AFACCT
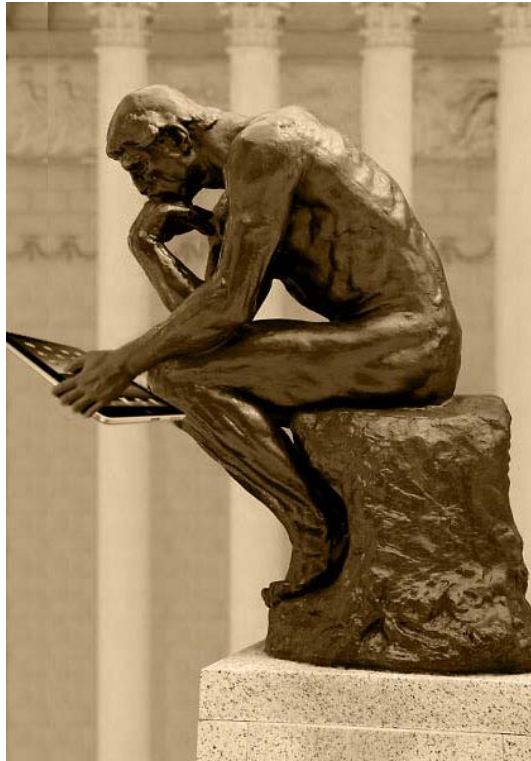Association of Faculties for Advancement of Community College Teaching

24TH Annual Conference

Association of Faculties for Advancement of Community College Teaching

Fusing Education Strategies: Past Successes and Emerging Opportunities

Program of Peer Presentations

The Association of Faculties for Advancement of Community College Teaching
Twenty-Fourth Annual Conference

January 9-10, 2014

Hosted by Prince George's Community College
301 Largo Road, Largo, MD 20774

Center for Health Studies (Building 30)

AFACCT
Association of Faculties for Advancement
of Community College Teaching

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From your AFACCT Coordinator,
Welcome to the twenty-fourth annual AFACCT conference. Since AFACCT was founded 30 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 100 peer presentations including six poster presentations. Supported by the Academic Vice Presidents and Deans, AFACCT provides an opportunity for faculty from Maryland's 16 community colleges to share their knowledge, research and expertise.

The 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 the Maryland Mathematics Association of Two-Year Colleges (MMATYC). The Conference takes place on January 9 and 10, 2014, and is hosted by Prince George's Community College.

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

On Thursday, January 9, 2014, the first day of the conference, our keynote speaker is **Dr. Freeman A. Hrabowski, III, President of the University of Maryland, Baltimore County.**

The keynote speaker for Friday, January 10, 2014 is **Jà Hon Vance from Baltimore City 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 2014

I would like to extend a special thanks to Barbara Kirkwood, manager of the Teaching and Learning Center and Michele Dickson, PGCC AFACCT board member, who has been our site coordinator for this conference. They have done an outstanding job making it possible for us to hold this conference at Prince George's Community College this year.

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).

The AFACCT Board of Representatives: 2013-2014	
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 Nina, Mathematics
Chesapeake	Marc Steinberg, English (AFACCT Assistant Coordinator)
Baltimore County - Catonsville	Jason Spiegelman, Psychology
Baltimore County - Dundalk	George Mateja, Biology (AFACCT Secretary)
Baltimore County - Essex	Rosemarie Cramer, Management John Cramer, Economics
Frederick	Maria Ammar, English
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Montgomery - Takoma Park/Silver Spring	Mary Ellen Cox, Nursing
Prince George's	Michele Dickson, Nursing
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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

Updated: January 7, 2014

Conference Notes…

Keynote speakers: On day #1 (January 9, 2014), Dr. Freeman Hrabowski, III, President of UMBC will be the keynote speaker. On day #2 (January 10, 2014) Jà Hon Vance, from BCCC will be the keynote speaker.

Poster/PowerPoint/Web Site Displays: As in past AFACCT conferences, Poster Sessions and Displays are scheduled together in the 2nd floor atrium. 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.,

Vendors: Vendors will have their displays set up on the 2nd floor atrium.

Internet Access: Participants attending the conference can access the internet by logging on to PGCC Air. IT will have internet access available for presenters in each classroom.

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:

- **MMATYC**: The Maryland Mathematics Association of Two-Year Colleges will meet during sessions 3 and 4 on Thursday, January 9, at 1:50– 4:20 p.m. (Room 1203). Contact Evan Evans, eevans@frederick.edu for more information.
- **Planning Session: Maryland Academy of STEM:** Friday, January 10, 2014 (Room 1217). Contact Raza Khan, RKhan@carrollcc.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 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. *Please remember to put the full session number or the speaker's name on your evaluation form.*

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

A campus map of Prince George's Community College appears at the back of the printed program available at the conference.	Presentations Classrooms in the Center for Health Studies (Bldg. 30)	Keynote Addresses Queen Anne Fine Arts/ Hallam Theatre (Bldg. 9)
Parking You may park in any available parking space. Lot G is directly in front of the Center for Health Studies (Bldg. 30)	**Vendors & Posters** 2nd Floor Atrium **Breakfast** Center for Health Studies (Bldg. 30)	*Elevators are in each building* ***Coffee, tea, and water are available adjacent to the registration area.**
Registration Atrium of the Center for Health Studies (Bldg. 30)	**Lunch** Largo Student Center/Poly Community Rooms A, B, &C (Bldg. 5)	

Conference Program at a Glance				
Thursday, January 9, 2014				
8:00 a.m. - 9:30 a.m.		**Registration in the Atrium of the Center for Health Sciences (CHS, Bldg. 30), Breakfast CHS Room 1401**		
Session 1 Presentations		Discipline	Presenter	Room Bldg CHS
9:00 a.m. – 10:10 a.m.	1.1	Distance Learning	Geiger	1201
	1.2	Biology	Kifle, Lathrop-Davis, Gorski	1202
	1.3	ESL	Quinn	1203
	1.4	Mathematics	Fairgrieve	1204
	1.5	English	Gottshall, Ariovich, Banerjee	1205
	1.6	Nursing	Choudhary, Smith	1207
	1.7	SET	Turner	1212
	1.8	Mathematics	Clayton, Riordan	1229
	1.9	Visual Arts/ Business	Hand, Gore	1213
	1.10	Philosophy	Plants	1214
	1.11	Mathematics	Mirbaha	1216
	1.12	Adult Education	Viar IV, Pettengill	1217
	1.13	Sociology	Bryant	2101
Thursday, January 9, 2014 10:20 a.m. -11:30 a.m. Queen Anne Fine Arts/ Hallam Theatre (Bldg. 9)		• Welcome – Dr. Coleen Weil, AFACCT Coordinator • Welcoming remarks : Dr. Charlene M. Dukes, President, Prince George's Community College • Introduction of keynote speaker: Coleen Weil • **Keynote address: Dr. Freeman Hrabowski, III**		
Session 2 Presentations		Discipline	Presenter	Room
11:40 a.m. – 12:50 p.m.	2.1	Theatre	Hengen, Marciano, Petrides	1201
	2.2	Library/ Teaching/Learn	McManus, Bogage	1202
	2.3	Computer Sci/ Cyber	Tarek	1204
	2.4	Mathematics	Yagodich	1203
	2.5	Developmental Ed	Wittig, Williamson	1205
	2.6	Mathematics	Miller	1207
	2.7	Ed/ Social Science	Parsons, Spicer	1212
	2.8	Biology	Bartlett, Casey, Butler	1213

	2.9	Language Arts	Link, Medicott, Walton	1214
	2.10	English	Nyland	1216
	2.11	English	Englehardt, Blank	1217
	2.12	Mathematics	Stiffler	1229
	2.13	Biology	Murphy	1418
	2.14	English Composition	Femiano	2101
	2.15	Mathematics	Teal, Large	2103
11:40 a.m. – 12:50 p.m.		**Poster Presentations**		**2nd Floor Atrium**
	2.A	Biology	Madden, Rappazzo	
	2.B	Biology	Cosgrove, Alvarez, Shin…	
	2.C	Biology	Anriany	
	2.D	Biology	Smith	
	2.E	English Composition	Yoo	
	2.F	MD Dept. of Ed	Williams	

Lunch: 1:00 p.m. – 1:45 p.m. Largo Student Center/Poly Community Rooms A, B, &C (Bldg. 5)	**During lunch, conference participants are invited to meet with teaching colleagues.**		

Session 3 Presentations		Discipline	Presenter	Room
1:50 –3:00 p.m.	3.1	Nursing	Oliver	1201
	3.2	MMATYC	Evans	1203
	3.3	English	Ratz	1205
	3.4	English/Gender Studies	Spoor, Rellihan	1207
	3.5	Psychology	Bell	1212
	3.6	English	Kelly, Pajak	1213
	3.7	Student Success/IT	Jacobs	1214
	3.8	Academic Development	Ross	1216
	3.9	English	Benton, Downey	1217
	3.10	Dev. Reading/English	Street	1202
	3.11	Economics	Das	1418
	3.12	Psychology	Carter	2101
	3.13	IT	Adkins	1204
	3.14	Biology	Montgomery, DeStefano…	1229
	3.15	Anatomy & Physiology	Taylor	2103

Session 4 Presentations		Discipline	Presenter	Room
3:10 p.m. – 4:20 p.m.	4.1	Microbiology	Kaiser	1201
	4.2	MMATYC	Evans	1203
	4.3	Human Services	Burney	1202
	4.4	Education	Gambone, Butler	1205
	4.5	Psychology	Perez	1207
	4.6	Communication	Lafferty	1212
	4.7	Art History	Ball	1213
	4.8	Business	Boyd	1214
	4.9	Languages & Literature	Johnson	1206
	4.10	Online Teaching	Dubins	1217
	4.11	~~Psychology~~ *cancelled*	~~Grimes~~	1229
	4.12	Communications/English	Koppikar	1418
	4.13	ESOL	Barnhardt, Zimmerman	2101
	4.14	Computer Science	Tarek	1204

Friday, January 10, 2014				
8:15 a.m. - 9:30 a.m.		**Registration in the Atrium of the Center for Health Sciences (CHS Bldg. 30), Breakfast CHS Room 1401**		
Session 5 Presentations		Discipline	Presenter	Room
Friday, 9:00-10:10 a.m.	5.1	Spanish	Cordova	1418
	5.2	EDU/Human Dev	Dodson	1201
	5.3	Homeland Sec/Criminal	Blyther	1203
	5.4	Accounting	Sengamalay	1205
	5.5	English	Barnes	1202
	5.6	…	…*Cancelled*…	1207
	5.7	Mathematics	Brown, Baranoski	1212
	5.8	Nursing	Gordon	1213
	5.9	Art & Design	Neff	1214
	5.10	English	Diaz	1216
	5.11	Dev. Mathematics	Teal, Jackson-Grimes	2101
	5.12	Biology	Laing, Hershey	1204
	5.13	Psychology	Stearns, Drummond	1229
	5.14	STEM Academy	Kahn	1217
Friday, January 10, 2014 10:20 a.m. -11:30 a.m. Queen Anne Fine Arts/ Hallam Theatre (Bldg. 9)		Welcome by Dr. Coleen Weil, Coordinator of AFACCT Introduction of the keynote speaker: Coleen Weil **Keynote address: Jà Hon Vance**		
Session 6 Presentations		Discipline	Presenter	Room
Friday, 11:40 a.m.-12:50 p.m.	6.1	Psychology	Spiegelman, Diop, King….	1201
	6.2	Political Science	Haydel	1203
	6.3	English	Lashley	1205
	6.4	Allied Health	Calder, Frey, Cooper	1207
	6.5	ESL	Quinn	1212
	6.6	English	Regules, LaSov-Gregg	1213
	6.7	Biology	Lantz	1214
	6.8	Mathematics	Gutowska	1202
	6.9	Arts & Humanities	Preston, Terry	1216
	6.10	Business Management	Snow, Ulrich	1217
	6.11	Accounting	Gandy	1229
	6.12	Psych/Sports Studies	Yeazel	1418
	6.13	Communications	Batson	2101
	6.14	English	Clifton, Crable	1204
Friday, 11:40 a.m.-12:50 p.m.		**Poster Presentations**		**2nd Floor Atrium**
	6.A	Biology	Madden, Rappazzo	
	6.B	Biology	Cosgrove, Alvarez, Shin…	
	6.C	Biology	Anriany	
	6.D	Biology	Smith	
	6.E	English Composition	Yoo	
	6.F	MD Dept. of Ed	Williams	
Lunch: 1:00 p.m. – 1:45 p.m. Largo Student Center/Poly Community Rooms A, B, &C (Bldg. 5)		**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	Communications	Copes	1201
	7.2	Criminal Justice	O'Guinn, Sr., Smith	1203

7.3	English	Keyes, Heinhorst	1205
7.4	Nursing	Jordan	1207
7.5	Visual Art	Venne	1212
7.6	History/Political Sci	Hashemi	1213
7.7	Mathematics	Evans	1202
7.8	Student Development	Solano, Birney	1214
7.9	Chemistry	LaCourse, Sherer, Pires	1216
7.10	English	Hintze	1217
7.11	Mathematics/Science	Naugle	1229
7.12	Business	Mathias, Hoxter	1204
7.13	Biology	Moure, Esposito	1418
7.14	English	Weber	2101

Program of Peer Presentations

Day 1: Thursday, January 9, 2014
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 1201)

Leah Geiger, Distance Learning, College of Southern Maryland, leahg@csmd.edu

Student Readiness in Online Courses

The researcher (and team) quantitatively studied the effects of student readiness on online learning success when the quality of course design and professor were controlled. The effects measured give definite and plausible avenues for increasing student success in online learning. Participants will be able to identify student readiness factors to look for in helping students succeed in online classes.

Session 1.2 (Room 1202)

Daniel Kifle, Biology, Community College of Baltimore County – Catonsville, dkifle@ccbcmd.edu
Co-Presenters: **Ellen Lathrop-Davis,** Biology & Environmental Science, Community College of Baltimore County, elathrop@ccbcmd.edu; and **Ewa Gorski,** Biology, Community College of Baltimore County, egorski@ccbcmd.edu

How is College Different from High School? Helping Students Understand to Succeed.

Our student population ranges from very recent high school graduates to older returning students. Often faculty must remind students what is expected of them at CCBC. This session will provide the opportunity to discuss differences between high school and college and help students take "ownership" of their own learning. Participants will discuss how to help students take "ownership" as presenters share their experiences with fellow educators.

Session 1.3 (Room 1203)

Kathryn Quinn, ESL, Hagerstown Community College, kjquinn@hagerstowncc.edu

Going on a Grammar Scavenger Hunt Through Short Stories and Novels.

Convince your students of the communicative capabilities of grammar by rewarding them for finding grammatical structures in their readings. The possibilities are endless. Whether they are going for the "Structure of the Day," "Communication Collages," "Pinpoint It Precisely," "It's a Mystery to Me," or "What Time Is It?" they double their reward by completing "Now You Write It" at the conclusion of each hunt. Participants will 1) describe the value of having students find and identify grammatical structures in the literature they read; 2) feel motivated to help their students appreciate the importance of grammar to clear, vivid communication; 3) identify how to have students personalize the structures in their own writing

and speaking; 4) adapt the scavenger hunt technique to the needs of individual students, classes and programs; and 5) conduct scavenger hunts of their own.

Session 1.4 (Room 1204)

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

Making Your Course Content Accessible to Students Through Live Binders

We have lots of content to get to our students: PowerPoint slides, videos, links to websites, or PDF handouts. The question is, how do we get it to them? Well, there is no need to frustrate your students with having to click through multiple folders in a course management site to maybe find what they are looking for. Live Binder lets you collect them all together in an easy to view format. All the content is right there on screen in one intuitive interface. And you don't have to be an HTML ace to use it. We will view examples of binders and look at how easy it is to build your own binders. Participants will 1) demonstrate how to build binders; 2) demonstrate the different media that can be put into a binder and how to do it; 3) show how some basic HTML knowledge can make your binders more robust; and 4) demonstrate how binders can be used for collaboration

Session 1.5 (Room 1205)

Sarah Gottshall, English, Prince George's Community College, tottscsd@pgcc.edu

Co-Presenters: **Laura Ariovich,** Research and Planning Analyst, Prince George's Community College, ariovilx@pgcc.edu; and **Amlan Banerjee,** Research Analyst, Prince George's Community College, banerjax@pgcc.edu.

