presenters: **Maria Burness**, Mathematics & Engineering, Carroll Community College,

MBurness@Carrollcc.edu, **Dave Reynolds**, Science, Carroll Community College,

DReynolds@Carrollcc.edu

Learning Via an Authentic, Original and Rich Research Experience at Carroll Community College in Fields of Biology, Chemistry, and Engineering

An undergraduate research experience at any level has to meet key elements of being an authentic, original and rich experience for the students. The faculty members will present learning environments at the freshman and/or sophomore level classes with undergraduate research experiences from two different unique perspectives: 1) incorporate field research work in a biology course and 2) offer a stand-alone research course that would be collaborative in nature between chemistry and engineering disciplines. Participants will: 1) discuss how such an engaging experience for students can be incorporated in current courses without sacrificing content in a community college class setting and 2) formulate various approaches that can be adopted in current, proposed or future courses by embedding elements of an authentic and rich experience for a few weeks of the semester to a stand-alone collaborative research course across two or more disciplines..

Session 2.10 (Room H262)

Susann Engelhardt, English, Frederick Community College, SEngelhardt@frederick.edu

Active Learning Strategies

Many students identify themselves as “hand-on” learners; traditional teaching methods often do not reach them in the desired way. Transforming students from passive to active learners can be set in motion by implementing simple activities that make face-to-face classroom sessions more engaging. Participants will evaluate a variety of activities I have implemented that can be applied to most disciplines.

Session 2.11 (Room H 263)

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

Co-Presenter: **Solomon Teklai**, Physical science/Chemistry, Montgomery College,

Solomon.teklai@montgomerycollege.edu

Incorporating Cutting-Edge Research into Curricula to Promote Student Interest and Success in STEM Careers

Promoting potential transfer student interest and success in STEM careers are the goals of the NSF-funded Research Experiences for Teachers program at the University of Maryland’s A. James Clark School of Engineering. The speakers will share their stories about this intensive summer research experience. They will also discuss their curriculum development process and efforts to integrate their experiences into their


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respective curricula. Participants will: 1) discuss the Research Experiences for Teachers program at UMD, 2) illustrate how engineering principles can be applied to curriculum development, and 3) examine how even a short-term research experience can bring cutting-edge research into the classroom.

Session 2.12 (Room H202)

Jacquelyn Murdock, Speech/Communications, Montgomery College – Germantown,
Jacquelyn.murdock@montgomerycollege.edu

Tweeting to Build a Community

During this session, the audience  allow for a class to build community outside of the classroom. This allows for students to feel more comfortable in the learning environment and to be more connected to their peers and instructor. It can also aid in helping students overcome speech anxiety and other classroom related fears. Participants will demonstrate how an instructor can communicate with their students on Twitter in order to build a community amongst their students.

Session 2.13 (Room H203)

Jeff Ball, Art History, Harford Community College, jeball@harford.edu

Visual Critical Thinking and an Approach to Looking Beyond the Course Basics

It is increasingly important to teach our students to critically process visual information. This session will discuss issues in Visual Literacy and introduce a course project that allows the students to expand their experiences with content beyond the classroom setting. I hope to explore with the audience ways in which my art history assignment can be adapted to other disciplines. Participants will: 1) use visual critical thinking skills and introduce them to their students, regardless of their disciplines, 2) demonstrate the looking exercise I use in my art history classes, and 3) explore ways this exercise can be adapted to other disciplines.

**PowerPoint–Poster–Website Displays
Thursday, January 10, 2013
11:40 a.m. – 12:50 p.m.**

The following poster sessions are scheduled together in H102A. Each display consists of a table set up with a subject-related display of either a poster, website, or PowerPoint slide show, or a combination of all three. Conference participants may visit during both conference days to view the displays and discuss the displays with the presenters. Displays are available during Session 2 (Thursday) from 11:40 a.m. – 12:50 p.m., and Session 6 (Friday) from 11:40 a.m. – 12:50 p.m.

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Session 2A: POSTER SESSION (H102A)

Linda Cook, Nursing, Prince George's Community College, lcook@pgcc.edu

Co-presenters: **Arneshuia Bilal**, Nursing, Prince George's Community College, **Michele Dickson**,
Nursing, Prince George's Community College, Mdickson@pgcc.edu

Nursing Math: An ADN Student and Faculty Perspective

Dosage calculation exams are anxiety producing experiences for nursing students. The ability to accurately perform dosage calculations is vital for safe medication administration. Ensuring nursing students have a sound knowledge base of math skills transferable to dosage calculations and nursing practice is a challenge for nursing faculty. Participants will: 1) describe three student perspectives of dosage calculation in nursing, 2) Describe results of a faculty math skills survey, and 3) Identify three future plans to increase nursing students' math proficiency.

Session 2B: POSTER SESSION (H102A)

Debora Bergstrom, Chemistry, Frederick Community College, dbergstrom@frederick.edu

Strategic Teaching of Science

Aristotle's big mistake, giantology, plum pudding, the crazy mole and Planck's lucky break are a few of the interesting twists and turns on the way to science as we see it today. Within the context of the story from alchemy to nanotechnology are many lessons we have learned. What are these things? Why are they relevant? How can we use them to tell the story of science to capture the imaginations of those who follow us in any discipline? The teaching of science should be strategic, conceptual, and fun. In this interactive presentation, participants will discover how to take the challenge of a difficult subject, such as chemistry, and make it approachable, conceptually understandable, and relevant. This approach could be applied to any course if the story is changed to reflect the history imagination, and crazy sequence of events in any discipline.

Session 2C: POSTER SESSION (H102A)

Debbie Ellis, Chemistry, Frederick Community College, dellis@frederick.edu

Sabbatical Project at the Frederick National Laboratory for Cancer Research, Frederick: A Research Opportunity that will Enhance Chemistry Education at Frederick Community College

The Natural Products Support Group at the Frederick national Laboratory for Cancer Research in Frederick searches for novel anti-cancer chemicals in biological materials. As an NIH volunteer, I am preparing, purifying, and fractionating microbial extracts for testing against cancer cell lines. Compounds in active fractions are further purified and identified. My research activities immerse me in the discovery process as well as hand-on state-of-the-art instrumentation – experiences that I will share with my students to help connect the chemistry they learn in the classroom with its real-life applications. Participants will: 1) discuss the potential benefits of volunteering at federal institutions and 2) examine the development of a sabbatical

project that will provide individual professional development, enhance classroom learning, and re-energize them intellectually.

Session 2D: POSTER SESSION (H102A)

Maria Ammar, ESL, Frederick Community College, mammar@frederick.edu

Using Blackboard as a Communication Tool with ESL Students

ESL students face many language challenges in the classroom. However, by using Blackboard, teachers can better communicate with their ESL students in different ways than they can in a traditional classroom.

Blackboard can help expand what ESL students want to say and give them more opportunities to better express themselves to their teachers and their classmates. Participants will discuss different activities on Blackboard that will help build communication between teachers and ESL students

**Lunch is in the Student Center (H) Grille, H111 & Room H115L
Thursday, 1:00 – 1:45 p.m.**

During lunch, conference participants are invited to meet with teaching colleagues.

**Day 1: Thursday, January 10, 2013
Sessions 3: 1:50 p.m. – 3:00 p.m.**

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and the room schedules posted on each presentation room door.

Session 3.1 (Room H202)

Elizabeth Fitzgerald, English, Cecil College, walp3755@cecil.edu

The Blended Research Symposium: “Chatting” About Research in the Freshman Composition Class

Incorporating the idea of peer review that is used so often for drafts, I advocate holding a research symposium in freshman composition for students to present their findings and share what they've been struggling with in their research. Part oral presentation and part online chat, the blended symposium allows students to gain confidence in their own ideas as they coach each other through their issues. The open

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nature of the symposium makes the research process more transparent and encourages students to ask questions about information literacy in general as they consider how sources can be synthesized with their own arguments. Participants will discover how incorporating some virtual elements, like a chat, in a face-to-face class can help student feel more comfortable about asking one another questions and advising each other.

Session 3.2 (Room H203)

Jonathan Grimes, Psychology, Community College of Baltimore County, jgrimes@cCBCmd.edu

Co-Presenter: **Robert Hess**, Wellness Department, Community College of Baltimore County, rhess@cCBCmd.edu

Two New Professors Discuss the Role of Teaching, College Service, and Professional Development in the Process of Promotion

Do you really think that being a good teacher is enough to get promoted? What role does teaching play in the promotion process? What else do you need to do? Come and join two newly-promoted professors to learn from their experiences through the promotion process. Participants will: 1) determine the guidelines for promotion at their institution, 2) develop a more realistic understanding of the promotion process, and 3) discover the importance of multiple competencies in promotion.

Session 3.3 (Room H105)

Laura Hutton, Teacher Education, Harford Community College, lhutton@harford.edu

Increasing Student Engagement

Are you tired of your students simply staring at you while you lecture? Did you know that students can typically attend to a lecture for no more than 10-15 minutes? This presentation will discuss simple, effective (and cheap) ways to engage your students in learning. Included will be both “old-fashioned,” low-tech methods and techniques harnessing the power of readily available technology including students’ cell phones. Participants will: 1) explain the importance of actively engaging students in the learning process, 2) discuss how to chunk lecture into small segments, and 3) list and describe active learning techniques which can be interspersed with lecture.

Session 3.4 (Room H204)

Janet Moure, Biology, Community College of Baltimore County, jmoure@cCBCmd.edu

Co-Presenters: **Karen Dalton**, Biology, Community College of Baltimore County, **Christine DeStefano**, Biology, Community College of Baltimore County, **James Hershey**, Biology, Community College of Baltimore County, **Jennifer Kilbourne**, Biology, Community College of Baltimore County, and **Katherine Van de Wal**, Biology, Community County of Baltimore County

Common Errors in Teaching Membrane Transport

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Cell membrane transport serves as the foundation for the understanding of many biological functions. It is critical that teachers have accurate knowledge and understanding of this topic. Discover the many misconceptions and errors often perpetuated about this topic. Participants will: 1) describe the common errors in the teaching of diffusion, facilitative diffusion, active transport and osmosis, 2) describe up-to-date information about each of these forms of membrane transports, and 3) discuss information that may be used to enhance classroom presentations and assist students in learning these concepts.

Session 3.5 (Room H205)

Jennifer Tusing, Spanish, Wor-Wic Community College, jtusing@worwic.edu

Active Learning Strategies Across the Disciplines

Incorporating active learning into your classroom will bring your content alive for students. It allows them to engage and interact with the material thereby, developing their higher order thinking skills. Participants will: 1) discuss some of the theories behind active learning as well as the benefits and difficulties of incorporating active learning in your classroom, and 2) practice with a toolbox of strategies to take back to their classrooms.

