



# **26<sup>th</sup> Annual Conference**

**Association of Faculties for Advancement of Community College Teaching**

## ***Program of Peer Presentations***



### ***The World Beyond the Community College Classroom: Linking Education to Life by Promoting Critical and Creative Thinking***

**January 7 and 8, 2016**

Hosted by the College of Southern Maryland  
8730 Mitchell Road  
La Plata, Maryland 20646-0910

Updated: January 8, 2016

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# 26<sup>th</sup> Annual Conference

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8730 Mitchell Road, La Plata, Maryland 20646-9010

*From your AFACCT Coordinator,*

Welcome to the 2016 annual AFACCT conference, our silver anniversary. Although this year's conference marks its 26<sup>th</sup> annual, AFACCT was actually founded in Maryland in 1984. AFACCT's conferences (including a few regional conferences) have served as venues for full- and adjunct faculty members from around the state to join together for professional development. Supported by the Maryland Community College Academic Vice Presidents and Instructional Deans, AFACCT has provided an opportunity for faculty from Maryland's 16 community colleges to share their knowledge, research, expertise, and perhaps most importantly, their *camaraderie*.

As you browse through the descriptions of the nearly 110 peer presentations, panels, and poster displays, you will get a sense of what we are doing in our classes and what concerns us as professionals.

As in the past, the conference hosts the annual meeting of the Maryland Mathematics Association of Two-Year Colleges (MMATYC). Also, this year we have the pleasure of hosting Foundations in Art: Theory and Education (FATE); an association new to the AFACCT conference. FATE is a national association dedicated to the promotion of excellence in the development and teaching of college level foundation courses in both Studio Art and Art History. If you would like to obtain information about MMATYC, contact Evan Evans of

MMATYC (eevans@frederick.edu). To learn more about FATE, contact Heidi Neff: [hneff@harford.edu](mailto:hneff@harford.edu)

Important parts of every AFACCT conference are the keynote speakers. We will hear from two of the best. On **Thursday, January 7, 2016**, our keynote speaker is Anthony (Tony) Penny, Special Assistant to Dr. David Anderson and Assistant Producer of "Real Talk with Dr. David Anderson" on 105.1 FM WAVA and ABC 2 in Baltimore. On Friday, January 8, 2016, our keynote speaker, Professor **Jen Lara**, from Anne Arundel Community College, will speak on "Embrace, Entangle, Amplify: Faculty & Staff of the 21st Century."

The keynote speeches, peer presentations, panels, discipline meetings, 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 our teaching as we begin the new year and the spring semester 2016.

A special thanks goes to the CSM representatives to AFACCT who were site coordinators for this conference.

Best wishes for a successful academic year,

*George Mateja*, AFACCT Coordinator

### ***The Facts about AFACCT: Our Goals...***

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 a Board of Representatives consisting of one voting member from each Maryland community college who serves as a liaison. A Coordinator and an Assistant Coordinator, elected by the Board, serve with direction from the Maryland Council of Community College Chief Academic Officers (M4CAO).

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**CSM** college of southern maryland  
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**AFACCT Conference 2016 Program of Presentations**

<b>The AFACCT Board of Representatives: 2015-2016</b> Visit the AFACCT website: <a href="http://www.afacct.csmd.edu">www.afacct.csmd.edu</a>	
Allegany	Ron Krug, Business and Economics, <a href="mailto:rkrug@allegany.edu">rkrug@allegany.edu</a>
Anne Arundel	Cathy Jones, Nursing, <a href="mailto:cjones3@aacc.edu">cjones3@aacc.edu</a>
Baltimore City	Grace E. McNeal, Nursing, <a href="mailto:gmccneal@bcc.edu">gmccneal@bcc.edu</a>
Carroll	Alan Bogage, Library Director, English Adjunct, <a href="mailto:abogage@carrollcc.edu">abogage@carrollcc.edu</a>
Cecil	Brandie Bidy, Mathematics, <a href="mailto:bbidy@cecil.edu">bbidy@cecil.edu</a>
Chesapeake	vacancy
Baltimore County - Catonsville	Jason Spiegelman, Psychology, <a href="mailto:jspiegelman@cbbc.md.edu">jspiegelman@cbbc.md.edu</a>
Baltimore County - Dundalk	George Mateja, Biology (AFACCT Secretary), <a href="mailto:gmateja@cbbc.md.edu">gmateja@cbbc.md.edu</a>
Baltimore County - Essex	Rosemarie Cramer, Management, <a href="mailto:rcramer@cbbc.md.edu">rcramer@cbbc.md.edu</a>  John Cramer, Economics, <a href="mailto:jcramer@cbbc.md.edu">jcramer@cbbc.md.edu</a>
Frederick	Lora Diaz, English, <a href="mailto:LDiaz@frederick.edu">LDiaz@frederick.edu</a>
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Howard	Frances Turner, Biology, Science, Engineering & Technology, <a href="mailto:fturner@howardcc.edu">fturner@howardcc.edu</a>
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Wor-Wic	Deana Kenney, Nursing, <a href="mailto:dkenney@worwic.edu">dkenney@worwic.edu</a>  Coleen Weil, Nursing, <a href="mailto:cweil@worwic.edu">cweil@worwic.edu</a>
Maryland Council of Community College Chief Academic Officers	Mark McColloch, (M4CAO Liaison), Vice President of Instruction, The Community College of Baltimore County, <a href="mailto:mmccolloch@cbbc.md.edu">mmccolloch@cbbc.md.edu</a>