PGCC's ALP English Pilot Program: Where We've Been, Where We're Going – and How It's Working.

Prince George's Community College offered Accelerated Learning Program (ALP) English for the first time in the fall of 2011 with the goal of increasing student success in College English. This presentation will describe how the ALP pilot program has evolved over the past five semesters as well as how we plan to move forward, offering more sections and reaching more students. Representatives from PGCC's Office of Planning, Assessment, and Institutional Research will discuss preliminary data on the program's effectiveness, including both quantitative data (pass rates, completion rates, success in next course in the sequence) and qualitative data (faculty and student focus groups). Participants will 1) discuss the ALP English at Prince George's Community College, specifically, how the course is structured and how we plan to develop the ALP and 2) apply the information from our session to their own institutions' attempts to restructure and redesign courses, particularly "gatekeeper" courses such as English Composition.

Session 1.6 (Room 1207)

Lena Choudhary, Nursing, Anne Arundel Community College, lchoudhary@aacc.edu

Co-Presenters: **David J. Smith,** Educational Trainer and Peacebuilding Trainer, George Mason University, davidjsmith@fulbrightmail.org and **Jasline Moreno**, Montgomery College, Jaslinep@aol.com.

Horizontal Violence in the Workplace and the Classroom

Bullying does not end in grade school. It is present in the college classroom and among faculty and administrators of college campuses. Nursing students are just one example. Hospital environments are rife with "nurses eating their own". This behavior naturally trickles down to nursing students who are victims of and often become the instigators of further bullying behavior. Learning how to identify abusive behaviors and then how to deal effectively with it is a necessity to creating a more civil environment for ourselves and our students. Participants will 1) identify bullying on college campuses amongst ourselves and amongst students; 2) identify the parties involved in horizontal violence; 3) describe the root causes that lead to lateral violence; 4) discover techniques that can be used by individuals to stop the cycle of violence and create a more civil learning and working environment; and 5) role play scenarios to develop the confidence and skills necessary to teach our students to manage conflict with their classmates and in future work environments.

Session 1.7 (Room 1212)

Frances Turner, Science, Engineering & Technology, Howard Community College, fturner@howardcc.edu.

Biology + The Globe

Integration of a globalization component into courses instills knowledge in students to effectively engage the globalizing world. "Biology + The Globe" provides students opportunities to explore global issues related to biology. It promotes students to collaborate, to be aware of sociocultural environments and to learn science-based solutions to global issues. Participants will 1) develop an awareness of global and international issues; 2) foster global awareness through the development and integration of globalized course materials in the classroom; 3) identify ideas on how to infuse a global perspective into the core curriculum of content-laden courses such as General Biology I; and 4) cultivate faculty collaboration between disciplines, specifically in Psychology and General Biology I.

Session 1.8 (Room 1229)

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

Co-Presenter: **Heather Riordan,** Mathematics, Anne Arundel Community College, hmriordan@aacc.edu.

Empowering Pre-Algebra Students through "Succeed with Math"

"Succeed with Math" is a free Open Educational Resource (OER) that engages students through interesting and genuine real world examples young adults can easily relate to. It includes an introductory section that

builds confidence and study skills, short video clips, instructor explanations through animated PDF files, activities where students can reveal a hint to get started, and a carefully incorporated web-calculator. By helping students gain confidence and skills this thoughtfully written online tool will help students master Pre-Algebra. Come and see this relevant, fun, and unique course that students can take on their own or use as a supplement for class. Additionally, other mathematics OERs and the tools used to make them engaging, such as Smartpens, will be shared by both presenters and participants. Participants will 1) use the Open Educational Resource "Succeed with Math" (SWiM); 2) successfully navigate SWiM; 3) explore SWiM using a provided computer; 4) demonstrate/Explore the various interactive components of SWiM; 5) discuss how SWiM can be utilized inside and outside the classroom and branch out to other OERs; and 6) interface with other high quality OERs that span a wide variety of mathematical subjects.

Session 1.9 (Room 1213)

Sonya Hand, Visual Arts & Business Training, Carroll Community College, shand@carrollcc.edu.

Co-Presenter: **Scott Gore,** Computer Graphics, Carroll Community College, SGore@carrollcc.edu.

Cultivating Social Responsibility Through Applied Learning

In today's world of increased speed, globalism, conflict, and escalating instances of human rights violations there is an acute demand for global citizens with increased awareness and high functioning critical thinking and problem solving skills. Yet our up-and-coming Millennial generation is often branded as distracted, demanding and indolent. So where do we go from here? In this session you will learn about approaches, tools and case study results regarding methods we can use to reclaim and revitalize higher education's role in fostering student's development of personal and social responsibility. Participants will 1) identify approaches, tools and case study results regarding methods for cultivation of social responsibility through applied learning; 2) demonstrate an appreciation for the benefits of such an approach as may be incorporated into nearly any higher-education department or curriculum; and 3) discuss how such an approach lends itself to satisfaction of many of the requirements of the General Education Core Competencies, including Information Literacy, Oral and Written Communication, Metacognition, Reasoning and Problem Solving, and Social and Cultural Awareness.

Session 1.10 (Room 1214)

Nicholas Plants, Philosophy, Prince George's Community College, plantsnr@pgcc.edu.

Why Ignorance is a Teacher's (and especially a Philosophy teacher's) Best Friend

Teachers often bemoan their students' lack of curiosity and lack of knowledge in equal measure. The wrinkle is that many community college students lack knowledge but for that very reason do NOT also lack curiosity. The reason even curious students choose to not ask their questions is because they mistakenly equate ignorance with stupidity. The purpose of this session is to show that the knowledge our students have of their ignorance is one of the most powerful learning tools they possess. A scene from "Coal

Miner's Daughter" and the peculiar experience Socrates has as he tries to disprove the oracle in Plato's "The Apology" will be used to illustrate the important pedagogical truth that not asking questions is much more of a source for shame than ignorance. Participants will 1) identify the crucial role knowledge of ignorance plays in learning, especially in the community college setting, where students are commonly more ashamed of their ignorance than they are motivated by their curiosity; 2) identify examples they might use to illustrate the benefits of ignorance in their own discipline; and 3) reassess the role ignorance does and does not play in their classrooms, as well as how they might make even better use of this powerful pedagogical tool.

Session 1.11 (Room 1216)

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

Flipping and Micromessaging to Promote Student Success in Intermediate Algebra

As part of an EE-STEM Capstone Project intended to increase student success rates and interest in STEM-related fields, micromessaging and flipped classroom procedures were incorporated into this presenter's intermediate algebra classes during the spring 2013 semester. The design, implementation, and discoveries related to that pilot project will be presented. Participants will 1) discuss micromessaging scenarios, and brainstorm suggestions for improving developmental student retention and success rates; 2) discuss results from the Spring 2013 intermediate algebra class, including data on retention and overall success rates; 3) identify micromessages instructors convey to their students, and discuss how those messages might affect student performance in developmental mathematics classrooms; 4) explore the techniques incorporated in order to flip content delivery in the developmental classes; and 5) discuss the pros and cons of implementing such techniques.

Session 1.12 (Room 1217)

R. Lee Viar IV, Post Secondary Adult Education and Training, Morgan State University, general1865@myactv.net

Co-Presenter: **Keri-Beth Pettengill,** Program Manager, BioProcessing Technology, Frederick Community College, kepet6@morgan.edu

Learning is Not Limited to Students Alone: the Metamorphosis of the 21st Century Faculty

Based upon the conference theme, we would like to compare and contrast how both the student and the instructor have gone through a metamorphosis in the progression of change and how the change has mirrored one another, for the most part out of necessity. By the way of human nature, change for the most part is resisted on various levels for a host of reasons, yet change is a positive action. Therefore, how can both variables in the academic equation learn and support one another in this process. The student of yesterday who merely sat and took notes from the lecture of the instructor is over to a large extent. Students

want and demand a more interactive and applicable set of knowledge points to apply immediately in their professional lives. The instructors have changed out of necessity from both the technology and philosophical standpoints as well. Participants will 1) identify how technology has acted as both an asset and hindrance to the culture and environment of the classroom setting; 2) explore how to adapt and capitalize on the tools available for both the students and the instructors; and 3) discuss how an academic partnership to learn can be created.

Session 1.13 (Room 2101)

Maria Bryant, Sociology, College of Southern Maryland, mariab@csmd.edu.

Teaching While a Member of a Specific Group – Class, Gender, Race, Sexual Orientation, Other.
This presentation examines the classroom challenges faced by faculty members in the classroom by focusing on how one's social location by class, race, gender, sexual orientation, age, ethnic origin, and other forms of identity shape classroom interaction. Participants are encouraged to share their own experiences and challenges into the interactive section. Participants will examine the classroom challenges faced by faculty members in a multicultural society and create a forum for faculty to share their classroom experiences across differences.

Day 1 Keynote Address 10:20-11:30 a.m.
Queen Anne Fine Arts/ Hallam Theatre (Bldg. 9)

Keynote Address by:

Freeman Hrabowski, III, Ph.D.

President UMBC

Freeman A. Hrabowski, III, has served as President of UMBC (The University of Maryland, Baltimore County) since 1992. His research and publications focus on science and mathematics education, with special emphasis on minority participation and performance. He chaired the National Academies' committee that produced the recent report, *Expanding Underrepresented Minority Participation: America's Science and Technology Talent at the Crossroads*. He also was recently named by President Obama to chair the newly created President's Advisory Commission on Educational Excellence for African Americans.

In 2008, he was named one of *America's Best Leaders by U.S. News & World Report*, which ranked UMBC the nation's #1 "Up and Coming" university the past five years (2009-13). During this period, *U.S. News* also consistently ranked UMBC among the nation's leading institutions for "Best Undergraduate Teaching" – in 2013, other universities on the list included Duke, Cal-Berkeley, Princeton, and Brown. *TIME* magazine named him one of America's *10 Best College Presidents in 2009,* and one of the *"100 Most Influential People in the World"* in 2012. In 2011, he received both the *TIAA-CREF Theodore M. Hesburgh Award for Leadership Excellence* and the *Carnegie Corporation of New York's Academic Leadership Award*, recognized by many as the nation's highest awards among higher education leaders. Also in 2011, he was named one of seven *Top American Leaders* by *The Washington Post* and the Harvard Kennedy School's Center for Public Leadership. In 2012, he received the *Heinz Award* for his contributions to improving the "Human Condition" and was among the inaugural inductees into the *U.S. News & World Report STEM Solutions Leadership Hall of Fame*.

He serves as a consultant to the National Science Foundation, the National Institutes of Health, the National Academies, and universities and school systems nationally. He also serves on the boards of the Alfred P. Sloan Foundation, France-Merrick Foundation, Marguerite Casey Foundation (Chair), T. Rowe Price Group, The Urban Institute, McCormick & Company, and the Baltimore Equitable Society. He served previously on the boards of the Carnegie Foundation for the Advancement of Teaching and the Maryland Humanities Council (member and Chair).

A child-leader in the Civil Rights Movement, Hrabowski was prominently featured in Spike Lee's 1997 documentary, *Four Little Girls,* on the racially motivated bombing in 1963 of Birmingham's Sixteenth Street Baptist Church.

Born in 1950 in Birmingham, Alabama, Hrabowski graduated at 19 from Hampton Institute with highest honors in mathematics. At the University of Illinois at Urbana-Champaign, he received his M.A. (mathematics) and four years later his Ph.D. (higher education administration/statistics) at age 24.

Day 1: Thursday, January 9, 2014
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 1201)

R. Scott Hengen, Theatre, Montgomery College – Rockville, scott.hengen@montgomerycollege.edu.

Co-Presenters: **Jay Marciano,** Professor and Counselor, First Year Experience, Montgomery College – Takoma Park/Silver Springs and **Bette Petrides**, English, Montgomery College, Bette.Petrides@montgomerycollege.edu.

Forward Fusion: Melding the Arts and Humanities with Museum-Based Learning to Energize Today's Students.

Ownership and outlet meld to foster student expression. These two create an avenue of relevancy to our present day students. In this session, we will discuss effective strategies to allow our students opportunities to discover what in themselves is unique and valuable. With the Smithsonian Institute as resource, participants will leave 1) with strategies on how to get students to connect with their world and express their individuality and 2) with exposure to the resources of the Smithsonian Institute exhibits and online interactivity.

Session 2.2 (Room 1202)

Alesia McManus, Library Director and College Copyright Officer, Howard Community College, amcmanus@howardcc.edu.

Co-Presenter: **Alan Bogage,** Senior Director of Library, Media, and Distance Learning, Carroll Community College, ABogage@carrollcc.edu

Using Open Education Resources (OER) to Open Up Knowledge

Learn about OER and how they can be used in the curriculum to expand student knowledge and to expose students to a variety of ideas and viewpoints. Spend "hands-on" time identifying sources in your discipline. Participants will describe what OER are and will 1) discuss related issues such as copyright, fair use, public domain, and Creative Commons licensing and 2) demonstrate how to find and evaluate OER for use in the curriculum.

Session 2.3 (Room 1204)

Ahmed Tarek, Computer Science and Cyber Security, Cecil College, atarek@cecil.edu.

An Active Learning Pedagogy for Teaching the Programming Courses in a Community College Setting

Learning a computer programming language, which involves disparate logical computational steps, is hard for the beginners. Especially, in a community college setting, there are students from diverse academic

backgrounds. In my presentation, I discuss an innovative active learning approach to teach the programming logic and syntax to the community college students as well as elaborate on the learning outcomes. This active learning pedagogy involves a lot of hands-on activities in contrast to the traditional passive and lecture only style of teaching. Though discoursed in the context of computer programming courses, the hands-on active learning pedagogy presented may be adopted to other disciplines as well. Such instances include teaching mathematics or using computers in solving computational problems from other disciplines. Participants will 1) discuss how to teach a computer programming course efficiently and effectively in a community college setting; 2) discuss an active learning pedagogy to teach computer programming; 3) discuss the advantages of adopting an active learning approach over the traditional passive learning style in teaching computing in a community college environment; and 4) discuss the outcomes of the active learning approach in teaching computer programming classes.

Session 2.4 (Room 1203)

Dina Yagodich, Mathematics, Frederick Community College, dyagodich@frederick.edu.

One Person's Flip from Adjunct to Full-Time

Going from traditional lecture to a flipped classroom is a transformation that takes planning, thought, and time. The transition from adjunct to full-time also took planning, thought and time along this person's eight-year journey from teaching a single night class to becoming a full-time faculty member. Participants will identify concrete ideas that can help them be more successful in their search.

Session 2.5 (Room 1205)

Diane Wittig, Transitional and Developmental Education, Carroll Community College, dwittig@carrollcc.edu.

Co-Presenter**: Carole Williamson**, Early Childhood Education, Carroll Community College, cwilliamson@carrollcc.edu.

Collegial Collaboration: The Ultimate Writing App

Have you found that you cannot be a prophet in your own instructional land when you are seeking to enhance your students' reading and writing process skills? Join the journey of two instructors, one a classroom teacher and the other a learning specialist, who made the collaborative leap to improve student writing. Participate in a classroom simulation and leave with tools to use tomorrow in any discipline. By utilizing collegiate resources and incorporating active reading and writing strategies into their instructional repertoire, educators across all academic disciplines will be able to support their students in becoming engaged and successful readers and writers. Participants will 1) identify collegial and campus resources to establish collaborative relationships; 2) actively participate in a classroom simulation that utilizes the collaborative process; and 3) compile ready-reference resources to utilize in the classroom when instructing students in the reading and writing processes.

Session 2.6 (Room 1207)

Sarah Miller, Mathematics, Community College of Baltimore County – Essex, smiller10@ccbcmd.edu.