Session 3.6 (Room H206)

Kelly Trigger, English, Frederick Community College, ktrigger@frederick.edu

NEH (National Endowment for the Humanities) Bridging Cultures through Asian Traditions Planning Meeting

Faculty from Howard Community College, Community College of Baltimore County and Frederick Community College who are participating in the 3-year NEH grant-funded project “NEH Bridging Cultures through Asian Traditions” will meet to plan upcoming faculty and student events and curriculum development goals.

Session 3.7 (Room H208)

Elizabeth Ambos, STEM, Council on Undergraduate Research, eambos@cur.org

Co-Presenters: **Larry Wimmers**, Biology, Towson State University, lwimmers@towson.edu, **Sonja Schmitz**, Biology, Community College of Baltimore County, sschmitz@ccbcmd.edu, **Joanna Vondrasek**, Biology, Piedmont Virginia Community College, jvondrasek@pvcc.edu, and **L.A. Wilson, II**, Assistant Dean for Research, Pennsylvania State University-Altoona College, law21@psu.edu

Undergraduate Research as a Flexible, Collaborative Learning Approach: Perspectives of Two and Four Year Faculty Members of the Council on Undergraduate Research

Undergraduate research (UR) is one of the most authentic and effective ways to promote student learning, and is a high impact educational practice that can lead to measurable gains in student retention and graduation rates, as well as career aspirations. Two-year and four-year college faculty, who are also

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members of the national advocacy and service organization for UR, the Council on Undergraduate Research, will present their perspectives and helpful hints on how best to incorporate UR into curriculum, and the benefits they see to student learning from UR activities. Participants will investigate a variety of perspectives on UR, through dialogues with panel presenters, who represent a broad range of institutions and approaches to incorporation of UR in the curriculum, and 2) use specific strategies to be able to easily adapt and implement UR in their college setting.

Session 3.8 (Room H210)

Diane Wittig, Transitional Studies and Academic Services, Carroll Community College,
dwittig@carrollcc.edu

Strategies for Assisting Students in Engaging When They Need to “Read the Next Chapter” or How to Assist Students in Efficiently Reading and Learning Chapter Content Without Sacrificing Instructional Time

Are you frustrated by your students failing to read the assigned textbook chapter by the due date, inadequately identifying what is important in the chapter, having pristine textbook pages after they have read the chapter, and lacking strategies for how to learn the important chapter contents? Minimize your disappointment and frustration by learning some instructional tweaking tips that will support your students in becoming efficient readers who engage with their texts and become higher achieving learners. Participants will: 1) discover active reading and learning strategies that successful students use in academic classes, 2) incorporate the before, during, and after active reading strategies into their instructional repertoire, and 3) support their students in becoming engaged, active content area readers and learners.

Session 3.9 (Room H215)

Donna Sperry, Mathematics, Community College of Baltimore County, DonnaS@csm.edu

MMATYC Annual Business Meeting

This is the annual business meeting for the Maryland Mathematical Association of Two-Year Colleges (MMATYC). Membership is not required – all mathematics faculty are welcome to attend. We will hold elections for the President-elect of MMATYC and the representative delegate to AMATYC. Note that only members will be allowed to vote in the election. Several officers and other members will present updated in their particular area. *This meeting will continue into session 4 in the same room.*

Session 3.10 (Room H248)

François Derasse, Science, Carroll Community College, fderasse@carrollcc.edu
Co-Presenter: **Sandy Shaw**, Science, Carroll Community College, sshaw@carrollcc.edu

Using Effective Demonstrations in all Sciences

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Come see Professor Wizard perform science demonstrations that can be used in the classroom to engage students in learning science concepts. There will be demonstrations for biology, anatomy & physiology, chemistry, meteorology, and physics. Some of the concepts that will be addressed include osmosis, acid-base buffers, atmospheric pressure, cloud formation, solubility mole concept, cool acid-base reactions, surface tension, the physics of breathing, and many others. Participants will identify numerous demonstrations that they could use in their own teaching and will be encouraged to share their won demonstrations with the others.

Session 3.11 (Room H249)

Richard Siciliano, English, College of Southern Maryland, Richs@csmd.edu

Co-Presenter: **Kenneth Kerr**, English, Faculty Advisory Council Recording Secretary, Frederick Community College, kkerr@frederick.edu

Is Anyone in Annapolis Listening to Us? The Faculty Advisory Council of Maryland's Higher Education Commission and How It's Serving Community College Faculty

This presentation will show how the Faculty Advisory Council of the Maryland Higher Education Commission (MHEC) attempts to be a voice for faculty members at the state level. The FAC consists of elected faculty representatives from all segments of Maryland higher education: community colleges, 4-year public and private colleges, universities, and career schools. The presenters are two FAC representatives of Maryland's non-metropolitan community colleges (including Allegany, Carroll, Cecil, Chesapeake, College of Southern Maryland, Frederick, Garrett, Hagerstown, Harford, and Wor-Wic Community College). They will review how the FAC contributed to the update of the 2009 State Plan for Higher Education, and how it is now involved with the 2013 plan. They will give an overview of some of the resources that FAC has been providing for faculty and policy makers, including online directories of faculty senate/college senate officers, faculty development centers, and online resources on such issues as intellectual property policies, the Maryland's textbook law, and tenure policies at Maryland higher education institutions. Participants will: 1) state the purpose and scope of the FAC, 2) locate and navigate the website of the FAC, 3) demonstrate how to access the resources kept on the FAC-MHEC website, 4) name their college's faculty representative on the FAC, 5) explain how they might contact the FAC with concerns that would affect them as higher education faculty, 6) act as resources for their own institutions to update and edit the information currently kept on the FAC website, and 7) Explain how they can become involved in influencing decisions about policies that affect all higher education faculty members in the state.

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Session 3.12 (Room H262)

Paul Billeter, Biology, College of Southern Maryland, paulb@csmd.edu

Co-Presenter: **Carolyn McManus**, Language, College of Southern Maryland

The CSM Belize Travel Study Program – An Interdisciplinary Multimodal Collaboration

The CSM Biology and Languages Departments collaborate to teach two courses in Belize each spring. Marine Biology (4 credits) and Cultures of Belize (3 credits), have been offered together for the past decade. The biology course is a blended online/travel-study and the culture course is an on-campus/travel-study blend. Students begin a course online in their homes and end taking an exam underwater on a coral reef. See what we do and learn how you can do it too. Participants will: 1) discuss an innovative program that blends travel-study with online and traditional on-campus components, 2) identify the small role in transforming our students' lives and the advantages of taking students into the field, 3) discuss the advantages of studying marine biology in Belize when the same course could be taught in Florida, and 4) identify why the integration of science and culture courses yields a sum greater than its parts.

Session 3.13 (Room H263)

Ronda Jacobs, Student Support, College of Southern Maryland, RondaJ@csmd.edu

Flexible Student Support for Flexible Teaching

Student support services need to align with the same teaching modalities that instructors are using. Learn more about the College of Southern Maryland's student support program for flipped (online workshops and remediation tools), blended (traditional and online tutoring), mobile (placement test prep app), collaborative (open study rooms with whiteboards), and flexible (traditional, webinar, and online) approaches to instructional support. Participants will: 1) learn to modify your current student support processes to include multiple modalities for student learning and access, and 2) discuss modifications of current student support services with emphasis on how to maximize student access and opportunities while minimizing costs associated with change.

Day 1: Thursday, January 10, 2013
Sessions 4: 3:10 p.m. – 4:20 p.m.

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and the room schedules posted on each presentation room door.

Session 4.1 (Room H263)

Rabiah Khalil, English and Multiculturalism, Frederick Community College, RAbdullah@frederick.edu

Language: The Ultimate Artifact

Whether you are teaching literature, anthropology, global studies, or other humanities courses, you will inevitably prompt student investigation of language as an artifact of culture. This presentation will emphasize the connection between language, identity, power, and perception. It will also highlight internet resources that can assist in guiding students in a thoughtful and engaging analysis of the subject matter. Participants will: 1) broaden their awareness of current perceptions/misperceptions individuals have regarding language, 2) investigate the relationship between aesthetic sensitivity and language variety, 3) explore the prevalence of fundamental features of language that make it a universal phenomenon, and 4) question the role of language in society, appreciating the connection between language and many other social mechanisms and constructions.

Session 4.2 (Room H203)

Sarah Barnhardt, English as a Second Language, Community College of Baltimore County – Catonsville, sbarnhardt@ccbcmd.edu

Co-Presenters: **La Tonya Dyett**, English as a Second Language, College of Baltimore County, ldyett@ccbcmd.edu, **Heather Foss**, English as a Second Language, College of Baltimore County, hfoss@ccbcmd.edu, **Haleh Harris**, Reading, Community College of Baltimore County, hharris2@ccbcmd.edu, and **Avery Williams**, Reading, Community College of Baltimore County, awilliams2@ccbcmd.edu

Strategies for Completion: The At-Risk Population in Community Colleges

Community colleges have had a tremendous increase in at-risk student populations: underprepared students, minority students and students with disabilities and/or economic hardships. Changes to financial aid requirements make academic success and completion more of a challenge, but more necessary now than ever. Faculty from reading and ESOL disciplines geared towards the at-risk population will share teaching and learning strategies that participants can use in their courses to build community and responsibility for learning. Participants will: 1) identify concrete strategies for enabling at-risk students to complete courses, and 2) develop a checklist for student success and activities that are ready for classroom use.

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Session 4.3 (Room H105)

CANCELLED

Session 4.4 (Room H204)

John McLaughlin, English, Montgomery College – Germantown, john.mclaughlin4@verizon.net

Group Collaboration with 145 Ethnicities...

Montgomery College has 145 ethnicities in its student body. How do you get collaborative work in groups from that range of student populations? It's fun, but it's hard fun... Participants will discuss personal teaching experience in ENG 101 and ENG 102, in classes with a global mixture of backgrounds and develop a renewed sense of the diversity brought to classes by their students.

Session 4.5 (Room H205)

Angela Van Doorn, Biology, Frederick Community College, angelavandoorn@ymail.com

Climate Reality for Educators

The science is clear: Our climate activities. We can see the impacts of climate change today with global warming, melting glaciers and an increase in the frequency of severe weather events. This presentation aims to present the facts about the climate crisis and to provide suggestions for educators to incorporate relevant information into their class lectures and discussions. Students want to understand how a subject they are learning is relative to their own lives. Participants will identify the scientific facts and data on global warming and explore various ways different disciplines can incorporate aspects of climate issues into their courses.

Session canceled

Session 4.6 (Room H206)

Terence Johnson, History, Montgomery College, johnsot8@gmail.com

Engaging Students in the Making of History Through Reenactment and the Visual Arts

You are entering a world where the past and the present collide. You are entering a world where students are transformed into mythic heroes and heroines. You have just stepped into the Historical Reenactment and Visual Arts Zone. Participants will: 1) identify how to integrate service learning with classroom activities, 2) discover how common articles and materials can be used in reconstructing historical events, 3) recognize the importance of working with the college community when working on service learning projects, and 4) discover resources and activities available in the community at large that might help engage students in the joy of learning and understanding history.

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Session 4.7 (Room H208)

David Fell, English, Carroll Community College, wfell@carrollcc.edu

Co-Presenter: **Siobhan Wright**, English, Carroll Community College, swright@carrollcc.edu

The Long and Winding Read: How to Teach a Longer Work in a Composition Course

Composition courses often dispense with teaching longer works because of time constraints or fears about students' ability (or willingness) to read them. However, in this presentation, we will offer a rationale for engaging students with more extensive reading, followed by specific, practical steps for doing so. Topics will include a brief discussion of why the English Department at Carroll Community College has shifted to teaching longer works in its composition courses how teachers can divide (or "chunk") a longer reading over the course of a semester, how to ensure that students actually complete the reading, how to create an effective reading guide, and how to build writing assignments around the reading – or, more importantly, how to build the teaching of the work around the writing assignments. Those attendees who have a longer work in mind for their own teaching should bring a copy with the to the presentation, as this session will serve, in part, as a teaching practicum, (presenters will be using Barbara Kingsolver's *Animal, Vegetable, Miracle* and Jane Austen's *Pride and Prejudice* as examples". Participants will: 1) discover how to begin planning their won teaching of a longer work, 2) how to integrate the longer work into a semester schedule, 3) how to create their own reading guide (based on examples provided by the presenters), and 4) how to organize the sequence and content of their classes by centering them around the writing assignments developed for the longer work.

Session 4.8 (Room H210)

Paula Lindsay, Economics, Frederick Community College, plindsay@frederick.edu

Don't Just Guess – You Decide Student Hours Spent On Outside-the-Classroom Work

Are you struggling with documenting your students' out-of-classroom work? Each 3-credit theory course requires 37.5 hours of instructional time, and 75 hours of student work for a total of 112.5 hours. These courses typically have 150 minutes per week of instructional time that accounts for 37.5 hours per semester [(50 minutes x 3 x 15 weeks) ÷ 60 minutes]. The remaining 75 hours (112.5-37.5) or the equivalent of 5 hours per week (75÷15) must be accounted for by student work outside of instructional time. You will be able to depend on McGraw-Hills new product "Connect." Participants will: 1) demonstrate how to use the McGraw-Hill Connect Learn Smart materials, 2) select the amount of time students spend on out-of –class materials, and 3) document the time in the course syllabus.

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Session 4.9 (Room H215)

Donna Sperry, Mathematics, College of Southern Maryland, DonnaS@csmd.edu

MMATYC Annual Business Meeting

This is the annual business meeting for the Maryland Mathematical Association of Two-Year Colleges (MMATYC). Membership is not required – all mathematics faculty are welcome to attend. We will hold elections for the President-elect of MMATYC and the representative delegate to AMATYC. Note that only members will be allowed to vote in the election. Several officers and other members will present updated in their particular area.

Session 4.10 (Room H248)

Annitsa Spanos, Emerging Technologies, Hagerstown Community College, adspanos@hagerstowncc.edu

Leveraging Emerging Technologies for a New Generation to Increase Student Success and Engagement

The learning environment has changed dramatically over the past few years. This interactive presentation is designed to help instructor improve the learning environment by way of incorporating engaging simulations, virtual explorations, real time polls, interactive games, and reflective discussions that appeal to multiple senses, personal content, and mobile access. With a “shift” in learning, educators must possess the ability to quickly develop, update, and distribute feedback, assignments, and current realistic and relevant information to create a “living” classroom that moves toward a blend of face-to-face and virtual collaborative environments. The physiology of geology will be used as a mode. Participants will: 1) demonstrate how to improve their time, how to set up, and apply virtual environments that are flexible, and 2) apply the information to create their own effective online, blended, mobile, or combination learning environment that keeps everyone involved.

Session 4.11 (Room H249)

Coleen Weil, Nursing, Wor-Wic Community College, cweil@worwic.edu

The Flipped, Blended, Mobile, Collaborative & Flexible Nursing Classroom

Do your students *ever* do their reading to prepare for class? This session will provide hands-on examples of ways to flip the classroom, making students responsible for the learning whether they’ve pre-read or not. Add an online discussion to your face-to-face classroom, incorporate multiple methods of collaborative learning (including multidisciplinary allied health) and use those dreaded cell phones to your advantage (almost all students now have internet access on their phones). Participants will: 1) discuss how to design a collaborative allied health exercise, 2) develop collaborative in-class activities using concept mapping, case studies, Turning Point, videos, and games, and 3) justify collaborative exam review and sharing par score results with students.

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Session 4.12 (Room H262)

Lori Perez, Psychology, Anne Arundel Community College, lkperez@aacc.edu

ADHD: Coming to YOUR Classroom

We are bombarded with literature, advertisements, and information about ADHD. But, what does it REALLY mean when it comes to your students? Between 3-7% of school aged children are diagnosed with ADHD, yet only about 22% ever go on to attend college – and their college of choice? They attend community college. Come find out what this means for your classroom, your teaching style and your student's learning style. Participants will: 1) define ADHD, 2) differentiate how the ADHD brain processes information differently than a neurotypical brain, 3) describe "executive functions" and how these impact the success of college students, 4) discuss the treatments for ADHD, and 5) Identify the best practices for educators working with students diagnosed with ADHD.

Session 4.13 (Room H202)

Suzanne Spoor, English/Gender Studies, Anne Arundel Community College, sjspoor@aacc.edu

Hether Rellihan, Gender and Sexuality Studies, Anne Arundel Community College, hrellihan@aacc.edu

Islamophobia in the Classroom

Since 2001, the U.S. has seen a rise in violence against Muslims and people of Middle-Eastern descent. How do we as teachers address the irrational fears and stereotypes when they surface in our classrooms? In this session, we will present a short history of islamophobia in the West, examine how it tends to appear in our culture and among our students, and offer concrete strategies for working through those issues in our classes. Participants will: 1) recognize islamophobia and put it in the context of other types of discrimination such as racism and sexism, 2) understand why islamophobic comments will arise in class conversations and therefore be able to anticipate them, and 3) help students move beyond fear and discrimination.

Day 2: Friday, January 11, 2013

Sessions 5: 9:00 a.m. - 10:10 a.m.

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and/or the room schedule posted on each presentation room door.

Session 5.1 (Room H105)

Greg Stiffler, Mathematics, Community College of Baltimore County, gstiffler@gmail.com

Effectiveness of Writing Assignments in Math

This presentation will highlight my uses of writing in my math classes. I will talk about the effectiveness of these projects on my class' grades in a study against a control group, and the benefits that I see for my

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students. I will pass out examples of student work for all to see and discuss. We will discuss my findings and ideas that others have used to incorporate writing into their classes (math in particular). Participants will discover ideas for using writing in their classes, and discuss reasons why it can be useful or at least a base to try new things.

Session 5.2 (Room H250)

CANCELLED

Session 5.3 (Room H203)

David Harper, English Literature, Chesapeake College, dharp@chesapeake.edu

Co-presenter: **Gregory Farley**, Biology, Director of the Center for Leadership in Environmental Education (CLEEn), Chesapeake College, gf@chesapeake.edu

Kick Your Students and Yourself Out of the Classroom: The Interdependence of Place, Self, and Learning

By forcing students to venture outside – and beyond their comfort zones – with readings in hand; and by forcing students to venture inward, using an innovative discussion method called “Circle”, we have catalyzed student learning and engagement on a deeper level than we have encountered using traditional pedagogical methods. We invite faculty to come review the results, participate in a Circle discussion, and help shape course changes for future semesters. Participants will: 1) discover the use of place as a catalyst for deeper levels of introspection and engagement with texts, 2) illustrate how to use an innovative discussion method called “Circle” to facilitate truly egalitarian discussions that counter-intuitively enhance learning without seeking consensus or resolution, and 3) examine how relevant assessment data, including representative student submissions will inform changes to future iterations of the course.

Session 5.4 (Room H205)

Sonja Schmitz, Biology, Community College of Baltimore County, sschmitz@ccbcmd.edu

Co-Presenter: **Gwen Gilinger**, Biology, Community College of Baltimore County, ggilinger@ccbcmd.edu

The Role of Undergraduate Research in STEM Education: Not Just for 4-Year Institutions Anymore!

In November 2010, a CCBC team **Session canceled** on “Institutionalizing Undergraduate Research at the Community College” that we learned about engaging students in research learning at the community college, the benefits and unique challenges for students and faculty and our progress toward institutionalizing research at CCBC. Participants will: 1) describe the opportunities and challenges facing community college faculty who want to mentor students in undergraduate research, and 2) describe how research projects can be incorporated into courses.

Session 5.5 (Room H206)

Sonya Hand, Computer Graphics, Web, & Mobile Design, Carroll Community College & Mount Saint Mary's University, shand@carrollcc.edu

The Blended Classroom: Engaging Varied Learning Styles

Each student in the classroom possesses a unique mix of learning preferences. A significant challenge educators face is providing one, cohesive learning environment that engages all of these diverse learning preferences. Explore how Blended and Flipped Learning strategies can help you reach most of your students most of the time through straightforward, easy to implement techniques and tools. Tie specific examples of blended learning to the learning style model, and examine the benefits with regard to broadened student engagement, performance and fulfillment. Participants will: 1) recognize how considerations of synchronicity, symmetry, and interactivity engage and inform various learning styles, 2) identify specific learning style and how these styles benefit from blended learning strategies, 3) provide specific practical examples of blended learning tools and techniques, 4) reference and apply research regarding blended and flipped learning benefits, 5) build on an ongoing basis, their familiarity with blended learning through a provided list of useful support resources, and 6) customize a provided planning tool for the integration of blended learning into the current curriculum.

Session 5.6 (Room H251)

Stu Eisenman, Special Education, Frederick Community College, stue50@aol.com

Assistive Technology in Education

I will discuss how new technology in the classroom will enhance the learning experience for those who have been coded Special Needs. Participants will identify what new technologies are present for instructors to use in the classroom.

Session 5.7 (Room H208)

Laura Cordova, Spanish, Frederick Community College, lcordova@frederick.edu

iPads as an Innovative Teaching and Learning Tool for the Foreign Language Classroom and Beyond

iPads are an innovative teaching and learning tool and this session will present ways they can be used in the classroom by teachers and students, not only to consume media, but also to produce and create content. Specific “apps” will be discussed that instructors can use to create lessons and tutorials that are more visual and interactive. Also, ideas for student projects will be presented. Participants will discover how students can be more creative and engaged, learn to think critically and collaborate and connect with other students as well as learning digital literacy and 21st century skills.