Two Programs to Increase Success Rates in Community College Mathematics Classes

"Ten Tests to Success", a program which I developed through my participation in AMATYC's PROJECT ACCCESS was so successful in increasing success rates in my developmental classes that I have now implemented this program in my statistics classes as well. Come and see how the program works! "Five Commercial Breaks" is a program which I developed through my participation in NAPE's EESTEM Academy. This program encourages students to consider careers in STEM and ties course content to various STEM fields. Anecdotal evidence from students indicates that the program helped them to remain engaged in the course and to better see the value of what they were learning. Statistical increases in the numbers of students who declared majors in STEM fields were recorded each semester this program was implemented. Participants will discuss these projects which have both positively impacted my mathematics classes and consider implementing similar projects in their own mathematics courses.

Session 2.7 (Room 1212)

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

Co-Presenter: **Margaret Spicer,** Internship Coordinator, Morgan State University,

Margaret.spicer@morgan.edu.

The Past as Prologue: Strategies for Developing Effective Teachers – Who's Responsible?

The decade of the 1980s was characterized by the development of the cadre of educational leaders, faculty and administrators who populate today's community colleges. Currently, there is a need for a new cadre. The MAT program at Morgan is focused on "Principles for Good Practice" developed by the Johnson and Johnson Wingspread Foundation in 1986. An interesting dimension is the reciprocity between faculty development and institutional support. The presentation will present the faculty principles and assess the degree to which institutions continue to meet their commitment. Faculty in community colleges continue to struggle for professional development support so that they can remain effective in an era of omnidirectional change. The participants in this presentation will 1) function as a "nominal group" that will assess the continued effectiveness of the teaching practices identified by Wingspread and 2) more importantly, their evaluation of the institutional support inventory will provide an arguing point for greater support.

Session 2.8 (Room 1213)

Debra Bartlett, Biology, Anne Arundel Community College, dbartlett@aacc.edu.

Co-Presenters: **Kirsten Casey,** Astronomy, Chemistry, Physics, & Physical Sciences, Anne Arundel Community College, kacasey@aacc.edu; and **Audra Butler,** Assistant Director, TEACH Institute, EDU & ACA Programs, Anne Arundel Community College, ahbutler1@aacc.edu.

How to Help Students to Succeed in College and in Life

Come see how we got students grades to go from D's and F's to B's in just one semester. If you want to learn how we accomplished this and learn to apply these skills in your classroom come see us and be amazed. Participants will discuss how to change student perspectives on success in college by learning the eight principles of successful students: Accepting personal responsibility, discovering self-motivation, mastering self-management, employing interdependence, gaining self- awareness, adopting lifelong learning, developing emotional intelligence and believing in yourself.

Session 2.9 (Room 1214)

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

Co-Presenters: **Erin Medicott,** Resource Coordinator – Southern Region Maryland's Commitment to Veterans, Department of Health & Mental Hygiene; and **Paul Walton,** student and veteran.

Helping Military Veteran Students Succeed in the Classroom

Increasing numbers of military veterans are coming home from war and entering the world of academia. They have unique needs and perspectives that need to be understood by faculty so they can succeed in their new environment. Please come see an informational and moving presentation on how you can help your military veteran students find success at the community college. Participants will 1) recognize needs of military veteran students; 2) recognize signs of Traumatic Brain Injury and Post-traumatic Stress Disorder that may negatively impact success; and 3) identify teaching strategies to help these students succeed.

Session 2.10 (Room 1216)

Meagan Nyland, English, Creative Writing, Carroll Community College, mnyland@carrollcc.edu.

Getting into the Groove of Group Work – Making Group Work a Success for Everyone

If you're tired of hearing complaints whenever you announce a group project or presentation, or if you feel more like a group counselor than a teacher, or even if you've been previously too afraid to assign group work, then this presentation is for you. We'll discuss the secrets behind successful group assignments, even group quizzes, and before you know it, your students will be asking for more group projects, not less. We'll also hit on some of the benefits both you and your students earn from making group projects work. Most of the information will pertain to the traditional classroom setting, but we will also discuss briefly some techniques to moving group work to the online classroom -- it can work there too! All disciplines welcome. Participants will 1) develop several strategies for selecting group members to optimize success, managing group complaints if and when they arise, and facing the complex and sometimes difficult issue of the "group grade," as well as a knowledge of what kind of assignments work best in the group environment; 2) be able to use these strategies no matter their discipline or student level; 3) identify how group work, when approached correctly by the professor, can benefit the student and their learning process, encouraging them to take responsibility of their learning while gaining skills that are valuable to all fields of study; and

4) discuss a few of the perks the professor can gain as well, such streamlined grading and a better understanding of how students think through problems and interpret the material.

Session 2.11 (Room 1217)

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

Co-Presenter: **Biljana Blank,** Communications, Humanities, & Arts – Foreign Languages, BBlank@frederick.edu.

Effective Group Work

Learning is not a "spectator sport" – students learn more when they are participating in their learning. Utilizing group work does not only actively engage students in the classroom and helps them to build community; it can also teach valuable soft skills for the work place and be used as a form of assessment. In this workshop we will discuss different types of effective group work and present a variety of classroom-tested strategies to engage your students through collaborative learning in face-to-face, hybrid, and online courses across the curriculum. We will give an overview on the theory and - most of all - practice of collaborative work. Group work is not only popular with students, but it can also be used as an assessment tool. We will cover how collaborative work can be planned to net useful results, and we will present different types of group work that we have successfully tried in our classrooms. Participants will identify how to structure group work effectively and take home examples that they can apply to their classrooms.

Session 2.12 (Room 1229)

Greg Stiffler, Mathematics, Community College of Baltimore County – Essex, gstiffler@ccbcmd.edu.

Applications of Technology in Classrooms

This presentation reviews several pieces of technology and their applications to college classrooms. Participants will see demonstrations and artifacts from various pieces of classroom technology (Doceri, Weebly, Jing, Tegrity, Teacher kit, etc.). Participants are encouraged to bring laptops or electronic devices for some participation. Participants will 1) discuss and practice with different pieces of technology; 2) identify how the technology can be applied; and 3) discover the simplicity and usefulness of these new technologies so they can be used in the classroom.

Session 2.13 (Room 1418)

Bernard Murphy, Biology, Hagerstown Community College, bfmurphy@hagerstowncc.edu.

Use of Group Activities and Group Exams in the Science Classroom

This presentation highlights the group activities and optional group exams used in my biology classes. This would be an excellent session to attend if you are planning to use short-term group activities or exams or if you are already using them and want to compare procedures and discuss ways we can improve them. Participants will 1) discuss how to adapt these group activities to their courses; 2) discuss the pros and cons

of group projects and exams and how to make them better; and 3) share feedback related to what is discussed today and what works in their classrooms.

Session 2.14 (Room 2101)

Elizabeth Femiano, English Composition, Howard Community College, efemiano@howardcc.edu.

The Next Generation: Understanding Millennials and Challenging Generational Myths

Many of us have lamented that each new population of students--sometimes called Millennials--seems less prepared, more dependent, less curious, and more lost compared to past generations. This session aims at answering why that seems to be the case. Which criticisms are valid, and which are common about each passing generation? The presentation will suggest possible forces that have shaped Millennials, ways that can we best serve them, and unique talents educators may be ignoring besides a facility with technology. Participants will 1) start questioning their assumptions about this generation, what we expect of them, and why and 2) develop a sense of a broader picture of generations and bring that perspective back to the classroom.

Session 2.15 (Room 2103)

Brenda Teal, Mathematics, Prince George's Community College, tealbd@pgcc.edu

Co-Presenter: **Aaron Large,** Prince George's Community College

The Finish Line

This simulation is fun and engaging. *The Finish Line* is an exercise and board game where participants will take on the various roles of community college students and experience college from the perspective of the student shoes. Student's virtual reality can help college faculty and staff understand what it is like to be a community college student facing multiple barriers to success and completion. The recreation will spark conversations about diversity and structural inequity while helping to understand inequity from the student's point of view. Participants will discuss that some (though certainly not all) barriers to graduation are the result of institutional, societal, and/or cultural factors rather than student motivation, or student intelligence, or even student choices.

PowerPoint–Poster–Website Displays
Thursday, January 9, 2014
11:40 a.m. – 12:50 p.m.

The following poster sessions are scheduled together in the 2nd floor atrium. 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 2A: POSTER SESSION

Jaclyn Madden, Biology, Harford Community College, jmadden@harford.edu.

Co-Presenter: **Wendy Rappazzo,** Biology, Harford Community College, wrappazzo@harford.edu.

Using Scientific Journals to Teach the Scientific Method

The abilities to analyze and understand primary scientific literature and apply the scientific method are critical to the fields of healthcare and science. This poster presentation demonstrates an assignment used in an introductory level biology course that uses primary literature to improve critical thinking and writing skills of students. The objectives of the assignment are to teach students how to read and evaluate scientific research papers while demonstrating understanding of the principles of the scientific method. The assignment utilizes drafts and instructor feedback to teach these critical skills to students. Quantitative data regarding improvement in learning outcomes will be presented. Participants will follow the evolution of the assignment and identify how they can use primary literature and assignment drafts to teach critical thinking and writing skills within their own disciplines.

Session 2B: POSTER SESSION

James Cosgrove, Biology, Montgomery College – Rockville, jim.cosgrove@montgomerycollege.edu.

Co-Presenters: **Ryan Alvarez,** Montgomery College Biology Student, **Guen Hyuk Brian Shin,** Montgomery College Biology Student, and **Arthur T. Mudehwe,** Montgomery College Biology Student.

Engaging Community College Students in Biological Research: A Continuing Update

Students at the community college level who are interested in pursuing careers in stem cell and biotechnology research must be familiar with the processes and logistics of such efforts. Our laboratory, continuing the work of numerous past and present student researchers, has attracted and engaged interested students seeking preparation for careers at the NIH, FDA, and many other research institutions. Using common biological research techniques such as 2-dimensional gel electrophoresis and western blotting and analysis of research papers, students work in groups to tackle the challenges of interpreting complex biological processes necessary to maintain the proper function of cells. The student researchers then analyze the results of their research in preparation for writing a research paper aimed at publication in a peer-reviewed scientific journal. Participants will identify some of the many research projects that exist which can be done at the community college level.

Session 2C: POSTER SESSION

Yuda Anriany, Biology, Prince George's Community College, anrianya@pgcc.edu.

Integrating Biology and Engineering – an Interdisciplinary Approach in Teaching Photosynthesis

A biology topic can be learned deeper in an interdisciplinary approach. In my course, students were able to gain a deeper understanding of photosynthesis by being introduced into how it is applied in the development of a type of solar cell, which used the concept of artificial photosynthesis. I will explain how I developed a curriculum element that integrates the lecture materials, laboratory experiment, and a literature research assignment. In this way, students engaged in learning methods different from traditional lecture and they learned the direct application of basic science in other fields. Participants will 1) identify how a topic can be taught in an interdisciplinary way that results in a deeper learning of a topic and 2) apply the information by looking for a parallel application in teaching a concept in their own course.

Session 2D: POSTER SESSION

James Smith, Biology, Montgomery College – Takoma Park/Silver Spring,

james.smith@montgomerycollege.edu.

Incorporating Systems Biology into the Introductory Science Curriculum

Participating in cutting-edge research during the 5-week summer Research Experience for Teachers at the University of MD's Clark School of Engineering gives science teachers the opportunity to update their knowledge of research in their field, develop new curriculum elements, and network with teaching and research colleagues. This poster shares the results of the implementation of a curriculum element incorporating online research and knowledge of systems biology-related information into an introductory biology course for majors and non-majors. Students learned about how this area of biological research relates to their lives and the lives of other organisms and faced the challenges of carrying out a research project in a group and presenting the results with other students. Participants will 1) discuss the results of my implementation of a newly developed curriculum element which incorporated recent research experiences into an introductory biology course and 2) identify concepts related to: - evaluation of curriculum elements - challenges of group learning activities - excitement of incorporating student research and group presentations - collaborating across disciplines - Research Experience for Teachers at the UMD-Clark School of Engineering - systems biology and online resources for teaching biology.

Session 2E: POSTER SESSION

Laura Yoo, English Composition, Howard Community College, LYoo@howardcc.edu.

What's Soup Got to do With It? - How We Do Faculty Development at Howard Community College

Everyone is busy. There is no money. With time and budget constraints, how do faculty get together to share ideas and learn together - to continuously reflect on and improve our teaching? At Howard Community College, the English faculty are invited to various free, voluntary, meaningful, and collegiate professional development opportunities throughout the year. Come learn about how we do it - and what SOUP has to do with it! Participants will identify some relatively simple and low-cost ways to offer meaningful faculty development opportunities throughout the year.

Session 2F: POSTER SESSION

Karla Williams, Educational Technology, Maryland State Department of Education,
kwilliams@msde.state.md.us.

Connected Learning: Using Social Media to Design Your Own Online Professional Learning Environment

Become a Connected Learning Practitioner. Learn how to create your own personally connected learning community by using a variety of social and digital media, tools and platforms to design your own collaborations driven by your professional interests and goals. This session discusses the innovative Connected Learning concept, and provides examples, tools and methods to inspire you to make a positive impact on your own professional development. It is evident the vast array of technologies and platforms has spawned innovative new ways of accessing information, as well as unique forms of knowledge sharing. Social Media, Digital Media and online collaboration tools not only have changed the way we teach and learn, but how we approach our own professional development. Participants will 1) discuss the innovative Connected Learning concept; 2) identify how to leverage social and digital collaborative tools and platforms; and 3) discuss unique ways to integrate technology, revolutionize the classroom experience and enhance their own professional development.

**Lunch is in the Largo Student Center/Poly Community Rooms A, B, & C (Bldg. 5)
Thursday, 1:00 – 1:45 p.m.**

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

**Day 1: Thursday, January 9, 2014
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 1201)

JoAnn Oliver, Nursing, Anne Arundel Community College, jmoliver@aacc.edu.

Developing Critical Thinking in Your Learners

Theory and insights into how faculty can structure learning activities to aid the student develop critical thinking skills will be highlighted. A model that presents a progression from knowledge-based learning through higher-level thinking to critical thinking will be the basis for discussing learning activities that promote the development of the learner's use of critical thinking strategies. A framework to aid in designing your own active learning activities that promote higher level and critical thinking in the learner will be discussed, along with strategies for building evaluative criteria into your learning activities. Participants will 1) describe how to identify and structure teaching strategies that would promote higher-level and critical thinking in your learner; 2) apply theory and concepts related to critical thinking in developing your own learning activities; and 3) identify how to incorporate evaluative criteria into your learning activities as you are developing them.

Session 3.2 (Room 1203)

Evan Evans, Mathematics, Frederick Community College, eevans@frederick.edu.

MMATYC – Maryland Mathematical Association of Two-Year Colleges 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 information in their particular area. *This meeting will continue into the next session in the same room.*

Session 3.3 (Room 1205)

Matthew Ratz, English Composition, Montgomery College – Rockville, matthew.ratz@montgomerycollege.edu.

Differentiating Instruction to Maximize Student Engagement & Achievement

Each of our classrooms is a kaleidoscope of diversity. And not just racial diversity! The only way to ensure we engage the vastly-diverse audience of students we teach is by differentiating instruction and assessment within our classrooms. This 70-minute session will explore how to differentiate instructional processes, products, and content, but will emphasize how to do so in a rigorous and academically-responsible way to ensure our students succeed at appropriate levels in line with our colleges' missions and visions. All instructional faculty can benefit from an opportunity to explore the art and science of teaching. Since many faculty members come from discipline-specific programs, an exploration of the latest research as well as best practices from the Educational Theory world will enable teachers to grow their professional toolboxes, engage more learners, and foster greater student success. Participants will 1) develop a base-line of background knowledge in Differentiated Instruction theory; 2) analyze at least five (5) different methods of differentiated instruction and assessment; 3) work in discipline-alike groups to develop at least three (3) DI

activities which can be applied in real classrooms; and 4) examine how best practices in DI + Andragogy can advance classroom instruction.