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Session 5.8 (Room H210)

Alberto Ramirez, Science, Frederick Community College, aramirez@frederick.edu

Multiple Assessment Strategies and Student Success in an Online Oceanography Course

The online science course “The Water Planet – Introduction to Oceanography” has been taught every regular semester since the fall of 2004 at Frederick Community College. Developed from its inception for online, asynchronous delivery, this general education course has consistently retained a relatively high percentage of its students. The success rate is also relatively high for a general education science course for non-science majors. Various strategies to engage and retain students are used throughout the course, as well as diversified assessment methods based on a sustained level of effort by the students. Student performance and success statistics will be presented and discussed. The experience gained during eight years of teaching this course, successful practices, and the assessment methods used will be discussed. Participants will: 1) discuss the various practices and methods presented here and adapt them to their online, hybrid, or regular courses, and 2) discover various rubrics used to grade the online discussions and other course activities that may be adapted to other courses.

Session 5.9 (Room H215)

Kylena Cross, Mathematics, Frederick Community College, kcross@frederick.edu

Co-Presenter: **Joanna Gannon**, Mathematics, Frederick Community College

Great Adjuncts, Great Programs: Adjunct Faculty is Worth the Investment

This is an interactive, collaborative presentation geared to those who work closely with adjunct faculty. The presentation will incorporate experiences of adjuncts teaching at FCC via videotaped interviews and round table discussions of strategies that support adjuncts. Participants will: 1) explore FCC’s in-house professional development opportunities and mentoring program for new adjunct faculty, 2) explain how FCC’s mathematics department’s values support and encourage adjunct faculty’s contributions to its developmental program, and 3) provide opportunity for discussing the viability of implementing similar programs at their own institutions.

Session 5.10 (Room H248)

Jadi Keambiroiro, English, Community College of Baltimore County, jkeambiroiro@ccbcmd.edu

Co-Presenter: **Larry Coleman**, Director of the Office of Multicultural Affairs, Community College of Baltimore County, lcoleman@ccbcmd.edu

Exploring Mindsets About Learning

This session will examine the meaning of social psychologist Carol Dweck’s concept of two implicit theories of intelligence. It will show how one of them is designed to mobilize our own effective effort and strengthen our achievement while the other one has the opposite effect. The session will also cover how to use mindset concepts in the developmental classroom with the focus on students recognizing their fixed and

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growth mindsets. Once that recognition takes place, students can apply effective effort to their learning. Participants will: 1) discuss mindset orientating and show the connection to student learning and outcomes, 2) recognize their own mindset orientation and how that may impact their teaching and interactions with students .

Session 5.11 (Room H249)

Daniel Venne, Art and Art History, Montgomery College, danielvenne1@gmail.com

A Passion for PowerPoint

The lights go down, the projector beams, and both instructor and students mentally “check-out” for the session of reading data via the modern age’s slideshow carousel. How can we use visual presentations to wake ourselves up? What are the secrets to developing engaging, practical, and interactive visual presentations that promote deep learning? In this presentation, we will examine strategies of Visual Literacy and Gestalt as they relate to the Power Point format, with a focus on proactive engagement with an audience. Participants will: 1) discuss statistics related to audience attention span during visual presentations, 2) discuss the presenters love/hate relationship with A/V presentations, with tips on how to overcome some of the more common shortfalls, and 3) discover the use of simple but effective design principles in crafting their own presentations in PowerPoint.

Session 5.12 (Room H262)

CANCELLED


Session 5.13 (H263)

Lisa Murphy, Communications, Anne Arundel Community College, lmurphy3@aacc.edu

Co-Presenter: **Laura Wilson**, English and **Communications**, Anne Arundel Community College & Salisbury University, lawilson@aacc.edu

Bringing the Classroom into the Home...the Office...the Car...and Even the Laundry Room...

Successfully

There are significant challenge  in a non-traditional online environment including the mystery of what-or who-is on “the other side” of the computer screen. From recording a speech behind the steering wheel of a personal automobile, to realizing after midterm has long passed that your class is actually on the student’s schedule, to the realization that the instructor cannot address technical issues on the student’s computer, there is a new challenge around every corner. The key to handling these differences successfully is patience, policy, and a firm commitment to the greater good of the student’s overall success, but not at the expense of your sanity or inequity to other students who are dedicated to the cause. Constant and consistent communication, whether it be via email, texting, social media, or the old-fashioned telephone, assists in the facilitation of a more engaging, interactive, and

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accountable environment. Participants will: 1) identify challenges of the distance learning environment, especially as it relates to 18 year old college students, students with families, military learners, and adults returning to college, 2) define how to set and manage reasonable expectations and firm deadlines while remaining compassionate to unique personal situations, 3) demonstrate how to expose new college students to critical thinking methods, reading and following directions, meeting expectations, and deadlines, conducting research, correctly and completely attributing credit to sources, drawing conclusions, and utilizing relevant course materials to complement and support learning, and 4) demonstrate how to expertly hold students to a necessary higher standard for future success.

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and/or the room schedule posted on each presentation room door.

**Day 2 Keynote Address: 10:20– 11:30 a.m.
Visual and Performing Arts Center**



Keynote Address by:
Evan Evans
Frederick Community College
eevans@frederick.edu

Evan Evans is passionate about emerging technologies and how they can facilitate learning. He is currently working on his dissertation from Morgan State University in which he is studying the effect video podcasts has on student learning. Mr. Evans is a Project ACCESS Fellow and has presented at multiple national and international conferences including London, U.K. and Leeuwarden, The Netherlands. He is on a never-ending quest to build the ideal learning-centered classroom and infuse emerging technologies when appropriate. He believes that a teacher needs to build relationships with every student, because learning best takes place in a trusting give-and-take safe environment. It is his goal to create such an environment and develop such relationships with each of his students. Evan Evans has several articles published in referred journals including the Ohio Journal of School Mathematics and The Bridges Organization: connections between art and mathematics (<http://www.bridgesmathart.org>).

Day 2: Friday, January 11, 2013
Sessions 6: 11:40 a.m. - 12:50 p.m.

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and/or the room schedule posted on each presentation room door.

Session 6.1 (Room H105)

Bobbi Dubbins, Education – Online Education/ Developmental Education, Allegany College of Maryland, bdubins@allegany.edu

Co-Presenter: **Diana Zilberman**, Distance Learning/Online Education, Baltimore City Community College, dzilberman@bcc.edu

Training Adjunct Faculty to Teach Online: MarylandOnline's Inter-Institutional Approach

In 2010, MarylandOnline began offering the “Certificate for Online Adjunct Teaching” (COAT) course, a nine-week, online professional development training for college instructors that focuses on knowledge and skills needed to teach online. Developed by an inter-institutional team of experienced online instructors and instructional designers in Maryland, the course covers eight core competency areas. Course competencies, highlights and key features will be discussed. COAT is available to any interested instructors, regardless of institutional affiliation or location. For more information, see the website at www.marylandonline.org/coat. Participants will describe the key competencies covered in the COAT course, information on the competencies identified by the COAT research (including where to find the complete list of competencies online), and information on how to participate in/benefit from the COAT project.

Session 6.2 (Room H250)

John Donahue, Sociology/Anthropology, Harford Community College, jodonahue@harford.edu

Multimedia in the Social Science Classroom: Some Ideas for Using Video and Audio in Social Science Instruction

College instructors have an increasing selection of multimedia tools available to them for the classroom. Find out about some of the resources available to social scientists in the classroom and some creative ways to use them, from Youtube to Intelcom to music and software. Though geared toward social scientists, this presentation can also give instructors in other disciplines ideas that they can use. Attendees are also encouraged to bring some of their own ideas! Participants will be able to apply the information in the classroom using videos, music, software and other strategies discussed in the presentation to illustrate concepts they discuss in their classrooms.

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Session 6.3 (Room H204)

Michael Parsons, Education/Sociology, Morgan State University, Michael.parsons@morgan.edu

Co-Presenters: **Bernice Alston**, Graduate Associate, Department of Higher Education, Morgan State University, Bernice_alston@yahoo.com, **Ebonee Mitchell-Mayo**, Systems Analyst, U.S. Dep't of the Interior, Graduate Associate, Department of Higher Education, Morgan State University, eboneemayomitchell@gmail.com

Distance Education: Collaboration Spells Success

Are you struggling with motivating On-line learners? The team from Morgan has identified a series of strategies drawn from integrating instruction and student support that have proven successful in motivating students to “own” their distance learning experience. Join us to hear what has worked in a community college and the university then share your successes and concerns. Participants will: 1) develop a template for collaboration that results in increased student success in on-line learning, 2) examine how the template integrates instruction and students support into a design for engaging students with limited preparation and motivation for on-line learning, 3) share techniques that have worked for them and to raise concerns that they have regarding on-line learning and 4) use the template and other suggestions made during the presentation to improve student success with on-line learning at their institution.

Session 6.4 (Room H205)

Mark Ripka, English, Anne Arundel Community College, maripka@aacc.edu

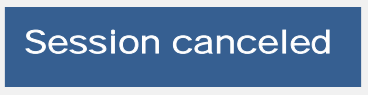
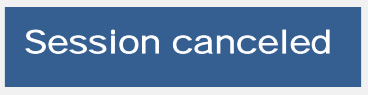
The Role of the Teacher in Class Discussions

“The love of wisdom begins with wondering,” says Plato. Freeing the mind through the disciple of wondering –this is the ultimate goal of discussion in the classroom. During this presentation, I will show how to create a comfortable environment, how to ask questions that engage the students, even the quiet ones, in genuine discussion, how to manage the discussion as it evolves, and ultimately, how the teacher should act during the discussion. Participants will be able to apply the information given by conducting engaging, fruitful, discussion in their classrooms, discussion that will inspire students to wonder.

Session 6.5 (Room H206)

Damilola Akinmade, Biology, Community College of Baltimore County – Essex, dakinmade@ccbcmd.edu

Creatively Awakening Students' Critical Thinking Skills

Would you like to introduce re  you like your students to be able to read, understand, and analyze prima  students to think critically about information presented to them in various contexts? Then this interactive workshop on how to incorporate active learning and research into your classroom using the new teaching approach called CREATE which helps students deconstruct and critically analyze information in various articles is for you! Participants will

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discuss the CREATE method through a hands-on workshop and identify how to use tools such as concept mapping, annotating and cartooning to read and understand sections of a scientific paper.

Session 6.6 (Room H208)

Mirian Torain, Developmental English/Reading, Prince George's Community College,
torainml@pgcc.edu

Co-Presenters: **Joseph Healey**, English, Frederick Community College, jhealey@frederick.edu

Sandra Gorrell, Marlboro Learning Lab Coordinator, Prince George's Community College,
gorrells@pgcc.edu

DEAM Wants You!

DEAM is the state chapter of the national organization, NADE (National Association for Developmental Education). We have proudly served the needs of developmental educators in the state of Maryland for nearly a quarter of a century! We are committed to the professional growth and development of all professionals working with developmental students. Participants will discover how to join DEAM and participate in an organization that is committed to helping developmental students navigate their way toward credit-bearing courses. We offer several professional development and leadership opportunities for all developmental educators and staff who work to support developmental education in the state of Maryland. We have snacks too!

Session 6.7 (Room H251)

Jaclyn Gambone, Education, Anne Arundel Community College, jdgambone@aacc.edu

Engaging Students Inside and Outside of the Classroom!

Let's explore technology tools that can enhance your online /hybrid courses. This session will provide you with techniques to engage your students both inside and outside of the classroom. You will walk away with "ready to use" strategies for your teaching and online crated materials! Participants will discuss samples and usage of newer technology in the field of education and integrate them into the classroom environment (both in person and online).

Session 6.8 (Room H210)

Natasha Cleveland, Science, Frederick Community College, ncleveland@frederick.edu

Co-Presenter: **Laura Cordova**, Spanish, Frederick Community College, lcordova@frederick.edu

Using VoiceThread as a Way to Enhance Student Learning and Course Community

VoiceThread is an online multimedia slideshow that allows users to contribute to conversations using various audio and text features. This technology is currently being piloted in several courses at Frederick Community College as a way to enhance teaching and learning in online, hybrid, and face-to-face courses. Initial indications, including student feedback and participation, are very positive. We will share examples

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of how we are using this technology in such diverse fields as science and foreign language. Participants will discover how VoiceThread can transform the way you present content, assess learning, and interact with your students!

Session 6.9 (Room H215)

Ivonne Bruneau-Botello, World Languages, Montgomery College – Takoma Park, Ivonne.bruneau-botello@montgomerycollege.edu

Co-Presenter: **Fabian Faccio**, Spanish/World Languages/Philosophy, Montgomery College – Rockville, Fabian.faccio@montgomerycollege.edu

Engaging Your Students with Mobile Devices in the Language Classroom

Mobile devices make learning spontaneous, portable, exciting, and personal. In this session we will explore mobile learning in order to take advantage of the learning opportunities offered by mobile technologies. Participants will experience instructional techniques to apply in the classroom that would keep student actively involved during classroom-based instruction.

Session 6.10 (Room H248)

Beverly Spencer, Speech/Communications, Montgomery College – Germantown, Beverly.Spencer@montgomerycollege.edu

Co-Presenters: **Patricia Ruppert**, Philosophy/Women’s Studies, Montgomery College – Rockville, Patricia.Ruppert@montgomerycollege.edu, **Kelly Rudin**, History, Montgomery College – Germantown, Kelly.Rudin@montgomerycollege.edu, **Steven Prince**, Art, Montgomery College – Germantown, Steve.Prince@montgomerycollege.edu, **Nancy Nyland**, Librarian, Montgomery College – Germantown, Nancy.Nyland@montgomerycollege.edu, **Layla Hashemi**, Political Science, Montgomery College – Rockville, Layla.Hashemi@montgomerycollege.edu,

How Working to Create an OXFAM Hunger Banquet Experience Can Foster Collaboration and “Out-of-the-Box” Learning on a Community College Campus

Montgomery College faculty and staff are striving to offer a “one College Experience” to all students, regardless of the campus. This presentation will reveal how planners creating an Oxfam Hunger Banquet on three campuses during the spring of 2012 met challenges and interpreted the learning experience for each campus. We hope to exhibit through art, photos, and video how the experiential learning unfolded during the banquet. Presenters will share the impact of the experience on their teaching or staff work. We will ask the participants in the session to consider how they can harness the talents, skills and abilities of the faculty, staff and students at their institution to foster a greater understanding and global grasp of important issues like world hunger. Participants will: 1) Describe 2 ways Oxfam Hunger Banquets help participants “experience” how people in other parts of the world are affected by hunger in their daily lives, 2) list 3 ways Smokeless Stoves improve the health and nutrition of families in India, 3) describe 2 of the

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student projects from the India Initiative Trip in January 2012, 4) Identify 2 ways Montgomery College students, faculty and staff can create a “learning Bridge” between our college and the “Help Kids India” Project, and 5) Describe one way the experiential learning during the Oxfam Hunger Banquet will have an ongoing impact on the lives of participants.

Session 6.11 (Room H249)

William Anagnoson, Student Development, Montgomery College – Takoma Park,

William.anagnoson@montgomerycollege.edu

A Novel Way to Boost Brain and Memory Power

Puzzles, games and simple memory techniques will be presented in this session along with attendee participation.  Information will be presented in this session along with attendee participation. Some foods enhance memory strength and will become acquainted with memory techniques for everyday use.

Session 6.12 (Room H262)

Bill Coe, Mathematics, Montgomery College – Rockville, William.coe@montgomerycollege.edu

Math Can Be Fun!

Using “math” and “fun” in the same sentence is not generally done. But math can be fun! Come and learn some fun things to do with numbers. Learn how to square a number that ends in 5 in your head. Figure the cube root of a number in your head. Learn how Maryland determines your driver’s license number – I’ll tell you what your number is and a bunch of other “stuff”! Participants will discover some fun math tricks and have fun as well as learn tricks based on algebraic principles that can be good teaching moments..

Session 6.13 (Room H263)

Tom Cantu, Distance Education, Montgomery College – Germantown,

Tom.cantu@MontgomeryCollege.edu

Designing Blended Courses: Deciding What to do Online and What to do On-campus

One of the biggest challenges when designing a blended course is deciding what to do online and what to do on campus. This presentation will address specific ways to make that decision so that a blended course becomes “the best of both worlds.” Participants will explain four approaches to creating a blended course and use specific questions to decide which approach would work best for one of their courses.

PowerPoint–Poster–Website Displays
Friday, January 6, 2012
11:40 a.m. –12:50 p.m.

The following displays are repeated from Session 2: Thursday, 11:40 a.m. –12:50 p.m.

The poster sessions are scheduled together in H102A. Each display consists of a table set up with a subject-related display of either a poster, website, or PowerPoint slide show, or a combination of all three.

Conference participants may visit during both conference days to view the displays and discuss the displays with the presenters. Displays are available during Session 2 (Thursday) from 11:40 a.m. – 12:50 p.m., and Session 6 (Friday) from 11:40 a.m. – 12:50 p.m.

Session 6A: POSTER SESSION (H102A)

Linda Cook, Nursing, Prince George's Community College, lcook@pgcc.edu

Co-presenters: **Arneshuia Bilal**, Nursing, Prince George's Community College, Bilalap@pgcc.edu

Michele Dickson, Nursing, Prince George's Community College, Mdickson@pgcc.edu

Nursing Math: An ADN Student and Faculty Perspective

Dosage calculation exams are anxiety producing experiences for nursing students. The ability to accurately perform dosage calculations is vital for safe medication administration. Ensuring nursing students have a sound knowledge base of math skills transferable to dosage calculations and nursing practice is a challenge for nursing faculty. Participants will: 1) describe three student perspectives of dosage calculation in nursing, 2) Describe results of a faculty math skills survey, and 3) Identify three future plans to increase nursing students' math proficiency.

Session 6B: POSTER SESSION (H102A)

Debora Bergstrom, Chemistry, Frederick Community College, dbergstrom@frederick.edu

Strategic Teaching of Science

Aristotle's big mistake, giantology, plum pudding, the crazy mole and Planck's lucky break are a few of the interesting twists and turns on the way to science as we see it today. Within the context of the story from alchemy to nanotechnology are many lessons we have learned. What are these things? Why are they relevant? How can we use them to tell the story of science to capture the imaginations of those who follow us in any discipline? The teaching of science should be strategic, conceptual, and fun. In this interactive presentation, participants will discover how to take the challenge of a difficult subject, such as chemistry, and make it approachable, conceptually understandable, and relevant. This approach could be applied to any course if the story is changed to reflect the history imagination, and crazy sequence of events in any discipline.

Session 6C: POSTER SESSION (H102A)

Debbie Ellis, Chemistry, Frederick Community College, dellis@frederick.edu

Sabbatical Project at the Frederick National Laboratory for Cancer Research, Frederick: A Research Opportunity that will Enhance Chemistry Education at Frederick Community College

The Natural Products Support Group at the Frederick national Laboratory for Cancer Research in Frederick searches for novel anti-cancer chemicals in biological materials. As an NIH volunteer, I am preparing, purifying, and fractionating microbial extracts for testing against cancer cell lines. Compounds in active fractions are further purified and identified. My research activities immerse me in the discovery process as well as hand-on state-of-the-art instrumentation – experiences that I will share with my students to help connect the chemistry they learn in the classroom with its real-life applications. Participants will: 1) discuss the potential benefits of volunteering at federal institutions and 2) examine the development of a sabbatical project that will provide individual professional development, enhance classroom learning, and re-energize them intellectually.

Session 6D: POSTER SESSION (H102A)

Maria Ammar, ESL, Frederick Community College, mammar@frederick.edu

Using Blackboard as a Communication Tool with ESL Students

ESL students face many language challenges in the classroom. However, by using Blackboard, teachers can better communicate with their ESL students in different ways than they can in a traditional classroom. Blackboard can help expand what ESL students want to say and give them more opportunities to better express themselves to their teachers and their classmates. Participants will discuss different activities on Blackboard that will help build communication between teachers and ESL students

Friday, 1:00 – 1:45 p.m.
Lunch is in the Student Center (H) Grille, H111 & Room H115L
Thursday, 1:00 – 1:45 p.m.

During lunch, conference participants are invited to meet with teaching colleagues.

Day 2: January 11, 2013
Sessions 7: 1:50 – 3:00 p.m.

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and/or the room schedule posted on each presentation room door.

Session 7.1 (Room H105)

Harry St. Ours, Communication Arts Technologies, Montgomery College – Rockville, harry.st-ours@montgomerycollege.edu

The Future of the Book in Higher Education

Tablet computers and eBook readers are being adopted in education at an amazingly fast rate, and the increasing popularity of these devices, and their **logical** connection to education has made them difficult if not impossible, to disregard. At the Apple Distinguished Educator Institute in Cork, Ireland this past July, I was part of a team that presented our ideas about how we think the future of the book should be connected, adaptable, flexible and customized. Through trial and discovery in the classroom, by developing mechanisms for funding and implementation with local and regional institutional hierarchy, and finally, by actual implementation with rigorous outcomes assessments, it is likely to be the classroom teacher who will help guide publishers toward developing the best practices model. I will begin by taking a look at the current state of books and electronic material in the college classroom, and discuss future trends in self-publishing and what this means for educators, as together we forge the future of the book in higher education. Participants will: 1) discover the history of electronic publication in education, 2) understand why schools find themselves under substantial financial pressure to deliver course work not only online (synchronous) but also electronically (asynchronous), shifting the burden of technology to the end user, and 3) discover samples of successful self-published textbooks designed using free, off-the-shelf software, that can help empower them to produce their own electronic educational materials.