Session 3.4 (Room 1207)

Susanne Spoor, English & Gender Studies, Anne Arundel Community College, sjspoor@aacc.edu.

Co-Presenter: **Heather Rellihan,** Gender Studies & Sexuality Studies, Anne Arundel Community College, hrellihan@aacc.edu.

Changing the College Culture: The Rainbow Network and "It Gets Better at AACC"

LGBTQ students often face obstacles to success because of their sexual orientations and/or gender identities. This talk will describe two ongoing projects at Anne Arundel Community College created to reduce those obstacles: the Rainbow Network, a coalition of faculty, staff, and administrators who are trained advocates for LGBTQ equity; and "It Gets Better at AACC," a video project that collects testimonial from the LGBTQ community and their allies. Participants will 1) discuss two initiatives at Anne Arundel Community College; 2) identify some of the obstacles that the presenters faced and share strategies for overcoming resistance; and 3) identify resources to bring similar initiatives to their own colleges.

Session 3.5 (Room 1212)

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

Excellent Teaching – Using Best Practices to Define Excellent Teaching That Focuses on Student Learning

How can we best help students learn? What are the best practices that are based on research? Howard Community College is focusing this year on learning what the best practices are that enhance student learning. The ideas will be useful for outcomes assessments, re-accreditation and increased satisfaction from seeing increased student learning. Participants will 1) define what is meant by best practices based on research; 2) identify what some of the difficulties are in using best practices; 3) discuss the best practices; 4) discuss how can faculty enhance their courses by using best practices; and 5) share what their colleges are doing with best practices.

Session 3.6 (Room 1213)

Annie Kelly, English, Howard Community College, akelly@howardcc.edu

Co-Presenter: **Zach Pajak,** English, Howard Community College, pajak@howardcc.edu.

The Happiness Project: Writing in the Disciplines

Most people want to be happy. Our hope for students is to gain a deeper understanding of their own happiness and, ultimately, the world's happiness through reading, writing and critical thinking. We propose using the relate-able, accessible topic of happiness in the classroom where students will engage in higher

order thinking and meaning making through language in order to professionalize themselves as writers in the disciplines. The presentation includes proposed best practices that integrate writing-to-learn activities and visual literacy (namely TED talk videos) to deepen and enrich student writing proficiency in the context of a universal topic: happiness. Participants will discuss theoretically and economically accessible best practice activities that are cross-disciplinary and transferable across many contexts and can be used in the classroom both immediately and long-term.

Session 3.7 (Room 1214)

Ronda Jacobs, Student Success & IT, College of Southern Maryland, rondaj@csmd.edu.

Online Teaching is NOT a Spectator Sport

Ever wonder how to keep your online students engaged? Grab their attention and keep them involved. Learn how to communicate, set expectations, keep the momentum going, and make it to the finish line with 80% of your students passing, not because you curved the grade but because they earned the grade. By midterm, most of your students will be submitting high end work because of what you implement at the beginning of the semester. Learn how to motivate your students online. Participants will 1) discuss proactive (things you will set up before the class starts) and active (things you will do while the class is running) teaching techniques to engage your online students so that they will want to sign in and do their work well and 2) identify communication strategies to motivate students through announcements, weekly expectations, grading templates to individualize feedback, and opportunities for grade improvement… such that by the time the semester is ending, grading is taking you a quarter of the time that it did at the beginning of the semester.

Session 3.8 (Room 1216)

Takia Ross, Academic Development, Community College of Baltimore County – Essex, tross@ccbcmd.edu.

The Unspoken Barrier to Student Success: Criminal Records and Background Checks

Evidence has shown that incarceration and a criminal record are the leading causes of unemployment, underemployment, and educational gaps for some of the students that attend our schools. As the students we serve progress through their collegiate career they may be unaware that incidents on their criminal record could hinder them from future employment, receiving financial aid, or furthering their education. This workshop will shed light on the ways that we can assist students who happen to have a criminal record including expungements, Maryland Judiciary Case searches, community organizations, employment options, and employers who hire offenders. Participants will identify resources that they can use when advising or working with students with a criminal offense.

Session 3.9 (Room 1217)

Elizabeth Benton, English, Montgomery College – Rockville, Elizabeth.benton@montgomerycollege.edu.

Co-Presenter: **Dawn Downey,** English, Montgomery College – Rockville,

dawn.downey@montgomerycollege.edu.

From Theory to Practice: Motivating Developmental Students Transitioning to Credit Level

This interactive presentation will explore motivational theory, recent policy shifts, teaching strategies, and faculty and student reflection as factors contributing to student success. The facilitators will discuss their research and practice and invite small and large group conversation from participants around these topic areas. Participants will 1) discuss current motivational theory; 2) examine recent developmental to credit level policy shifts at an area institution; 3) explore motivational teaching strategies; and 4) discuss the significance of faculty and student reflection,

Session 3.10 (Room 1202)

LaLinda McMilan Street, Developmental Reading and English, Prince George's Community College, lalinda_m@yahoo.com.

Meeting Americans with Disability Act (ADA) Requirements by Integrating Technology

This workshop will provide educators with exposure to various assistive technologies supported by the federal mandate of the Americans with Disabilities Act (ADA). Educators will be able to see, experience, and use these technologies in the workshop and in the classroom. Participants will be exposed to various educational apps, platforms, and interactive websites. These technologies will enhance face-to-face, online/hybrid and flipped classroom experience for all students. Participants will 1) describe what is required to provide reasonable accommodations and equal access to curriculum and 2) view and use assistive technologies (apps, interactive websites, learning platforms, and strategies) that may increase reading, writing and mathematical skill sets to improve academic achievement for students with disabilities.

Session 3.11 (Room 1418)

Saturupa Das, Economics, Montgomery College – Takoma Park/Silver Spring, satarupa.das@montgomerycollege.edu.

Using Museum Exhibits in Introductory Economics Classes: An Innovation with Experiential Learning

Good instructors are always searching for avenues to make course content engaging and relevant. This workshop will demonstrate how this was done by using museum exhibits with introductory Macro and Micro economics courses. In 2011, the presenter had the opportunity to be granted The Smithsonian Faculty Fellowship (resulting from a partnership of Paul Peck Humanities Institute at Montgomery College and the Smithsonian Institute). The theme of the fellowship was "The Politics of Identity: Race in 21st Century America". The fellowship inspired the presenter to integrate the classroom teaching of Macroeconomics with the Race Exhibit that was then showing at the Smithsonian Natural History Museum,

and later, with another exhibit, "Inventing a Better Mousetrap: Patent Models from Rothschild Collection" at the Smithsonian Museum of Art. The exhibit shows patent models that came with patent applications submitted during nineteenth century. In an introductory microeconomics classroom, students generally learn about patents through discussions of property rights in the context of a market economy and through discussions of monopoly. The incorporation of the patent-model exhibit expanded that discussion and provided depth in the understanding of the concept of property rights. Through additional assigned readings, the students learned about the history of patent system, comparison of the U.S. and the British model of patents and some controversy regarding patent laws. The students learned how a real life social issue such as race relates to theoretical and empirical economics. The use of the museum exhibit promoted deep learning and interdisciplinary learning. Participants will 1) discuss how experiential learning can be done using museum exhibits; 2) discuss how to implement museum exhibits (not necessarily Smithsonian exhibits but exhibits from any museum) with their courses; and 3) discover how to enhance the cognitive experience of students at the museum by tying the course content to appropriate exhibits, readings, activities and assessments.

Session 3.12 (Room 2101)

LaKeita Carter, Psychology, Community College of Baltimore County, lcarter4@ccbcmd.edu.

Teaching Online? Do's, Don'ts and Best Practices

Interested in teaching online? Want to be a more effective online instructor? This session is designed for the beginning online instructor or those instructors who are interested in teaching online classes in the near future. You will gain an understanding of how the online student thinks, what s/he expects, how you can meet those expectations and how you can make an online course just as academically rigorous as a traditional course. Participants will 1) discuss best practices for teaching in a non-traditional setting; 2) recognize the different needs of the online student; and 3) discuss ways that you can feel just as connected to your online students as you do to your face-to-face students.

Session 3.13 (Room 1204)

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

Using MyITlab in Application Courses to Engage Students and Guide Them to Success

With technology changing so rapidly and students' technology skills at various levels how do we decide what office application skills should be taught to students to assist them to be more competitive in today's society? Learn how MyITlab has been integrated into CIS101 courses to test a student's skill level in order to focus on what needs to be taught. Discover assignments that provide immediate feedback to assist student's to be more proactive in their learning. Participants will identify through data analysis how MyITLab is effective in teaching office applications; 2) discuss how to test a student's skill ability using

MyITLab software and use training simulations to assist them with practicing computer skills; and 3) identify assignments that provide immediate feedback to students.

Session 3.14 (Room 1229)

Lori Montgomery, Biology, Community College of Baltimore County – Catonsville, lmontgomery@ccbcmd.edu.

Co-Presenters: **Christine DeStefano,** Biology, Community College of Baltimore County, cdestafano@ccbcmd.edu, and **Jennifer Kilbourne,** Biology, Community College of Baltimore County, jkilbourne@ccbcmd.edu.

Not Your Grandfather's Science Class: Redesigning Your Course to Take It to the Future
We know that the classroom dynamics have changed drastically over the past 10-15 years. As educators, we need to adapt and evolve our pedagogy to meet the demands of our students and the ever-changing technology. Come see how we have made changes to our courses to evolve it for the future. Participants will 1) develop ideas for some basic course redesign that will allow faculty to incorporate more active learning activities that will help students build critical thinking and writing skills necessary to succeed in their future endeavors and 2) discuss how two science courses underwent USM Lumina redesign, what worked and what didn't.

Session 3.15 (Room 2103)

Emily Taylor, Anatomy & Physiology, Frederick Community College, etaylor@frederick.edu
Implementation of "Poll Everywhere" Technology to Transform the Classroom into an Engaging , Student-Driven, Creative Learning Environment.
Do you want to know what your students are truly thinking and learning during lecture? "Poll Everywhere" is a free, internet-based technology being implemented in classrooms across the country to enhance the learning environment. Students use their own cell phones, tablets, or laptops to submit responses to questions that you ask in real-time. Responses are immediately tallied and displayed, then used by the instructor to further engage students and customize teaching. Join us to participate in an interactive demonstration of Poll Everywhere, discover its numerous and varied uses in the face-to-face classroom, and learn how to set up your own free account to start using it today. Examples will be shared from a science-based classroom, but this technology may be used across all disciplines. Participants will discuss this new teaching technology and specific ideas on how they can begin using it in their own classrooms and 2) acquire specific instructions for setting up and managing their own Poll Everywhere accounts, so they can immediately begin applying this information in their own classrooms.

Day 1: Thursday, January 9, 2014
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 1201)

Gary Kaiser, Microbiology, Community College of Baltimore County – Essex, gkaiser@ccbcmd.edu.

A Technological Bag of Tricks for Student Success and Retention

The vast majority of students taking Microbiology at CCBC are doing so in order to enter an allied health profession, and most have very limited experience when it comes to learning often complex scientific concepts, procedures, and vocabulary. It often seems rather daunting, especially to returning or underprepared students. In this workshop the presenter will describe and demonstrate how a combination of learning objects, reusable learning objects, learning objectives, self-tests, crossword puzzles, original Flash animations and illustrations, concept maps, audience response system questions, think-pair-share questions, and creative projects are used in both his traditional and blended microbiology classes to promote student retention and success. Participants will 1) identify some of the basics for constructing and implementing learning objects, reusable learning objects, learning objectives, crossword puzzles, original Flash animations and illustrations, concept maps, audience response system questions, think-pair-share questions, and creative projects and 2) discuss examples of software that can be used in the development of these learning tools.

Session 4.2 (Room 1203)

Evan Evans, Mathematics, Frederick Community College, eevans@frederick.edu.

MMATYC – Maryland Mathematical Association of Two-Year Colleges 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 information in their particular area.

Session 4.3 (Room 1202)

Lester Burney, Jr., Human Services, Community College of Baltimore County – Catonsville, lburney@ccbcmd.edu.

Is it Entertainment or Engagement? Re-Inventing the In-Class Experience for Today's Student.

This session will address openly and frankly the technology driven and dependent student of today. Discussion of smartphones, computers, and tablets, as reality and possible in-class resources will be

explored. Instructors will compare and contrast the once traditional "lecture only" style vs. embracing technology and engagement to keep students active in the classroom experience. Enhancing the classroom experience by promoting the formation of learning communities will be discussed. Participants will 1) maximize in-class time by creating research supported strategies to support optimal student learning and retention; 2) develop strategies to utilize technology within the classroom; 3) develop learning communities with increased student ownership in learning and accountability; 4) discuss the most effective ways to teach the student of today; and 5) create engaging, interactive lesson plans that will foster participation and enhance critical thinking skills.

Session 4.4 (Room 1205)

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

Co-Presenter: **Audra Butler,** Assistant Director for the TEACH Institute, Anne Arundel Community College, ahbutler1@aacc.edu.

Culturally Responsive Teaching

This session will engage participants in examining their own beliefs and values pertaining to cultural competency. We will critically reflect on our pedagogy, examine scenarios, and engage in activities that promote a deeper understanding of how to be more critically responsive in our teaching and learning. Participants will 1) participate in a self-rating scale of the cultural competence continuum; 2) critically reflect on your own pedagogy at the college level; 3) engage in activities that we can apply directly into our own classrooms regarding culturally responsive teaching; and 4) brainstorm culturally responsive instructional best practices.

Session 4.5 (Room 1207)

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

Metacognition: What Do I Know?

The new rage in education is Metacognition! Is this a phase or is it here to stay? The truth is, metacognitive skills are often a bigger predictor of academic skills than even IQ. Come learn how to define, identify, and improve metacognitive skills in your students. Participants will 1) identify practical ideas to embed into current pedagogical practices; 2) define metacognition and identify the two parts to metacognitive control; 3) identify at least two reasons they should care about developing metacognition in their students; 4) identify at least two influences on learning as discussed; and 5) critically analyze and apply at least one metacognitive strategy in their own classroom.

Session 4.6 (Room 1212)

John Lafferty, Communications, Montgomery College – Takoma Park/Silver Spring, john.lafferty@montgomerycollege.edu.

Using Guided Notes to Help Students Listen

Some students say they have problems paying attention when listening. Others say that they feel frustrated because they pay attention but don't remember what was said in class, as if there is something wrong with them. Learn how to use Guided Notes to help students with what they don't know they are omitting from listening. Participants will 1) identify what many students don't know about the importance of understanding within the context of a five-step listening process; 2) discuss how Guided Notes can be used as an active learning tool in the classroom to teach skills that help with understanding; 3) discuss who benefits the most from the use of Guided Notes; 4) identify one simple way to create Guided Notes and how to use them to teach note taking while teaching within any subject area; and 5) discuss alternative methods to teach understanding skills within their content area.

Session 4.7 (Room 1213)

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

Using BlackBoard Discussions in the Traditional Class

Course management systems such as BlackBoard are becoming fundamental to how we deliver material to our students. These systems tools we use in online teaching can be valuable additions to the traditional face-to-face course. This session will explore how we can use the "discussion" features in BlackBoard to engage our students in extended conversations beyond the in-class meeting times. Participants will 1) discuss one way that online and traditional courses can share some basic processes that encourage critical thinking and 2) identify some techniques to moderating and encouraging discussion between their students over course content.

Session 4.8 (Room 1214)

Michael Boyd, Business, Frederick Community College, mboyd@frederick.edu.

Effective Face-to-Face Communication: The Key to Personal and Professional Student Success

Effective face to face communication is essential, for both personal and professional success, in today's fast paced, technology-driven world. The number one factor used by employers in selecting applicants to hire is....communication skills. By finding opportunities to incorporate oral presentations into our classrooms, we elevate our students as they compete for professional positions. Learning the basic skills necessary to deliver content to an audience in a structured manner is the foundation for leadership, self-confidence and future success. Participants will 1) demonstrate the value of incorporating student presentations in the classroom; 2) discuss the relationship between communication skills and employability; 3) identify a mechanism for developing leadership skills; 4) construct a plan to elevate self-esteem by taming the anxieties associated with public speaking.