Session 7.2 (Room H204)

Christine Rai, English, Montgomery College, Christine.rai@montgomerycollege.edu

Diverse Universe: How Universal Design Can Benefit All Your Students

Universal Design is an instructional philosophy based on brain research that proactively provides accommodations and supports to benefit all students while maintaining academic standards. This workshop session will explore the tenets of and need for UD in community colleges with diverse student bodies. We will examine the 9 principles of UD, the process for application, and practical strategies for face to face and online/blended courses. Participants will break into subject area groups to brainstorm how it can be applied in various disciplines and courses. The session will conclude with a whole group sharing session and individual goal setting for implementing UD. Participants will: 1) define UD, 2) explore how UD will benefit diverse students, 3) explore UD strategies for face to face and online/blended courses, 4), Identify

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appropriate UD strategies for their disciplines and courses, and 5) set goals for implementing UD in their courses.

Session 7.3 (Room H205)

Alexa Landrus, English, Montgomery College, lalandrus@aol.com

Flipped 2.0: A Presentation and Discussion of Hard and Soft Skills for Best Flipped Teaching

Thinking about flipping a class, but just not sure how to go about it? In this presentation and discussion, we will go over best successful practices for flipping, and most importantly how to go about this increasingly popular classroom technique. We'll discuss and critique several flipped classes in a variety of subjects and their pros and cons. In addition, we'll look at a before-and -after example of a traditional class in its "before" state, and its "after" state once it is flipped. Helpful instructional strategies for a flipped room like mind mapping and uploading audio comments from an MP3 recorder on a course site are a few examples that will be discussed and shared in this exciting world of flipping. Participants will be able to apply a much clearer sense of how to flip a class, what flipping skills will be most helpful for the unique courses they teach, and demonstrate some new skills that they can use in a traditional and flipped class.

Session 7.4 (Room H206)

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

Co-Presenter: **Debi Loeffler**, Mathematics, College of Baltimore County – Catonsville, dloeffler@ccbcmd.edu, **Christine Mirbaha**, Mathematics, Community College of Baltimore County – Dundalk, cmirbaha@ccbcmd.edu

With All the Flexible Approaches, Why Do Students Still Fail?

Nationwide, Intermediate Algebra is treated as a huge obstacle for developmental students because the success rate is only about 50%. Why is that? After surveying over six thousand students, faculties at CCBC have discovered a lot of interesting trends and one huge reason for the lack of success. During this session, we will discuss our findings and start a dialog about what, if anything, we can do to reverse the trend. Participants will discuss the CCBC results and determine what we can do to change these results.

Session 7.5 (Room H208)

Erica Yeager, Sociology, Anne Arundel Community College, eoyeager@aacc.edu

Blogging Toward Mastery: Active Learning Via Student Blog Projects

Many students spend a substantial portion of their leisure time online. Assigning a blog project, where students (or the instructor) choose a topic relevant to the discipline and course, and students create and maintain a blog on this topic over the course of a semester, recognizes and harnesses this tendency. Blog projects enable active independent learning, help students develop a sense of mastery and expertise on a topical area, allow demonstration of ability across learning styles, and encourage students to become savvy

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consumers of online information. Participants will: 1) identify the benefits of blog projects, 2) identify key issues to manage during project set-up, 3) describe examples of successful projects, 4) demonstrate how blog projects can be an integral part of either online or in-class learning, and 5) apply this information in course design for traditional, hybrid, or online courses, and have students produce blog projects as team assignments, individual assignments, group or final presentations, portfolio pieces, or optionally as extra credit.

Session 7.6 (Room H210)

Jennifer Pemberton, Psychology, Community College of Baltimore County – Catonsville,
jpemberton@ccbcmd.edu

Co-Presenters: **Charles Miron**, Psychology, Community College of Baltimore County – Catonsville,
CMiron@ccbcmd.edu, **Alisa Diop**, Psychology, Community College of Baltimore County – Catonsville,
ADiop@ccbcmd.edu, **Azar King**, Psychology, Community College of Baltimore County – Catonsville,
AKing@ccbcmd.edu, **Josephine Lewis**, Psychology, Community College of Baltimore County –
Catonsville, JLewis4@ccbcmd.edu, **Jason Spiegelman**, Psychology, Community College of Baltimore
County – Catonsville, JSpiegelman@ccbc.edu

Best Practices for Improving Morale, Retention, and Outcomes in Introductory and Other Psychology Courses

All too often, poor academic performance leads to low student morale and high attrition rates in introductory psychology courses. A panel of psychology faculty will share innovative best practices that have led to successful outcomes in psychology classes. The presentation will conclude with an opportunity to exchange ideas. Participants will: 1) identify common problems of introductory classes related to student morale, attendance, and grades, 2) examine a proactive approach to enhance positive outcomes, 3) discuss several strategies that are relatively easy to incorporate that will improve morale and grades, promote student engagement, and reduce drop-out rates, and 4) discuss how improving instructor-student relationships leads to positive outcomes.

Session 7.7 (Room H215)

Amina Mathias, Business, Cecil College, amathias@cecil.edu

Co-Presenter: **C. Laney Hoxter**, Director of Multicultural Student Services, Cecil College

OneWorld: An International Blend of Business and Culture

This interactive session will have participants have a “feel and touch” experience of various cultures and the theme of “OneWorld” that we belong to! They will also see how the blend of culture in business has influenced globalization and the profitability of various companies and organizations in the U.S.

Participants will demonstrate how to organize various activities in their institutions to bring about the “one

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world” experience and describe how international culture and influence has increased profitability in companies and organizations in the U.S.

Session 7.8 (Room H248)

Brian Weber, English/History, Anne Arundel Community College, bmweber@aacc.edu

Online Teaching 101: Transitioning from On Campus to Online

Have you ever considered teaching an online course? Are you curious about how classroom instruction or content can be replicated online? This session is designed for new online instructors, or for those who are considering their first online course, and will offer helpful tips, strategies, and materials. Participants will: 1) discuss a wide range of issues regarding the online teaching and learning process, 2) demonstrate best practices of online teaching and learning, 3) discuss basic technological skills necessary for online teaching, and 4) demonstrate how on-campus assignments can be utilized in an online format.

Session 7.9 (Room H249)

Sheri Parmelee, Communication/English, College of Southern Maryland, sparmelee@csmd.edu

Using Films and Television to Make Communication Come Alive for Community College Students

Sitting through introduction to Interpersonal Communication or other lower level core communication classes can be boring for students. By using current movies or television shows such as “House, M.D.” to explain points made during lectures, students can become actively engaged in the learning process. Come to this presentation to see how much students (and you!) will respond to lectures given in this manner. Participants will learn to apply clips from movies and television to their next class meeting because of its seamless integration into their lesson plans.

Session 7.10 (Room H262)

April Tripp, Wellness, Community College of Baltimore County, atripp@cCBCMD.edu

Inquiring Minds Want to Know: Creating Classroom Community for Active Engagement

Active student engagement “inside” the classroom supported with technology use “outside” the classroom can increase student performance, extend thinking, and improve learning. Simple techniques (you can start tomorrow) will be shared that will help to ensure students give meaning to the content rather than simply imitate their teachers. Practical ideas will be identified that capitalize on the rich diversity in the community college environment to ensure that students can apply knowledge to an increasingly changing world.

Participants will: 1) describe techniques and tools to integrate writing, critical thinking and technology use into creative classroom practices that foster active student engagement, 2) present yourself as facilitator or coach who designs practice situations in the classroom enabling students to develop a diverse community of collaboration, and 3) develop strategies for managing productive “discussion-based” formats that encourage sharing of knowledge/content/facts and listening .

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Session 7.11 (Room H263)

Donald Wharton, Hospitality Management/Culinary, Frederick Community College,
dwharton@frederick.edu

Mentoring, Recruitment and Retention of Minority Students in the Community College Arena

A successful collegiate experience will result in numerous options and opportunities to have access to the corridors of decision making during students' tenure in the hospitality industry. The lack of mentors to guide these students during their tenure on campus directly affects their ability to enter successfully in the industry. Their lack of presence in the industry creates a visibility gap for the public, the community, and for potential future managers in the industry. Visibility is needed in order to keep up with future mandates regarding equal rights, labor laws and discrimination in the workplace. Participants will develop teaching strategies to increase enrollment and the recruitment and retention of minority students in the hospitality industry.

Session 7.12 (Room H202)

Amy Cedrone, Philosophy, Harford Community College, acedrone@harford.edu

Integrating Traditional FTF (Face-to-Face) Courses and Technology 'Helps', or, How I Learned to Love Google Drive as a Grading Tool

Some disciplines and some professors thrive in the face-to-face format, rather than online. An these courses and professors use Google and similar sites in a course, to make things easier, quicker, and more appealing both to young tech-savvy students and to hardworking adult students with less time. I have used Blackboard, the now defunct Angel, and Turn It In, to enhance traditional courses and to make my life easier. A recent experiment using Google Drive to receive, comment on, and return topic proposals for a research paper proved very successful. In other words, I love it, and there are no papers to lose. As a person who will resist the temptation to teach an online course for as long as possible (what WOULD Socrates say?), I do encourage my colleagues who are likewise minded to try using the internet resources available, both free and not-so-free, to make their own lives easier, and to make the course more easily relate-able for students for whom laptops, tablets, and smart phones are a way of life and fun. And just think of the savings on paper! Participants will discuss using online resources such as Blackboard, Turn It In, Noodlebib, EasyBib, and Google to enhance and streamline traditional FTF courses.


For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and the room schedules posted on each presentation room door.

AFACCT 2013 Conference Donors

On behalf of community college faculty members throughout Maryland, the AFACCT Board of Representatives thanks the following theatres, publishers, businesses, and community colleges for their generous support of AFACCT Conference *January 10 and 11, 2013*:

Publishers and Educational Vendors:

Pearson Education Company. Donation: A variety of books. Your local Pearson sales representatives thank you for your continued support. If you wish to review any Pearson product, please go to www.pearsonhighered.com

 **Science Labs** Provides complete and comprehensive hands-on science kits to support online and traditional courses in need of a laboratory solution. www.esciencelabs.com

Gale-Cengage Learning: is a world leader in e-research. Best known for its accurate and authoritative reference content as well as its intelligent organization of full-text magazine and newspaper articles, the company creates and maintains more than 600 databases. www.gale.cengage.com

Vacation Resorts -- Hotels:

Clarion Fontainebleau Hotel in Ocean City, Maryland. Two-night stay. Eligible dates: January 15, 2013-March 27, 2013; or October 1, 2013 through December 20, 2013.

Baltimore/Washington, D.C. Theaters:

Folger Theatre, 201 East Capitol Street, SE, Washington, DC 20003-1094, 202-544-7077.

Donation: Two tickets to the Folger Theatre's 2013 season. Productions include Shakespeare's *Henry V* and *Twelfth Night* both directed by Robert Richmond. **Folger Shakespeare Library** is a world-class center for scholarship, learning, culture, and the arts. The Helen Hayes Award-winning **Folger Theatre** annually performs multiples plays each season in a 250-seat Elizabethan theatre, a replica theatre popular in Shakespeare's time. For more information contact: www.folger.edu/theatre.