Session 4.9 (Room 1216)

Barbara Johnson, Languages & Literature, College of Southern Maryland, barbaraj@csmd.edu.

Co-Presenter: **Mary Johnson**, Library Coordinator, College of Southern Maryland, MaryJ@csmd.edu.

Librarians in the Classroom: Embedded Librarianship

Are your students relying too much on Google and Wikipedia rather than utilizing appropriate research tools for their academic writing? Is plagiarism a problem in your courses? Have your students never entered the library? Find out how a project, "Embedded Librarians in the Classroom" addressed these problems in several innovative ways. Get practical ideas of how you can bring the library into the classroom. Participants will 1) identify practical steps to improve students' research skills; 2) discuss how to incorporate librarian visits to introduce effective library research tools; 3) discuss what students think about the in-class librarian assistance project; 4) receive samples of Library Questionnaires created to give students experience in using keywords, online prescription databases, the card catalog, etc.; and 5) identify an approach to teaching research skills that can be implemented easily at their schools.

Session 4.10 (Room 1217)

Bobbi H. Dubins, Online Teaching & Student Development, Allegany College of Maryland, bdubins@allegany.edu.

Preparing to Teach Online: MarylandOnline's Inter-Institutional Faculty Training Project (COAT)

Do you have the skills needed to teach online? In this session, MarylandOnline, a consortium of 20 community colleges and senior institutions in Maryland, shares key instructor competencies covered by its international faculty training project "COAT- Certificate for Online Adjunct Teaching." This interactive session will relate the competencies covered by the COAT course to the needs and interests of session attendees. We will explore questions of interest to session attendees, such as: What are your concerns about teaching online? What skills do you need to teach online? What are best practices for teaching online? Participants will 1) list key skills and competencies needed to teach successfully online; 2) identify concerns about teaching online and list methods of addressing those concerns; 3) list best practices for teaching online; and 4) identify policies/procedures that they need to be aware of at their institution.

Session 4.11 (Room 1229)

~~**Jonathon Grimes,** Psychology, Community College of Baltimore County – Essex, jgrimes@ccbcmd.edu.~~

~~*Maybe We're Asking the Wrong Questions*~~

Members of a college's facul[...]tudents in their pursuit of success. Have you ever wond[...]ns? If we knew certain things about our students, cou[...]n in their efforts? Dr. Grimes

Session Cancelled

will highlight responses from a questionnaire he piloted to students. Participants will 1) develop increased clarity about the characteristics of their students; 2) discuss off-campus academic environments as a way to plan on-campus services; and 3) choose to adopt few of these questions in the early part of a semester so that they can create a better learning environment.

Session 4.12 (Room 1418)

Devika Koppikar, Communication & English, College of Southern Maryland, dkopikar@csmd.edu.

Multicultural Teaching: How to Reach a Diverse Student Population

Do you find your classrooms becoming more and more demographically diverse? Do you often face challenges in gaining rapport with students of different backgrounds, even though you may have a diverse background yourself? Then come hear about some best practices and strategies for reaching out to students in a multicultural world. Participants will 1) identify the various learning styles of different cultures; 2) discuss how to deal with students who are competent, but don't grasp concepts due to their cultural background; and 3) apply these examples in classroom teaching.

Session 4.13 (Room 2101)

Sarah Barnhardt, ESOL, Community College of Baltimore County – Catonsville, sbarnhardt@ccbcmd.edu.

Co-Presenter: **Nancy Zimmerman,** Business, Community College of Baltimore County, nzimmerman@ccbcmd.edu.

How Do You Make Decisions and Resolve Conflict?

Participants will identify conflict occurring in the classroom and workplace and then complete Decisions Making and Conflict Resolution Assessments. Results will be interpreted, and solutions will be generated, explored, and shared among the participants.

Session 4.14 (Room 1204)

Ahmed Tarek, Computer Science & Cyber Security, Cecil College, atarek@cecil.edu.

Active Learning Infused Visual Programming – A Powerful Blended Tool for Teaching Computer Programming to Beginners

Community college learners come from diverse academic backgrounds. Bringing real interest to the beginners in a computer programming class remains as a hurdle to the educator. In this presentation, Active Learning imbued Visual Programming is discussed as a powerful motivational tool for the beginner level community college learners. The state-of-the-art programming languages yielding Visual Tools that help in creating easy to use Graphical User Interfaces (GUIs) are explored to discuss the effectiveness of the teaching pedagogy. Participants will 1) discuss Active Learning infused Visual Programming as a powerful tool for teaching introductory programming classes; 2) discuss the motivational effects of Active Learning

suffused Visual Programming on student learning; 3) discuss the prevailing visual programming languages, such as ALICE, Visual Basic, Java, etc., and their suitable adoption to an Introductory Level Programming Language course; and 4) discuss the pertinent active teaching strategy for an Introductory Programming class.

Day 2: Friday, January 10, 2014
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 1418)

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

Favorite Web2.0 Tools to Engage, Motivate, and Interact with Students in Face-to-Face and Online Classes

This session presents Web 2.0 tools that can be used in face-to-face, hybrid, or on-line classes. These tools will engage and motivate the 21st century learner, enhance the learning environment, and increase student learning. Ideas will be shared how Web tools can be used to increase communication, creativity, critical thinking, collaboration, and connections both within and beyond the classroom setting. Web tools include videos and podcasts, screen casts, digital posters, Voki avatars, blogs, Twitter, and Google+, among others. Participants will discuss ideas for teaching their discipline while teaching digital literacy to their students.

Session 5.2 (Room 1201)

Yvette Dodson, EDU & Human Development, College of Southern Maryland, ydodson@csmd.edu.

Getting the Most Out of Your Lecture Time: Quick and Easy Ways to Use Brain Based Learning Theory and Universal Design for Learning

Having a great lecture doesn't have to involve a lot of extra time and money. Explore key strategies laid out in Brain Based Learning Theory, Universal Design for Learning, Differentiated Learning and Multiple Intelligences to create a dynamic lecture format to reach all types of learners. Learn "here and now techniques" that will improve student engagement, content retention, and immediate instructor assessment of what concepts students are leaving each class with. We can adjust our instructional design to reach more of our students and work smarter, not harder. Participants will 1) identify key concepts of Brain Based Learning Theory , Universal Design For Learning, Multiple Intelligences and Differentiated Instruction; 2) identify why certain lecture formats and structures and classroom techniques are effective according to Brain Based Learning Theory and Universal Design For Learning; 3) incorporate a few immediate and simple ideas to add to their current lecture format that will increase effectiveness; and 4) apply techniques

such as Pre-exposure, Previewing, Priming, Reviewing, and Revision, All-student Response Techniques, Think Pair Share, KWL Chart, and Graphic Organizers.

Session 5.3 (Room 1203)

Leslie Parker Blyther, Homeland Security & Criminal Justice Institute, Anne Arundel Community College, lpblyther@aacc.edu.

An Argument for Community College Sponsored Police Entrance Level Training Academies

Community colleges present a great opportunity to design and coordinate law enforcement entrance level training programs that serve as a foundation for high-level performing, ethical police officers. Under the Homeland Security and Criminal Justice Institute at AACC, the police academy has evolved and continues to progress, surpassing in many ways the Maryland state mandate for training. This workshop explains why community colleges are such prime resources for such training; and the lessons learned by AACC toward its continuous improvement of its Academy. Participants will 1) identify the best qualities of a community college that make it a sound host for training academies; 2) outline the fundamental resources and organization needed to develop a quality program; 3) describe the most frequent and greatest challenges toward AACC's success; and 4) examine the lessons learned and best practices of AACC's Police Entrance Level Training Academy.

Session 5.4 (Room 1205)

Sithamparam Sengamalay, Accounting, Montgomery College – Rockville, sengaksg02@yahoo.com.

College Students' Nightmare – Fear of Numbers: How Community College Educators Could Help Overcome the Fear

Some recent worrisome headlines from the U.S. press; (i) "US Students Still Lag Globally in Math and Science, Tests Show" - NY Times, 12/12/2012, (ii) "US Teens Lag as China Soars on International Test" - Bloomberg.com, 12/07/2010, (iii) "US Students Still Lag Behind Foreign Peers, Schools Make Little Progress in Improving Achievement" - Huffington Post, 07/23/2012. As stewards of the student population mentioned in such headlines, how can we help overcome this disparity and get our students to graduate and become suitable for employment in the demanding global work place? This difficult task has been aggravated by the relatively high drop-out rates among students taking subjects that involve numbers. Based on the presenter's teaching and work experience in the U.S. and abroad, "Fear of Numbers" that is deeply embedded in the minds of many American Millennials is one of the key culprits causing the dilemma. Helping our students to deal with this culprit is a heavy burden, yet a critical task, that has been placed on our shoulders as educators. How can we answer the call? Participants will: 1) discuss the challenges with students enrolled in the Financial and Managerial Accounting courses at the Rockville Campus of Montgomery College, as well in the Montgomery County Public Schools, particularly in creating an affinity to numbers among the students; 2) convey the importance of numbers in the students'

daily life, work environment in the local as well as in the global economy, as their career progresses in whatever field they choose; and 3) list the areas of weakness in terms of numerical literacy in community college entrants. The presenter has been able to identify and share his remedial actions to overcome such weakness and get the students to succeed in the accounting courses.

Session 5.5 (Room 1202)

Johari Barnes, English, Community College of Baltimore County – Essex, jbarnes3@ccbcmd.edu.

Engaging Students in the Classroom using Socrative

Tired of your students using their mobile devices in class? Let's use their mobile devices against them. As educators, we are always trying to find a way to engage our students in the classroom and ensure they understand the course information. Socrative is a creative way to quiz students using their mobile devices. Socrative allows you to test your students using multiple-choice, true/false, and short answer questions on the information you are introducing. Once the students respond, you can instantly view their responses and it lets you know whether you need to go back over material, reiterate an idea or example, or encourage your students because they have a clear understanding of the topic. Students can be tested in groups or as individuals. And, it is free. Participants will demonstrate how they can use Socrative with their students immediately.

Session 5.6 (Room 1207)

~~**Gloria Barksdale,** GED/ABE, Frederick Community College, GBarksdale@frederick.edu.~~

~~*LIFEWORKS Model®: Assisting College-Bound Women to Become Economically Self-Sufficient Through Entrepreneurship Training*~~

The LIFEWORKS Model® focuses on assisting college-bound women to become economically self-sufficient through entrepre~~ ~~ ~~ ~~sly while in school or as a separate 18-36 month skil~~ ~~ ~~ ~~lly formulated in 1996 as part of a pilot program to focu~~ ~~ ~~ ~~men with the opportunities to break the glass ceiling and~~ ~~ ~~ ~~to leave a marketplace legacy for generations to come. Participants will 1) discuss how the LIFEWORKS Model® helps women understand how "life works" when applying skills they already have or are pursuing to become economically self-sufficient; 2) share ideas through the LIFEWORKS Model® to develop entrepreneurship; 3) help women develop short-term and long-term educational goals that will lead to a career or business ownership and develop ideas to facilitate women's focus on nontraditional or STEM occupations.

Session Cancelled

Session 5.7 (Room 1212)

Lisa Brown, Mathematics, Community College of Baltimore County – Essex, Lbrown@ccbcmd.edu.

Co-Presenter: **Kathy Baranoski,** Mathematics, Community College of Baltimore County – Essex, kbaranoski@ccbcmd.edu.

Creating a Common Course for Online Resources

Would you like a 'go to' spot for all faculty and students to have the resources for a specific course? Have you ever thought about creating an online course for all faculty to use no matter what mode of instruction they use for teaching? Has your department ever written a textbook for a course? Come see what CCBC has just completed for the first course in its developmental mathematics sequence. Participants will 1) discuss how the master online course was designed; 2) identify the process the CCBC mathematics department used to write a textbook; 3) describe how YouTube videos were incorporated into the textbook and online course; 4) identify pros and cons of the structure of the course and textbook; 5) discuss how the online homework was designed and produced.

Session 5.8 (Room 1213)

Katie Gordon, Nursing, Harford Community College, kgordon@harford.edu.

Integrating Creative Simulation Into Your Everyday Classrooms

Are you tired of looking into a classroom filled with bored students? Want to learn how to make innovative, creative assignments that will actually make your students laugh and get excited to learn and participate? Through the use of video, technology, and drama this presenter has some ways to make your class the "fun class" that students will not only be entertained while attending but more importantly motivated to achieve success. The participant will 1) explore the concept of "teaching for creativity" to foster the students independent thinking and creative abilities; 2) examine various techniques used by the presenter to increase the students understanding of topics; 3) discuss innovative ways to increase student engagement by creating a student centered learning environment; and 4) view an interactive psychiatric simulation and reflect upon the student's experience and the link to the student's clinical success.

Session 5.9 (Room 1214)

Heidi Neff, Art & Design, Harford Community College, hneff@harford.edu.

Can Creativity be Taught?

Whether you work in the arts or the sciences, creativity often seems to be the missing element that can't be taught. While some students seem to naturally have the creative spark, it is my firm belief that creativity resides in all students. In this workshop style presentation, participants will engage in creativity building exercises that can easily be translated to varied classroom situations. While it is understood that creativity is necessary in an art and design classroom, it may sometimes be overlooked in other disciplines. But creativity can be just as useful in coming up with an engaging research paper topic as it is in creating a sculpture or painting. While most people inherently understand this, even art teachers struggle with how to teach something as elusive as creativity. My goal is to give attendees concrete strategies for building

creativity in students and to explore ways these strategies could be applied in their various disciplines. Participants will 1) explore the idea that creative thinking is both a necessary skill and a skill that can be taught and 2) participate in and learn about a wide variety of creativity building exercises.

Session 5.10 (Room 1216)

Lora Diaz, English, Frederick Community College, ldiaz@frederick.edu.

Class Debate: Teaching Argumentation, Peer Instruction, and Assessment

Need something to liven up the research process? A class debate can stir life into the tedium students often feel in a lengthy research project. Through key strategies for engaging student participation, students will learn how to respectfully challenge another's ideas and be the organizing lead in planning all phases of the debate from brainstorming and research to assessment. I will show how breaking down a debate into its stages for preparation can interactively be used to reinforce an understanding of pathos, ethos, and logos. Ultimately, the students' written work will benefit from the understanding they gain by involvement in a debate where every student has a role. Participants will see how fun and effective a class debate can be for helping students understand and apply the principals of argumentation to any assignment. Participants will 1) identify how class debate can be used as an effective tool to teach argumentation interactively; 2) discuss very specific class activities and strategies that can be used in preparation for the class debate; and 3) describe how they can apply the information in their own class by assigning the class debate as an instructional tool for teaching argumentation visually, aurally, and kinesthetically to better improve the quality of the research project.

Session 5.11 (Room 2101)

Brenda Teal, Developmental Mathematics, Prince George's Community College, tealbd@pgcc.edu.

Co-Presenter: **Sunnie Jackson-Grimes,** Developmental Mathematics, Prince George's Community College, jacksosm@pgcc.edu.

Getting in a Redesign State of Mind: Reflections and Reconsiderations

There continues to be a great debate and whether you agree with the principle or not, community colleges are redesigning courses to improve student success. Basic and common issues should not be overlooked. Thoughtfulness should be given to the use of technology, the stakeholders, and assessment to measure the outcome. Don't forget to set professional ground rules for how the group(s) will communicate. This session will assist with defining a redesign process that works for your school while fostering success and avoiding pitfalls throughout the journey. Attendees will appreciate the sharing of reflections and reconsiderations of a redesign process after two years of implementation. Avoiding the "fluff", practical and invaluable information will be shared and discussed. Participants will discuss redesigning a course aimed to improve student success, even in the mist of politics and 2) discuss helpful tools, including a sample technology survey for faculty, a technology survey for students, and a sample of ground rules for productive meetings.

Session 5.12 (Room 1204)

Jennifer Laing, Biology, Community College of Baltimore County – Essex, jlaing@ccbcmd.edu.

Co-Presenter: **James Hershey,** Biology, Community College of Baltimore County – Essex,

jhershey@ccbcmd.edu.

Reflective Versus Reactive Decision Making: Why Good Teachers and Students Sometimes Make Bad
Decisions

In the heat of the moment, have you ever said or done something that you wish you could take back? We
now know that there are two main neural pathways involved in decision making. This session aims to
explore some of the physiological triggers and the underlying mechanisms of reflective and reactive
decision making. We will explore how chronic stress, age, and sex play a role in how we respond to
situations. This information can be a powerful tool in understanding ourselves and our students.
Participants will 1) discuss what reflective and reactive decision making are; 2) identify the basic
physiological mechanisms behind the two types of decision making; 3) and develop an appreciation of the
variables (sex, age etc.) that influence decision making.

Session 5.13 (Room 1229)

Ann Kaiser Stearns, Psychology, Community College of Baltimore County – Essex,

astearns@ccbcmd.edu.

Co-Presenter: **Steve Drummond,** Director of Public Safety, Community College of Baltimore County

Assessing Dangerousness – Who is at Risk for Becoming Violent?

The tragic shootings with many innocent victims in Washington, New Town, Aurora, and Tucson stress the
urgency of learning the warning signs or symptoms of persons who may become violent. While most
violent people are not mentally ill, and most mentally ill persons are NOT dangerous, there are many risk
factors and common behavioral precursors to violence - so important for faculty and staff to recognize, to
help keep our college communities safe. This presentation provides an overview of what to watch for and
when to reach out for advice or assistance from a mental health or law enforcement professional.
Participants will discuss identification of high risk individuals and specific emergency strategies that your
public safety officers and college can implement.

Session 5.14 (Room 1217)

Raza Khan, Chemistry, Carroll Community College, RHhan@carrollcc.edu

Planning Meeting for the Maryland Academy of STEM or Maryland Community Colleges' Students
STEM Conference

Several of faculty members from various community colleges in Maryland recently attended a STEMtech
conference in Atlanta, Georgia. As a result of the conference, there has been a mutual interest by those in

attendance to launch a Maryland Community Colleges STEM Academy, or a Maryland Community Colleges Faculty & Students STEM Conference. At this stage, we are looking for a planning meeting. Please contact the presenter, Raza Khan, for the meeting agenda: RHhan@carrollcc.edu.

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.
Queen Anne Fine Arts/ Hallam Theatre (Bldg. 9)

Keynote Address by:
Jà Hon Vance, Ed.S.
Baltimore City Community College
JVance@bccc.edu

Professor Jà Hon Vance is a renowned educational administrator and facilitator with twenty years of work experience that extends from K-12 to Higher Education. His academic background in African American Literature, Curriculum Redesign, Education Administration, Humanities, Music, and Teaching and Learning has afforded him the great opportunity to be recognized both nationally and internationally in the field of education. In addition, Professor Vance's academic background includes work at Cornell University, Harvard University, Jackson State University, Northeastern University, Oxford University in the United Kingdom, Princeton University and Wayne State University.

Today, he is highly praised and respected for his savvy work with academic testing, teacher training programs, recruiting, educating and graduating African American male students in higher education, retention, as well as, redesigning developmental education writing programs.

Recently, Professor Vance used a zero dollar budget to operate a successful structural learning community by the name of QUEST that he designed specifically for African American males to earn an Associate of Arts Degree in one year, while producing more than 12.5 million dollars in FTEs, as well as, secured a 2.7 million dollar grant from the U.S. Department of Education in 2011. To add to his academic leadership credit, Professor made history and changed the educational teaching and learning platform by producing five consecutive classes of graduates from 2009-2013 at Baltimore City Community College using his "One Year Degree Model Concept."

In addition, his writing concept—which implores the use the Vance-Brooks Writing Model-- provided successful outcomes over a four-year period that helped students matriculate from developmental educational writing course to credit-level writing courses with the needed skills to advance in higher education.

Lastly, Professor Vance's philosophy for education is simple: "All persons are capable of learning, but the educator must be creative and skilled to reach, to teach, and to meet the various academic needs, but most importantly, the educator must act as the change agent that constantly works to foster continual growth and awareness in every soul."

Day 2: Friday, January 10, 2014
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 1201)

Jason Spiegelman, Psychology, Community College of Baltimore County – Catonsville,

jspiegelman@ccbcmd.edu.

Co-Presenters: **Alisa Diop,** Psychology, Community College of Baltimore County – Catonsville,

adiop@ccbcmd.edu; **Azar King,** Psychology, Community College of Baltimore County – Catonsville,

aking@ccbcmd.edu; and **Josephine Lewis,** Psychology, Community College of Baltimore County –

Catonsville, jlewis@ccbcmd.edu.

Effective Practices for Improving Morale, Retention, and Outcomes in Introductory Psychology and
Other College 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 data collected in support of these
interventions.

Session 6.2 (Room 1203)

Jennifer Haydel, Political Science, Montgomery College – Germantown,

Jennifer.haydel@montgomerycollege.edu.

Using a "Common Thread" Project to Teach About Resilience and Peacebuilding

In spring 2013, seven classes at Montgomery College used Vaddey Ratner's novel *In the Shadow of the*
Banyan to produce an interdisciplinary educational exhibit for the campus and local community. This
presentation will introduce attendees to purposes, process, structure, and outcomes of the project using
images of the resulting exhibit and an interactive exercise simulating the brainstorming and planning
process faculty and students experienced. The presentation will also include a discussion about possible
adaptations and extensions of the project that attendees could implement in their classrooms and at their
home institutions. The emphasis will especially be on finding effective ways to bridge disciplinary divides
so that students receive opportunities to practice transferring knowledge and skills from one discipline to

another. Participants will 1) discuss an effective "common thread" model implemented at Montgomery College and 2) discuss ways that the model could be applied to their own institutions.

Session 6.3 (Room 1205)

Katherine Lashley, English, Harford Community College, kalash08@aim.com.

Writing with Social Media

Using social media, students in writing classes use short writing exercises to enhance their essays and practice key writing techniques. On Facebook, Twitter, and blogs, students condense their essay topics into short posts and six word stories: thereby, practicing brevity. By posting variations of their writing online, they become more aware of their audience and the word choices and sentence structures that will reach their audiences effectively. Participants will 1) review several writing exercises that instructors can adapt to enhance their own courses; 2) examine examples of students' writings and how these writing exercises can function online; and 3) discuss how instructors can use the assignment by itself or adjust it to better fit their own course material.

Session 6.4 (Room 1207)

Nancy Calder, Allied Health Sciences, Howard Community College, ncalder@howardcc.edu.

Co-Presenters: **Loraine Frey,** Clinical Coordinator Physical Therapy Assistant Program, Howard Community College, lfrey@howardcc.edu; **Jon S. Cooper,** Paramedic Program, Howard Community College, jcooper@howardcc.edu.

A Global Initiative: Collaboration with the Library in Engaging Students through Web-Based Research

At Howard Community College, many program coordinators have collaborated with the library and Credo Liberati in producing reliable websites that students can access in order to research significant issues pertinent to their coursework. This initiative is in its infancy but has proven to be successful since its conception last year. Two of HCC's programs, the Physical Therapist Assistant Program (PTA) and the Medical Laboratory Technician Program (MLT) were given the opportunity to trial this pedagogy in multiple ways. This unique tool fosters student-to-student collaboration, enhances global distinction, meets the requirements of accreditation agencies, ensures that students know how to cite research sources, and instills a sense of professional development in the programs' students. The students seem to enjoy this pedagogy and are actively engaged. They appear more confident with their ability to locate reliable sources of evidenced-based research to guide and support their clinical skills that coincide with their didactic learning experiences. Since last year, it is observed that the students improved their research and collaboration skills as well as exercised their critical thinking and communication skills. Participants will 1) create ideas, pedagogies, and curriculum projects that will foster student engagement in global issues pertinent to their course of study; 2) incorporate research technologies and library tools into curriculum to

help students investigate topics that expand or enhance syllabi contents; and 3) encourage students to use web-based tools to improve their skills in evidenced-based research, communications, and critical thinking.

Session 6.5 (Room 1212)

Kathryn Quinn, ESL, Hagerstown Community College, kjquinn@hagerstowncc.edu

Going on a Grammar Scavenger Hunt Through Short Stories and Novels.

Convince your students of the communicative capabilities of grammar by rewarding them for finding grammatical structures in their readings. The possibilities are endless. Whether they are going for the "Structure of the Day," "Communication Collages," "Pinpoint It Precisely," "It's a Mystery to Me," or "What Time Is It?" they double their reward by completing "Now You Write It" at the conclusion of each hunt. Participants will 1) describe the value of having students find and identify grammatical structures in the literature they read; 2) feel motivated to help their students appreciate the importance of grammar to clear, vivid communication; 3) identify how to have students personalize the structures in their own writing and speaking; 4) adapt the scavenger hunt technique to the needs of individual students, classes and programs; and 5) conduct scavenger hunts of their own.

Session 6.6 (Room 1213)

Anne Hofmann Regules, English, Frederick Community College, aregules@frederick.edu.

Co-Presenter: **Magin LaSov-Gregg,** English, Frederick Community College, MLaSovGregg@Frederick.edu.

From Blurred Lines to Defined Lines: How Digital Media Collapses the Boundaries Separating Our Classrooms from Contemporary Culture

This summer, Robin Thicke's hit single "Blurred Lines" enraged students and scholars alike with its disturbingly catchy lyrics and images that glorify rape culture. For many, this popular text exists outside the realm of academia and thus deserves little consideration in the college classroom; however, Thicke's song and its subsequent YouTube video provides fertile territory for critical exploration of cultural values that refract those inherent to anthologized texts students encounter in their college courses. In this interactive presentation, two English instructors demonstrate how they use provocative digital content from a variety of contemporary sources to help students learn to become critical readers of the traditional texts they encounter in the classroom and the digital texts they view at home or on their handheld devices. While the strategies in this presentation were originally created for an English course, these ideas can be applied to all disciplines that encourage critical thinking and social critique. Participants will 1) discuss how to help students increase digital literacy and become informed consumers of visual and written culture, as reflected by traditional and non-traditional texts, gain appreciation of diverse textualities, learn to see real-life applications of critical reading and become more informed consumers of culture, and learn to see the boundaries separating their real lives from their classroom lives as fluid; 2) discover how they may apply

the information; 3) identify portable strategies for increasing opportunities for digital practice and literacy in a college humanities classroom; and 4) discuss assignment ideas and topics for classroom discussion.

Session 6.7 (Room 1214)

Valerie Lantz, Biology, Montgomery College – Takoma Park/Silver Springs,
valerie.lantz@montgomerycollege.edu.

Using Group Activities to Promote Critical Thinking

Do you want to be able to teach your students how to get beyond memorizing facts and regurgitating definitions? How do we teach them critical thinking and analysis skills? I will present some examples of activities that I have used in introductory biology and microbiology to engage students and get them to move beyond memorizing the facts to discussing and more deeply understanding concepts. During part of the session, I hope to engage participants in discussing how they have taught critical thinking skills to their students and brainstorm general approaches that would be useful in any discipline. Participants will 1) identify techniques to engage students and increase critical thinking and analysis and 2) collaborate to brainstorm general approaches to teach students critical thinking and analysis skills.

Session 6.8 (Room 1202)

Sylvia Gutowska, Mathematics, Community County of Baltimore County – Essex,
sgutowska@ccbcmd.edu.

All Students CAN Come Prepared to Class

Telling your students "Read the next chapter" and getting them to actually do it doesn't have to be a myth. Join mathematics instructor, Sylvia Gutowska, to discover her secrets on how to finally get your student to prepare for class. Your students will come to class already knowing the basics, allowing extra class time to be spent on engaging classroom activities and a more in depth curricular study. These methods can be applied in any discipline. Participants will share tested methods and ideas on how to improve student preparedness in class while convincing students of the benefits of the program.

Session 6.9 (Room 1216)

Deborah Preston, Arts & Humanities, Montgomery College – Rockville,
Deborah.preston@montgomerycollege.edu.

Co-Presenter: **Carolyn Terry,** Humanities, Montgomery College – Rockville,
Carolyn.terry@montgomerycollege.edu.

Once and Future Faculty: Two Deans Return to the Classroom

Two discipline deans, one from arts and one from humanities, share their experiences of returning to the classroom after lengthy absences (7 and 15 years). Both were forced to rethink pedagogy, communication, technology, and other strategies as they adapted their teaching to the current generation of students. Having

had the advantage of distance and then re-engagement, they provide a fresh perspective and helpful advice to faculty who have been in the trenches all along. Participants will 1) discover new strategies for motivating millennial students; 2) discuss ways that technology can improve student/faculty communication; 3) discuss new ideas for refreshing lesson plans and pedagogy; 4) discuss how "generational shock" can lead to better teaching; and 5) describe how administrative and faculty perspectives inform each other.

Session 6.10 (Room 1217)

Kip Snow, Business Management, Anne Arundel Community College, kcsnow@aacc.edu.

Co-Presenter: **Brandi Ulrich,** Business Management, Anne Arundel Community College, blulrich@aacc.edu.

Creating an Open Education Resource (OER) to Enhance Student Learning

In an effort to address changes in curriculum delivery methods for today's learners, the Business Management Department at AACC explored and implemented an OER course in its BPA 111 Business and Its Environment curriculum. The presentation will address the challenges and successes of implementing an OER course in existing curriculum. Participants will 1) identify what an OER is; 2) identify the challenges that exist in creating similar courses; and 3) discuss how to implement similar strategies in traditional online and face-to-face courses.

Session 6.11 (Room 1229)

Kathleen Gandy, Accounting, Community College of Baltimore County – Catonsville, kgandy@ccbcmd.edu.

CCBC and the Working Poor: Breaking the Cycle of Social Reproduction at the Community, Institutional and Student Level.

Social Reproductionists argue that community colleges uphold, in word only, the ideal of equality of opportunity. Many argue that community colleges replicate and further polarize existing political, financial, academic, personal and economic opportunities. This presentation will describe how CCBC has overcome this school of thought by adopting and implementing various initiatives and how CCBC is paving the way for sustainable transformative change. The goal of economic self-sufficiency remains an elusive dream for far too many community college students. Social Reproduction exists and is unremittingly perpetuated, but, it can be disrupted with deliberate planning and effort. Participants will 1) identify the barriers that typically deter students (academic preparedness, professional preparedness, financial stressors, family stressors and civility/citizenship); 2) illustrate mechanisms that can be implemented to mitigate these circumstances; and 3) encourage community colleges that focus on lifelong learning and workforce development to develop meaningful performance indicators and demonstrate interventions that have proven to be both successful and foster student success.

Session 6.12 (Room 1418)

Matthew Yeazel, Psychology & Sports Studies, Anne Arundel Community College, mryeazel@aacc.edu.

How Do We Get Them Back? Actively Engaging and Retaining Men of the Millennial Generation at Community Colleges

Effectively engaging, exciting, and retaining millennial men in all areas of diversity is increasingly becoming a complex and challenging dilemma. Since there is no "cookie-cutter" approach that can be easily plugged into a college's student engagement process, specific and unique attempts at addressing this issue have to be utilized. This presentation will provide a framework by which to engage this particular generation, with special focus being given to cultural differences including race, ethnicity, sexual orientation, and military service. Participants will 1) develop a personal framework by which to engage millennial men in the educational process as an instructor or administrator; 2) discuss the personal and institutional strengths and limitations in reaching out to diverse groups of this particular generation; and 3) establish a plan for follow-through, evaluation, and modification in the future.

Session 6.13 (Room 2101)

Eric Batson, Communication Arts, Community College of Baltimore County, ebatson@ccbcmd.edu.