Toby's Dinner Theatre of Columbia, 5900 Symphony Woods Road, P.O. Box 1003, Columbia, MD 21044. **Donation:** One door ticket for dinner and show. **Toby's** shows for the up-coming season include *Hot Nostalgia* and *Fiddler on the Roof*. Additional information is on the website.

www.tobysdinnertheatre.com. **Toby's** also offers special rates for groups, students, and seniors, so why not make it an evening for all.

College of Southern Maryland Fine Arts Center Theater, La Plata, MD. **Donation:** Three sets of tickets (2 each) for any 2013 performance including the **Jazz Festival, Renaissance Festival, and the Latin Festival**. For more information go to www.csmd.edu/arts/

Dundalk Community Theatre. Donation: A set of two tickets to either *The 1940's Radio Hour* or *Chess, The Musical*. For more information go to www.ccbc.edu/performing arts/

Phoenix Festival Theater @ Harford CC, 401 Thomas Run Rd, Bel Air MD 21015. 443 412 2211. **Donation:** Tickets to a 2013 performance. For additional information and tickets, go to www.harford.edu/cultural

Scott Center for the Fine and Performing Arts @ Carroll CC, 1601 Washington Road, Westminster, MD 21157. **Donation:** four tickets to any 2013 performance including **Spring Awakening, and One-Act Play Festival**. Go to www.carrollcc.edu

The Milburn Stone Theatre @ Cecil College, One Seahawk Drive, North East MD. **Donation:** Two tickets any show in 2013 season including *Dolly Parton's 9 to 5, The Importance of Being Earnest, Spring Awakening*, and "1776". For more call 410 287 1037. www.cecil.edu

Museums:

American Visionary Art Museum, 800 Key Highway, Baltimore MD 21230. **Donation:** Free passes to Museum which is America's official national museum for self-taught intuitive artistry. Since 1995 it has sought to promote the recognition of intuitive, self-reliant, creative contribution as both an important historic and essential living piece of treasured human legacy. For more info contact www.avam.org

Chesapeake Maritime Museum: Navy Point, P.O. Box 636, St. Michaels, MD 21663-0636. **Donation:** Four passes to experience the culture, unique stories, and traditions of the Chesapeake Bay and its people. Visitors encounter the Chesapeake Bay history first-hand through real people, real work, authentic artifacts, visual arts, and native water crafts. Enjoy the 18 acre waterfront campus with an extraordinary Bay panorama, ten engaging exhibits, and a working boatyard. Call 410-745-4993 or visit on line at www.cbmm.org.

Golf Courses/ Sports Teams:

Furnace Bay Golf Course: 79 Chesapeake View Rd., Perryville, MD 21903 410-642-6816.

Donation: Passes to play 18 holes. A beautiful course riding the Chesapeake Bay with bent grass from tee box to green, one would be hard pressed to find a more enjoyable or affordable round anywhere. With a large open air pavilion just behind the clubhouse, Furnace Bay can provide a full range of services to make your golf outing or special occasion very enjoyable. Call or visit www.furnacebaygolf.com.

Aberdeen IronBirds, 873 Long Drive, Aberdeen MD 21001. **Donation:** Tickets to a 2013 game and a collection of **IronBirds** souvenirs. The IronBirds offer the finest in Minor league baseball at an affordable price. For information call 410-297-9292 or visit www.ironbirdsbaseball.com

Baltimore Orioles, 333 W. Camden St. Baltimore, MD 21201. **Donation:** collection of Oriole Bird baseball caps. **Orioles** offer a variety of programs for the whole family. Call 410-688-9800 or visit www.Baltimore.orioles.mlb.com

Baltimore Ravens, 1 Winning Drive, Owings Mills, MD 21117. **Donation:** Ravens T shirts. For Ravens offers go to www.baltimoreravens.com

Frederick Keys, 21 Stadium Drive, Frederick, MD. **Donation:** Tickets to a Keys baseball 2013 game and other memorabilia. The Frederick Keys offer the best in Minor league baseball. Call 301 663 0013 or visit info@frederickkeys.com

Maryland Community Colleges:

The following colleges donated an assortment of items provided by their marketing departments, student services, bookstores, and other offices and individuals.

*Carroll Community College

*Cecil College

*College of Southern Maryland

* CCBC @ Dundalk

* CCBC @Essex

*Frederick Community College

*Hagerstown Community College

* Harford Community College

* Wor-Wic Community College

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 colleagues for sharing your ideas.

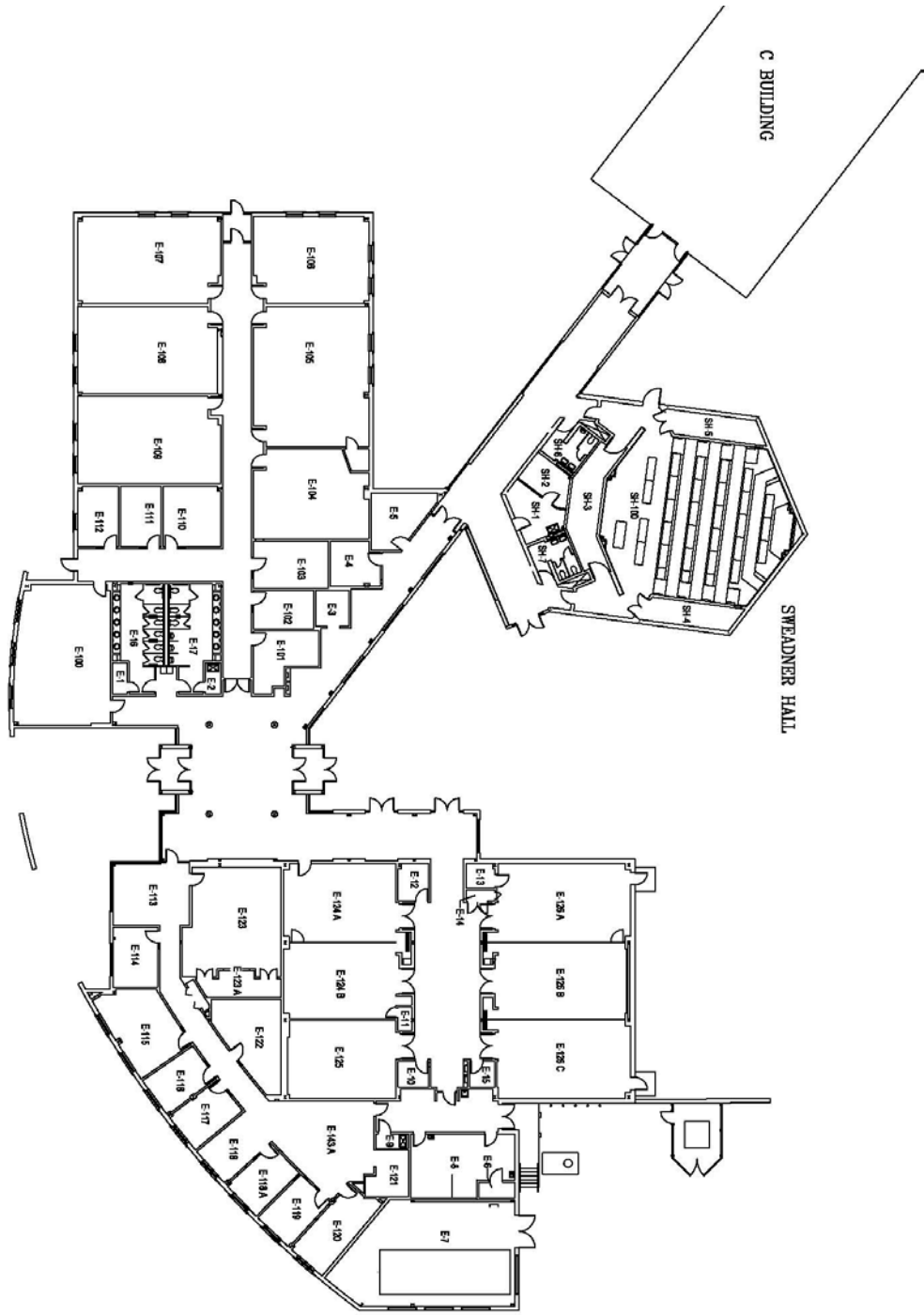
Conference Attendees: Remember to complete a conference evaluation along with session evaluations and receive your official AFACCT mug. It's yours as a token of our appreciation for having attended this, the 23rd annual conference, and for helping to make the next conference even better with your thoughtful evaluations.

AFACCT '13 Conference Proceedings: All presenters are invited to submit their presentation manuscripts for publication in the *23rd Annual AFACCT Conference'13 Proceedings*. After giving your presentation, go to the Registration Desk to pick up a copy of *Guidelines for Proceedings*, or go to the AFACCT Conference website for details: <http://www.afacct.csmd.edu/conference23/index.htm>

Copies of past years' *Conference Proceedings* are available on AFACCT's website:

<http://www.afacct.csmd.edu>

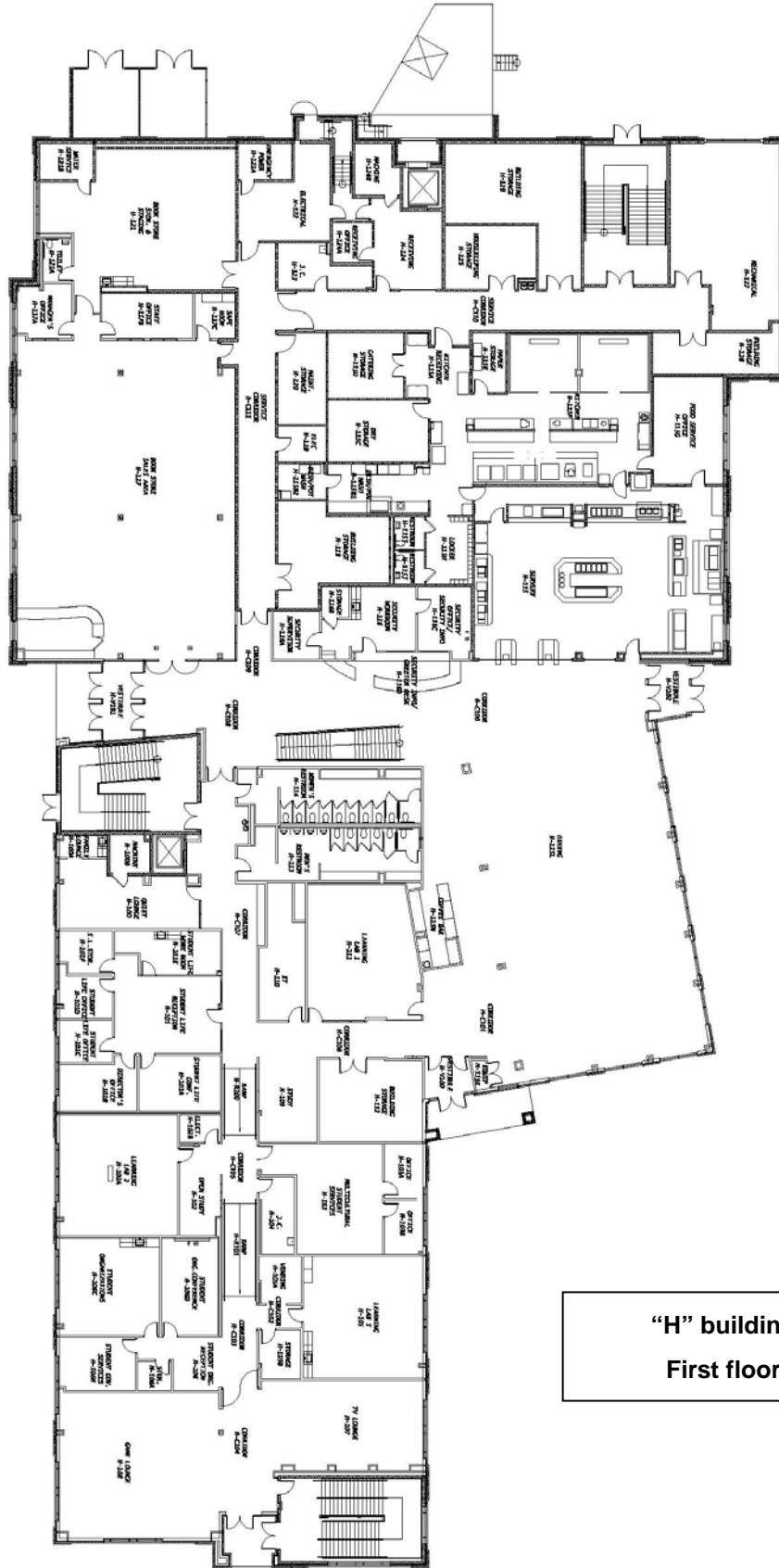
AFACCT Conference 2014: Mark your calendars and plan to attend our next AFACCT conference on **January 9 and 10, 2014 at Prince George's Community College**. Theme: *Fusing Educational Strategies: Past Successes and Emerging Opportunities*. Full details will be published on the [AFACCT website](#).



"E" building

FLOOR PLAN
MPS

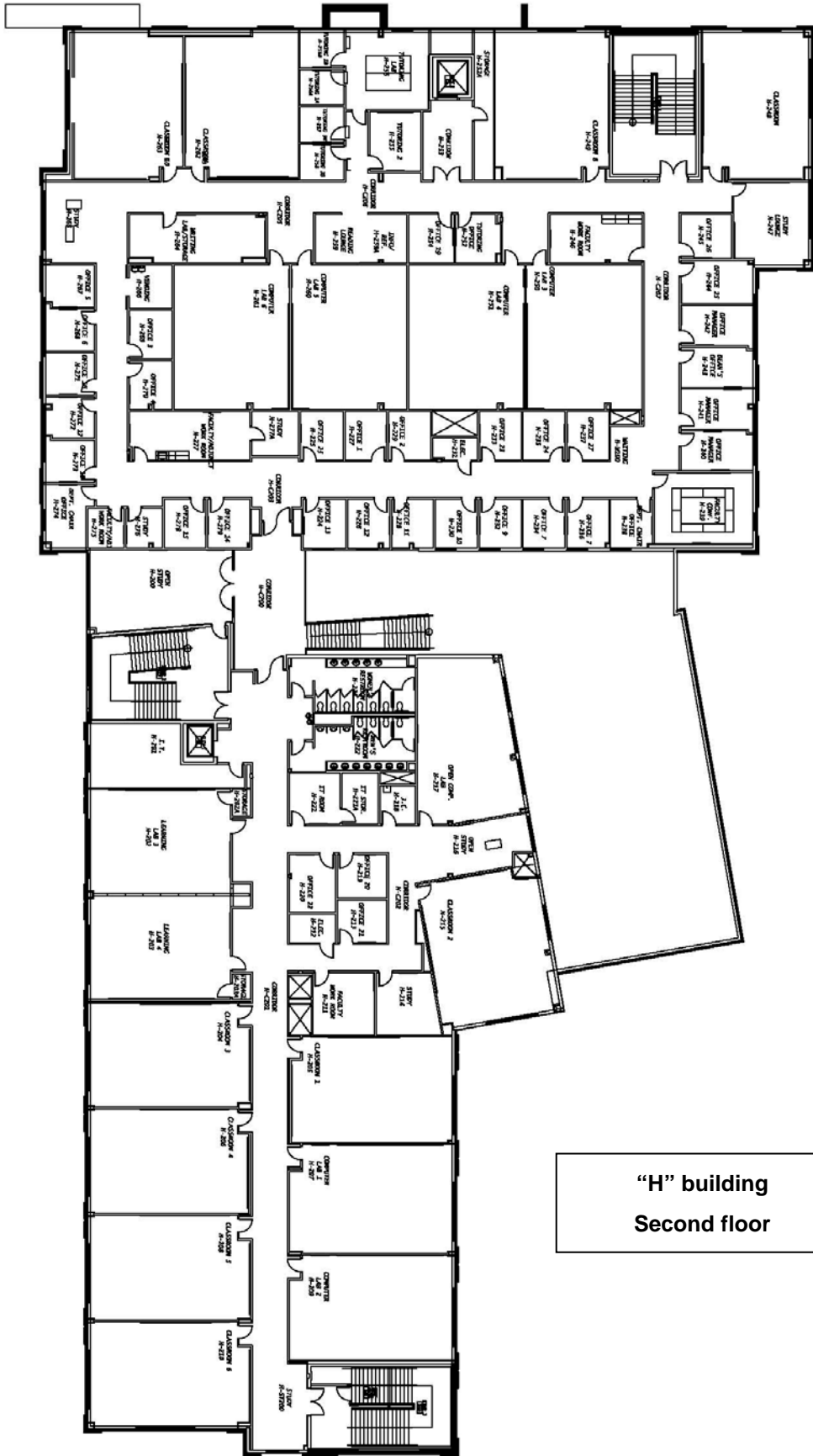
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“H” building
First floor

FIRST FLOOR PLAN
NTS

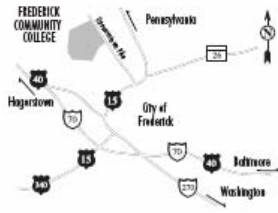
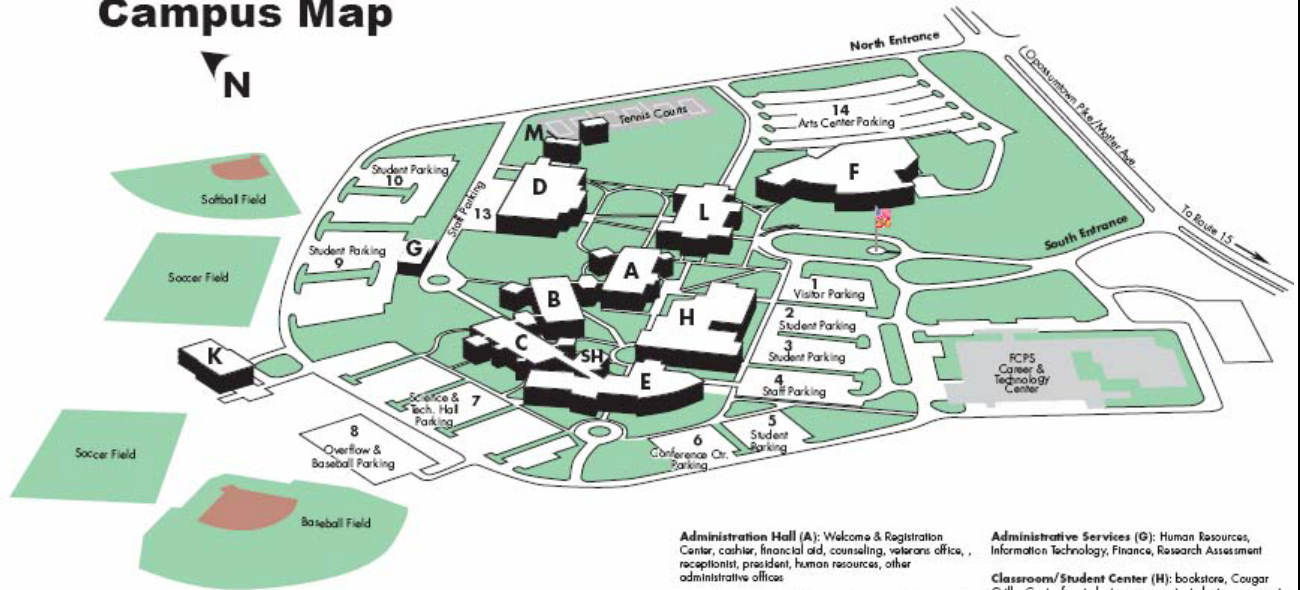
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“H” building
Second floor

Frederick Community College

Campus Map



From Baltimore: Follow I-70 from Baltimore to Frederick. Exit onto Route 15 north. Follow Route 15 north to Motters Avenue exit. Turn right onto Motters/Opossumtown Pike. Travel one mile and turn left at entrance to FCC.

From Washington: Follow I-270 northwest from Washington to the junction with I-70 and Route 15. Follow Route 15 north to the Motters Avenue exit. Turn right onto Motters/Opossumtown Pike. Travel one mile and turn left at the entrance to FCC.

From the west: Follow I-70 east from Hagerstown. Take the first Frederick exit to Route 40. Follow Route 40 east to Route 15 junction. Follow Route 15 north to Motters Avenue. Turn right onto Motters/Opossumtown Pike. Travel one mile and turn left at entrance to FCC.

- Administration Hall (A):** Welcome & Registration Center, cashier, financial aid, counseling, veterans office, , receptionist, president, human resources, other administrative offices
- Academic Hall (B):** drafting & electronics labs, math lab, faculty offices, classrooms, career & transfer center (lower B/C knuckle)
- Science-Technology Hall (C):** biology & chemistry labs, computer labs, photography darkroom, dean of the college, faculty offices, classrooms, Sara Lee Sandwich Shoppe in upper B/C knuckle
- Field House (D):** gymnasium, weight room, classrooms, athletic director, faculty offices, locker rooms
- Conference Center (E):** conference center, classrooms, technology labs
- Visual and Performing Arts Center (F):** JBK Theater, MCH Art Gallery, music classrooms & practice rooms, art classrooms, faculty offices
- Administrative Services (G):** Human Resources, Information Technology, Finance, Research Assessment
- Classroom/Student Center (H):** bookstore, Cougar Grille, Center for student engagement, student government association, student lounge, classrooms, security, tutoring service
- Sweadner Hall (SH):** lecture hall
- Children's Center (K):** child care center
- Library Building (L):** library, allied health/nursing labs, testing center, writing center, video lab, language lab, faculty offices, classrooms, student lounge
- Maintenance (M):** maintenance building
- Monroe Center (200 Monroe Avenue):** classrooms for building trades, construction and business programs