Understanding Styles, Perspectives, and Contexts Associated with Conflict in the Classroom

Experiencing conflict with our students in inevitable. How we handle conflict is more than a matter of school policy. In this session we will address varied perspectives on conflict, how and why our approach to conflict matters, and contextual considerations that should influence our communication in conflict situations. Participants will 1) recognize varied perspectives on conflict; 2) identify conflict styles they commonly use, and other styles they could employ; 3) discuss contextual factors that affect conflict processes and outcomes; and 4) describe how to engage their students more skillfully in conflict situations.

Session 6.14 (Room 1204)

Connie Clifton, Instructional Affairs, Allegany College of Maryland, cclifton@allegany.edu.

Co-Presenter: **Cynthia Crable,** Academic Reading Center/Developmental Reading Faculty, Allegany College of Maryland, ccrable@allegany.edu.

Reading and So Much More – What Students Are Learning in the Academic Reading Center

Do your students need supplemental reading instruction? The Academic Reading Center (ARC) is Allegany College of Maryland's way of responding to that need. After five years, the ARC has evolved into a place where students are learning much more than reading skills. It is providing students with an environment in which they feel comfortable learning how to be college students. Learn how you can support your students in a similar way. Participants will 1) discuss how meet the supplemental instructional needs of developmental reading students, what skills students can learn in such an environment that will help them

succeed, factors critical to the success of the ARC as it has evolved and 2) identify how replicate the Academic Reading Center or something similar at their own institutions.

> ## PowerPoint–Poster–Website Displays
> ## Friday, January 10, 2014
> ## 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 the 2nd floor atrium. 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

Jaclyn Madden, Biology, Harford Community College, jmadden@harford.edu.

Co-Presenter: **Wendy Rappazzo**, Biology, Harford Community College, wrappazzo@harford.edu.

Using Scientific Journals to Teach the Scientific Method

The abilities to analyze and understand primary scientific literature and apply the scientific method are critical to the fields of healthcare and science. This poster presentation demonstrates an assignment used in an introductory level biology course that uses primary literature to improve critical thinking and writing skills of students. The objectives of the assignment are to teach students how to read and evaluate scientific research papers while demonstrating understanding of the principles of the scientific method. The assignment utilizes drafts and instructor feedback to teach these critical skills to students. Quantitative data regarding improvement in learning outcomes will be presented. Participants will follow the evolution of the assignment and identify how they can use primary literature and assignment drafts to teach critical thinking and writing skills within their own disciplines.

Session 6B: POSTER SESSION

James Cosgrove, Biology, Montgomery College – Rockville, jim.cosgrove@montgomerycollege.edu.

Co-Presenters: **Ryan Alvarez,** Montgomery College Biology Student; **Guen Hyuk Brian Shin,** Montgomery College Biology student; and **Arthur T. Mudehwe,** Montgomery College Biology student.

Engaging Community College Students in Biological Research: A Continuing Update

Students at the community college level who are interested in pursuing careers in stem cell and biotechnology research must be familiar with the processes and logistics of such efforts. Our laboratory, continuing the work of numerous past and present student researchers, has attracted and engaged interested students seeking preparation for careers at the NIH, FDA, and many other research institutions. Using

common biological research techniques such as 2-dimensional gel electrophoresis and western blotting and analysis of research papers, students work in groups to tackle the challenges of interpreting complex biological processes necessary to maintain the proper function of cells. The student researchers then analyze the results of their research in preparation for writing a research paper aimed at publication in a peer reviewed scientific journal. Participants will identify some of the many research projects that exist which can be done at the community college level.

Session 6C: POSTER SESSION

Yuda Anriany, Biology, Prince George's Community College, anrianya@pgcc.edu.

Integrating Biology and Engineering – an Interdisciplinary Approach in Teaching Photosynthesis

A biology topic can be learned deeper in an interdisciplinary approach. In my course, students were able to gain a deeper understanding of photosynthesis by being introduced into how it is applied in the development of a type of solar cell, which used the concept of artificial photosynthesis. I will explain how I developed a curriculum element that integrates the lecture materials, laboratory experiment, and a literature research assignment. In this way, students engaged in learning methods different from traditional lecture and they learned the direct application of basic science in other fields. Participants will 1) identify how a topic can be taught in an interdisciplinary way that results in a deeper learning of a topic and 2) apply the information by looking for a parallel application in teaching a concept in their own course.

Session 6D: POSTER SESSION

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

Incorporating Systems Biology into the Introductory Science Curriculum

Participating in cutting-edge research during the 5-week summer Research Experience for Teachers at the University of Maryland's Clark School of Engineering gives science teachers the opportunity to update their knowledge of research in their field, develop new curriculum elements, and network with teaching and research colleagues. This poster shares the results of the implementation of a curriculum element incorporating online research and knowledge of systems biology-related information into an introductory biology course for majors and non-majors. Students learned about how this area of biological research relates to their lives and the lives of other organisms and faced the challenges of carrying out a research project in a group and presenting the results with other students. Participants will 1) discuss the results of my implementation of a newly developed curriculum element which incorporated recent research experiences into an introductory biology course and 2) identify concepts related to: - evaluation of curriculum elements - challenges of group learning activities - excitement of incorporating student research and group presentations - collaborating across disciplines - Research Experience for Teachers at the UMD-Clark School of Engineering - systems biology and online resources for teaching biology.

Session 6E: POSTER SESSION

Laura Yoo, English Composition, Howard Community College, LYoo@howardcc.edu

What's Soup Got to do With It? - How We Do Faculty Development at Howard Community College

Everyone is busy. There is no money. With time and budget constraints, how do faculty get together to share ideas and learn together - to continuously reflect on and improve our teaching? At Howard Community College, the English faculty are invited to various free, voluntary, meaningful, and collegiate professional development opportunities throughout the year. Come learn about how we do it - and what SOUP has to do with it. Participants will identify some relatively simple and low-cost ways to offer meaningful faculty development opportunities throughout the year.

Session 6F: POSTER SESSION

Karla Williams, Educational Technology, Maryland State Department of Education, kwilliams@msde.state.md.us.

Connected Learning: Using Social Media to Design Your Own Online Professional Learning Environment

Become a Connected Learning Practitioner. Learn how to create your own personally connected learning community by using a variety of social and digital media, tools and platforms to design your own collaborations driven by your professional interests and goals. This session discusses the innovative Connected Learning concept, and provides examples, tools and methods to inspire you to make a positive impact on your own professional development. It is evident the vast array of technologies and platforms has spawned innovative new ways of accessing information, as well as unique forms of knowledge sharing. Social Media, Digital Media and online collaboration tools not only have changed the way we teach and learn, but how we approach our own professional development. Participants will 1) discuss the innovative Connected Learning concept; 2) identify how to leverage social and digital collaborative tools and platforms; and 3) discuss unique ways to integrate technology, revolutionize the classroom experience and enhance their own professional development.

> **Friday, 1:00 – 1:45 p.m.**
> **Lunch is in the Largo Student Center/Poly Community Rooms A, B, & C (Bldg. 5)**
>
> During lunch, conference participants are invited to meet with teaching colleagues.

Day 2: January 10, 2014
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 1201)

April Copes, Communication, Anne Arundel Community College, aecopes@aacc.edu.

Using the Symposium Format to Promote Rigorous Learning in Your Courses

One of the greatest challenges facing instructors is getting students to take responsibility for their own learning. In this session, learn how to incorporate the symposium format into your courses to motivate students to read critically, discuss, think deeply, and meaningfully apply course content. Promote rigorous learning in your courses, while students voluntarily stretch themselves beyond what they thought was possible. Participants will demonstrate how to effectively use symposiums as an instructional strategy across academic disciplines.

Session 7.2 (Room 1203)

Patrick O'Guinn, Sr., Criminal Justice, Howard Community College, poguinn@howardcc.edu.

Co-Presenter**: David J. Smith**, Legal Studies Consultant, Street Law, Inc., dsmith@streetlaw.org.

Street Law: Civic Engagement in Community College Classrooms

Street Law is an academic based approach to improving student engagement, civic awareness, and practical legal empowerment. Street Law courses and practical approaches to law have been successfully used at a number of U.S. colleges. Social science departments, criminal justice programs, and political science programs have successfully offered Street Law courses to improve student completion. Howard Community College was one of the first community colleges in the U.S. to develop and offer a Street Law course. Patrick J. O'Guinn, Sr. from HCC will talk about student experiences in his course. David Smith from Street Law will talk about how Street Law is being used in other colleges around the U.S. Participants will 1) describe the Street Law approaches to civic engagement and practical law; 2) explore experiential learning approaches to the classroom instruction; 3) develop an understanding how Street Law might be integrated into in your school curriculum; and 4) identify Street Law resources available to support classroom instruction.

Session 7.3 (Room 1205)

Krista Keyes, English, College of Southern Maryland, kkeyes@csmd.edu.

Co-Presenter: **Rachel Heinhorst,** English, College of Southern Maryland, Rheinhorst@csmd.edu.

Making Literature Exciting

College students often resist literature for many reasons, but we have found a number of ways to illustrate the elements of poetry and short fiction through various multi-media approaches in order to make the work more accessible to them. By incorporating elements of popular culture such as music, TED Talks, television, and movies, students more easily become engaged with the works of literature presented to them, and make connections between their world and the world of literature. Participants will 1) describe fresh ways of approaching literature, in order to make their students more enthusiastic about the works presented to them in class and 2) incorporate the examples given during the presentation into their curriculum, or, of course, feel free to share their own examples.

Session 7.4 (Room 1207)

Lisa Jordan, Nursing, Prince George's Community College, ljordan@pgcc.edu.

It's Not Just for Nursing! Understanding the Need to Foster "Earth Caring" Across the Curriculum"

This presentation will engage faculty in a dialog about the health of our environment and our personal roles in assisting students to become good stewards of the Earth. For example: What are the health, psychosocial, and economic impacts on a community after a devastating oil leak where there was no knowledge of a pipeline in the first place? Did you know we now have a law in Maryland that prohibits arsenic in chicken feed? What is fracking?... and why should you care? We will explore the internet for these and other questions to discover how easy it is to engage students of all ages across the college community to support the health of our earth. Participants will 1) engage in a discussion to explore current issues affecting our environment and how to address them and 2) utilize turning point technology and the Internet to understand the ease of flipping the learning in the classroom to the national stage of earth-caring behaviors.

Session 7.5 (Room 1212)

Daniel Venne, Visual Art, Montgomery College, danielvenne1@gmail.com

The Demo

We are often in front of a class explaining concepts about our field, our expertise, or body of knowledge while students take notes on our words. Following the adage that "actions speak louder than words," live demonstrations of what we do (and how we resolve problems) provide an opportunity for students to understand the nuts and bolts of applied knowledge. Instead of presenting a prescribed lesson, bringing work from the office into the classroom also gives us a chance to raise the curtain on who we are as professionals. This presentation is a "Demo" - a practical demonstration of how to demonstrate. The discussion during the demonstration may jump-start new ideas about how to deconstruct the classroom environment in new ways. Participants will share and discuss the advantages and challenges of doing work in front of their students.

Session 7.6 (Room 1213)

Layla Hashemi, History & Political Science, Montgomery College – Rockville, laymay.19@gmail.com

Teaching Human Rights as Community Involvement

In the Spring of 2013, professors Layla Hashemi and Alonzo Smith taught an experimental course on Human Rights. Political Science 260: Politics in Action was intended as a variable topic course, and so this time we focused on a major contemporary topic. Unlike the standard narratives, this course illustrated the interconnections between local and global human rights. Adopting this perspective permitted us to utilize local resources by placing them in an international context. We wanted our students to appreciate the fact that human rights agencies exist in the public and private sectors, and at the state and local levels, not only in the USA, but in many other nations as well. We explained how this is a reflection of an increasingly interconnected global civil society. Participants will 1) discuss how to plan, create and launch an entirely new topic-based course working with community organizations and integrating local resources to strengthen your course; 2) connect theoretical classroom material with practical, hands-on experience in the field; 3) explore media and methods for applying community-based service learning projects to a humanities course (specifically global human rights); and 4) address moral and ethical (and often controversial) topics in classroom discussions both on and offline.

Session 7.7 (Room 1202)

Evan Evans, Mathematics, Frederick Community College, eevans@frederick.edu.

V.E.C.T.O.R. hr

Technology has the potential to effectively connect the learner to the course material and the instructor. Virtual Engagement using Computer Technologies Online and in Real-time (V.E.C.T.O.R.) helps facilitate a "Flipped" classroom and provides the opportunity to explore deeper critical thinking activities in both face-to-face and online classes. The presentation is geared to individuals of all levels of expertise, regardless of their technology background or discipline. Attendees will be exposed to the principles of a V.E.C.T.O.R. hr, "Flipped" classroom, and the technologies necessary to incorporate these principles into their teaching. Participants will identify how VECTOR hrs can be used to facilitate student learning using current technologies and dive into the world of a "Flipped" classroom suitable for learning in the 21st Century

Session 7.8 (Room 1214)

Anthony Solano, Student Development, Montgomery College – Germantown, Anthony.solano@montgomerycollege.edu.

Co-Presenter: **Margaret Birney**, Biology, Montgomery College, Margaret.birney@montgomerycollege.edu

Fusing Biology and Study Habits Development to Improve Student Success

Have you found yourself frustrated with trying to teach your subject matter but find your students lack basic study habits? This presentation provides participants with a model of how biology and student success faculty created a cooperative learning environment to close the gap between high school and college study skills. Presenters will exhibit the technological template used to demonstrate to students required study skills in the context of a Principles of Biology class. Participants will 1) utilize a model for creating a cooperative learning environment to close the gap between high school and college study skills and 2) construct a template using technology to demonstrate to students required study skills in the context of a Principles of Biology class.

Session 7.9 (Room 1216)

William LaCourse, Chemistry, UMBC, lacourse@umbc.edu.

Co-Presenters: **Maureen Sherer,** Chemistry, Anne Arundel Community College, masherer@aacc.edu and **Richard Pires,** Chemistry, Montgomery College, Richard.Pires@montgomerycollege.edu

Launching the STEM Transfer Student Success Initiative Through Curricular Alignment in Chemistry

Conversations, collaboration, and curricular alignment in introductory chemistry launched the STEM Transfer Student Success Initiative between UMBC and its partners, Anne Arundel Community College, Community College of Baltimore County, Howard Community College, and Montgomery College. Funded by planning and implementation grants from the Bill and Melinda Gates Foundation, this faculty partnership is working to create a national model for curricular alignment with innovative tools, review modules, diagnostics, resource banks, and advising information that support the project's larger mission of overall institutional alignment and seamless transitions for transfer students. The model will soon be tested as mathematics faculty members from the five institutional partners begin work on curricular alignment in introductory calculus courses. Participants will 1) discuss progress on the curricular alignment model to date and garner additional viewpoints and input; 2) discuss how the collaboration progressed from just "another committee assignment" to an "inclusive alliance" focused on helping all undergraduates to be successful in introductory chemistry; and 3) be inspired to begin or join conversations with faculty in their disciplines at their home and partner institutions focused on ways to improve STEM student success.

Session 7.10 (Room 1217)

Erich Hintze, English, College of Southern Maryland, erichh@csmd.edu.

ENG 1010T – Teaching Freshman Composition to the Incoming Developmental Student

Can you successfully teach Freshman Composition to developmental students? Lower your developmental enrollment? Post stunning completion rates and retention rates? Learn how to do this from the inventor of ENG 1010T who will share seven years of data doing this very thing. Participants will1) discuss the pedagogy of accelerated Freshman Composition; 2) discuss seven years of data that speaks to the

pedagogy; 3) discuss course/year assessment that speaks to the pedagogy; and 4) identify a framework for teaching Freshman Composition to developmental students.

Session 7.11 (Room 1229)

Robert Naugle, Mathematics & Science, Hagerstown Community College, rhnaugle1@hagerstowncc.edu.

Archimedes Palimpsest: The Old is New; The New is Old

In 1998, a 13th century prayer book written several centuries earlier was auctioned at Christie's New York for $2 million. A wealthy private investor lent it to the Walter's Art Museum in Baltimore for restoration and examination. This extraordinary addition to the record of Greek science and mathematics recommends to us the deep roots of our present technology. The story of this remarkable document and its author, Archimedes of Syracuse, has three main divisions: the narrative of its history as a document; the modern science of making it finally available to us; the actual contents of the work of one of the greatest (Physicists/Mathematicians) that ever lived. I propose to develop these three topics towards the end of promulgating awareness of this beautiful gift. Participants will identify the significance of this event and some of the new findings that are putatively being revealed with regard to Archimedes who may perhaps be called the "Father of the Calculus" to go with his other appellations.

Session 7.12 (Room 1204)

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

Co-Presenter: **Laney Hoxter,** Director, Multicultural Student Services, Cecil College, lhoxter@cecil.edu.

Online Classes: Success Behind the Scenes

This interactive session has the best of two professors in Business and the Social Sciences from Cecil County, Maryland who teach online courses. They will share best practices from their online classes, including many interesting resources. This will include the basics in designing your own rubrics for various disciplines to whiteboard applications used in mathematics. Don't miss this great learning experience and opportunity. Participants will 1) interact with other professors from other institutions on best practices used; 2) identify references to online resources which they could use in their online courses; 3) identify a website to develop your own rubrics; and 4) develop strategies to use to get maximum student participation.

Session 7.13 (Room 1418)

Jan Moure, Biology, Community College of Baltimore County – Essex, jmoure@ccbcmd.edu.

Co-Presenter: **Richard Esposito,** Biology, Community College of Baltimore County, resposito@ccbcmd.edu.

EKG Interpretation for Science & Health Faculty

The presentation is designed to provide faculty who are familiar with heart structure and function with an ability to recognize and understand abnormal cardiac rhythms. The goal is to strengthen the faculty

members' depth of knowledge about this topic so they may provide an essential and stimulating laboratory experience and /or classroom discussion. Participants will be able to recognize the major arrhythmias which originate in the various regions of the heart.

Session 7.14 (Room 2101)

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

Online Teaching 101: Transitioning from On-campus to Online

This presentation is designed for instructors who are interested in teaching an online humanities course for the first time, or for those who are new to online teaching and learning. Attendees will be exposed to assignments, rubrics, and pedagogical approaches designed to maintain rigor and scholarship in the online classroom. A handout will be provided that includes frequently asked questions, assignment models, and rubrics. After the presentation, a forum will enable attendees to ask questions regarding their specific questions, concerns, or experiences. Participants will 1) demonstrate clearer idea about what they can expect from the online teaching and learning experience; 2) discuss tips and strategies to ensure that rigor and scholarship are maintained in the online classroom; 3) ask questions regarding their specific concerns; and 4) visualize an overview regarding how to set up an effective online course.

FAQs: "Frequently Asked Questions and Answers"

Q: *Can I get Internet access on the PGCC campus?*

A: Yes, all you need to do from almost anywhere on campus is select *PGCC Air* as the Wi-Fi connection available to you. Then, type in your personal e-mail address to gain access to PGCC's Wi-Fi connection. The college's Information Technology Department will have Internet access available for presenters in each classroom at the podium computers.

Q: *Why doesn't AFACCT schedule its program of presentations so that the times for similar presentations don't conflict with one another? That would to enable us to go to several presentations addressing similar topics.*

A: When presenters submit their proposals, many ask for specific times and dates to give their presentations. In addition, during the annual MMATYC (Maryland Mathematics Association…) meeting (a two-session time slot), we do not schedule any mathematics-related presentations since most of the math presenters will be attending that meeting. That means other disciplines are scheduled during that time-slot. Once all these special date/time requests are filled in on our timetable, there is virtually no flexibility for scheduling similar topics at different times.

Q: *Why are there no "vegan meal" options? Why can't AFACCT accommodate my dietary needs?*

A: This question about vegetarian menu items and "[vegan menu options](#)" has been raised before at previous AFACCT conferences. First, let's realize that being a "vegetarian" is different from being a "vegan." While 5% of adult Americans claim to be vegetarians, only 2% consider themselves "[vegans](#)." That leaves 95-98% of adults not claiming a vegetarian/vegan dietary restriction. There may be other dietary restrictions, but those who have them may not be so militant about it. This year, as in the past, the PGCC catering service permits us two choices for each meal. We choose one vegetarian and one non-vegetarian selection. We are unable to accommodate all variations that can occur related to dietary restrictions. To help you plan your particular dietary requirements, here are the menu options for the AFACCT '14 conference at PGCC:

Breakfast both days – Continental breakfast with assorted bagels, sliced with cream cheese, butter and jellies, fresh cut fruit. Drinks: coffee, tea, water, orange juice, and cranberry juice

Thursday lunch – Vegetable lasagna with breadsticks or Thompson Family Recipe oven roasted chicken quarters, Caesar salad, green bean almandine, seasoned wild rice, assorted desserts, and. Drinks: unsweetened ice tea, coffee, tea, water

Friday lunch – (Made by guest) chef salad with condiments: grilled chicken, lettuce, tomatoes, boiled eggs, cucumbers, croutons, olives, onions, carrots, beets, cheese, Italian, and ranch dressing; or salmon, vegetable medley, redskin potatoes, with apple pie and assorted cookies. Drinks: unsweetened ice tea, coffee, tea, water

Q: *I did not receive confirmation of registration. Why not?*

A: You should have received confirmation immediately after you registered, in the form of an email message sent to the same email address you entered when you registered, and this receipt contains information about payment. If you do not receive that confirmation email, it is possible your registration and receipt did not go through (We've found that some registrants typed in their email addresses incorrectly). If you have a question about your registration, send an email to Coleen Weil at cweil@worwic.edu.

Q: *Will there be adequate parking at the conference? Do I need to get a parking sticker?*

A: Parking will not be an issue at PGCC. There is more than enough parking. In fact, if you drive a hybrid vehicle, there are reserved spots for gas/electric hybrid vehicles. All of our meetings are in the Center for Health Studies, building 30. As for parking stickers, if you are not parking a hybrid vehicle, as long as you park in the non-reserved areas, you will not need a parking sticker.

A campus map can be found at this link:

http://www.pgcc.edu/uploadedFiles/13364%20PGCC%20Campus%20Map%20Flyer%2010-5.pdf

AFACCT 2014 Conference Donors

AFACCT thanks the following theatres, publishers, businesses, and community colleges for their generous support of the AFACCT Conference January 9-10, 2014:

Major Sponsors

The Howard Hughes Medical Institute (HHMI) is a nonprofit medical research organization that ranks as one of the nation's largest philanthropies. HHMI engages in the direct conduct of research in the basic life sciences. In addition to providing grants for science education, HHMI produces a variety of award-winning multimedia science education resources, including animations, videos, lectures, short films, virtual labs, and other interactives. These resources cover a broad range of scientific disciplines, including biology, chemistry, and earth science, and are free and available to download on HHMI's BioInteractive.org webpage -- a site developed specifically for science educators: http://www.biointeractive.org

MarylandOnline.org: *The Inter-Institutional Faculty Training Project:* *COAT*– Certificate for Online Adjunct Teaching. Contact: Bobbi Dubins, Allegany College of Maryland, bdubins@allegany.edu

http://marylandonline.org/coat

Theatres

College of Southern Maryland, 8730 Mitchell Road, La Plata, MD 20646.
Donation: Assorted tickets for a variety of dramatic and musical events at the CSM Theater at La Plata, Prince Frederick, and Leonardtown; for more information, contact the Box office at: http://www.csmd.edu/Arts/BoxOffice.html

Harford Community College, 401 Thomas Run Road, Bel Air MD 21015.
Donation: Two tickets to a Spring 2014 **Chesapeake Theater** performance. For additional information and tickets for go to www.harford.edu/cultural. Phone: 443- 412-2211

The Milburn Stone Theatre @ Cecil College, One Seahawk Drive, North East MD,
Donation: four tickets to any show in the 2014 season including *Young Frankenstein: the Musical, Seussical!* and *Jekyll and Hyde: the Musical***.** Call 410- 287-1037.
www.milburnstone.com

Toby's Dinner Theatre of Columbia, 5900 Symphony Woods Road, P.O. Box 1003, Columbia, MD 21044: www.tobysdinnertheatre.com
Donation: Two door prizes for dinner and show, valid on Tuesday, Wednesday, or Thursday until July 17, 2014. **Toby's** shows include *Monty Python's Spamalot* and *Shrek the Musical* for the coming season. Additional information is on website. **Toby's** also offers special rates for groups, students, and seniors, so why not make it an evening for all? Call 410-730 8311 for reservations.

Sports Parks

Frederick Keys Baseball, 21 Stadium Drive, Frederick, MD 21703,
*Donation***:** four tickets to a 2014 season game and Keys baseball hats. Call 301 663 0013 or visit info@frederickkeys.com

Geneva Farms Golf Course, 217 Davis Road, Street, MD 21154:
Donation: a certificate for a complimentary two-some round of golf, including green fees

and cart; a fantastic golf course to play. Contact www.genevafarmgolf.com or call 410-452-8800.

Ripkin Baseball: **IronBirds,** 873 Long Drive, Aberdeen, MD 21001
*Donation***:** A variety of IronBirds souvenirs. Call 410-297-9297 for tickets to the IronBirds 2014 season.

Museums

American Visionary Art Museum, 800 Key Highway, Baltimore, MD 21230
Donation: four passes to a great art museum in Baltimore. Call 410 244 1900 for information on exhibits or go to: http://avam.org

Chesapeake Bay Maritime Museum: Navy Point**,** P.O. Box 636, St. Michaels, MD 21663
*Donation***:** Two passes to enjoy the 18- acre waterfront campus with ten exhibits buildings, along with a working boatyard, and more. Call 410-745-2916 or visit on line: www.cbmm.org.

Maryland Community **Colleges**

The following community colleges donated assorted gift baskets, or other items as door prizes which were provided by their marketing departments, student services, bookstores, etc.

- Anne Arundel Community College
- Carroll Community College
- Chesapeake College
- Community College of Baltimore County (Catonsville, Dundalk, Essex)
- College of Southern Maryland
- 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 24th annual conference, and for helping to make the next conference even better with your thoughtful evaluations.

*AFACCT '14 Conference Proceedings***:** All presenters are invited to submit their presentation manuscripts for publication in the *24th Annual AFACCT Conference'14 Proceedings*. After giving your presentation, go to the Registration Desk to pick up a copy of *Guidelines for Proceedings*, which is also available on AFACCT's website, along with copies of *Conference Proceedings* from past years: http://www.afacct.csmd.edu
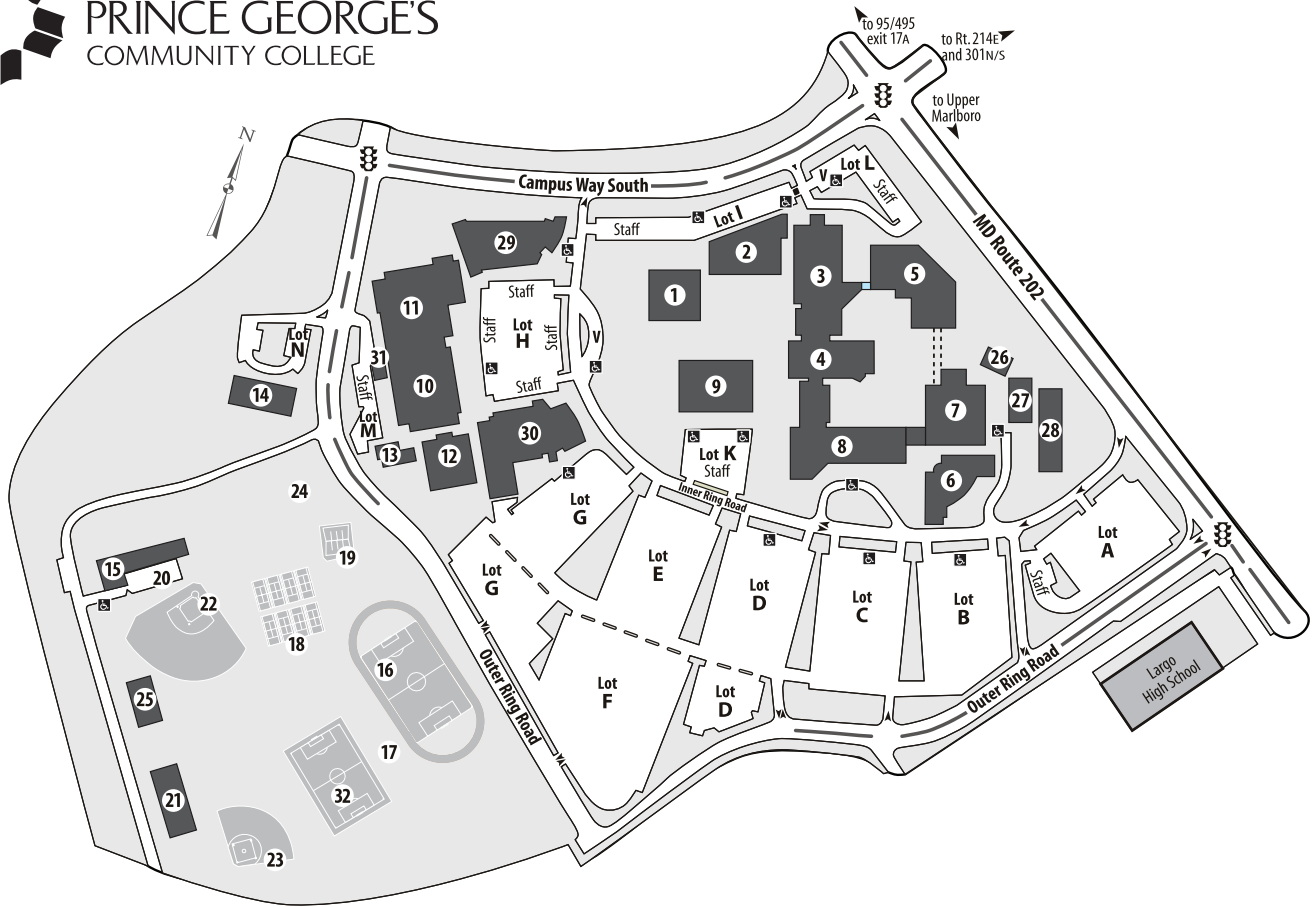
AFACCT Conference 2015: Mark your calendars and plan to attend our next AFACCT conference on **January 8 and 9, 2015 at Carroll Community College**. Theme: *to be announced.* Full details will be published on the AFACCT website

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3. Bladen Hall
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Health Education Center (nurse)
Recruitment
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Veterans Services
Welcome Center

4. Bladen Hall
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Language Studies Lab
Student Assessment Services (Testing Center)
Tutoring and Writing Centers

5. Largo Student Center
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Campus Dining
College Life Services
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Rennie Forum

6. Chesapeake Hall

7. Lanham Hall
Academy of Health Sciences at Prince George's Community College
International Education Center
Service Learning

8. Marlboro Hall
ALANA
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Center for Work-Based Learning
Marlboro Gallery
Student Development Resource Center (SDRC)
Vocational Support Services (VSS)

9. Queen Anne Fine Arts
Hallam Theatre

10. Novak Field House

11. Robert I. Bickford Natatorium
Raquetball Courts
Weight Room

12. Continuing Education Building
(classrooms only)

13. Steel Building

14. Childtime Children's Center

15. Facilities Management Building
Campus Police

16. Track/Practice Soccer Field

17. Golf Range

18. Tennis Courts

19. Racquetball Courts

20. Auto Bay

21. Warehouse

22. Baseball Diamond

23. Softball Diamond

24. Picnic Grove

25. Temporaries 1 and 2

26. Temporary Services Building TS

27. Temporary Services Building TO

28. Temporary Services Building TZ

29. Center for Advanced Technology
College Lab Services (computer labs)
Cyber Café

30. Center for Health Studies

31. Temporary 3

32. Main Soccer Field

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