## ***AFACCT '16 Conference Notes...***

**Poster/PowerPoint/Web Site Displays:** Poster Sessions and Vendor displays are scheduled together in room BI-101. Presenters will be available at their display tables to answer your questions during two session times: Thursday (Sessions 2A through 2E) from 11:40 a.m. – 12:40 p.m., and again on Friday morning (Sessions 6B through 6E) from 11:40 a.m. – 12:40 p.m.

**Meals:** Breakfasts and lunches are included in the AFACCT Conference fee. We are committed to offering exceptional 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; for example:

- **MMATYC:** The Maryland Mathematics Association of Two-Year Colleges will meet during sessions 3 and 4 on Thursday, January 7, and Friday, January 8 at 1:50 – 2:50 p.m. (Room CE-106). Contact Evan Evans, [eevans@frederick.edu](mailto:eevans@frederick.edu) for more information.
- **FATE:** We have the pleasure of hosting a meeting of *Foundations in Art: Theory and Education* (FATE), an association new to the AFACCT conference. FATE is a national association dedicated to the promotion of excellence in the development and teaching of college-level foundation courses in both Studio Art and Art History. (see [Session 7.13](#))
- **M4CAO:** The Maryland Council of Community College Chief Academic Officers will meet during the AFACCT conference on Friday, January 8. For more information, contact Eugenia Howell, Senior Administrative Assistant to Dr. Mark McColloch, Vice President of Instruction at The Community College of Baltimore County, and AFACCT Liaison; [ehowell@ccbcmd.edu](mailto:ehowell@ccbcmd.edu)  
Phone: 443-840-1021.

**Conference Giveaways and Door Prizes:** At every AFACCT conference, attendees have an excellent chance of winning door prizes. AFACCT will be giving away theater tickets, books, gift baskets representing a college's local treats, ball caps, clothing, and other merchandise from the Maryland community colleges that comprise AFACCT. Each day, winners are drawn at random from the list of attendees, and their names will be posted on the information board at the Conference Registration desk. Come and 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 published on the AFACCT Conference website.

## AFACCT Conference 2016 Program of Presentations

**Presenter Gifts:** Each peer presenter and co-presenter is entitled to a special 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 and the speaker's name on your evaluation form.*

**The AFACCT Mug:** What has become an icon at the annual conference is the coveted AFACCT beverage mug, suitable for hot coffee, tea, and it's even robust enough for soup or a round of shaving soap. Every conference attendee gets one, so ask for yours at the Registration Desk when you hand in your conference evaluation forms.



Vintage AFACCT mug, circa 1994

**AFACCT Conference 2016 Program of Presentations**

<p><b>A campus map of the College of Southern Maryland appears at the back of the printed program available at the conference.</b></p> <p><b>Parking</b> Park in any available parking space. No parking permits are needed.</p> <p><b>Registration</b> Foyer of The Center of Business and Industry (BI Building)</p>	<p><b>Presentations:</b> Classrooms in BI, BU, CE, and LR buildings</p> <p><b>Vendors &amp; Posters</b> Room BI-101</p> <p><b>Breakfast:</b> Room BI-103/104 and BI 113 and the café area</p> <p><b>Lunch:</b> Room BI-103/104 and BI 113 and the café area</p>	<p><b>Keynote Addresses</b> Fine Arts Center- Theatre (Bldg. FA, room FA100)</p> <p><b>*Coffee, tea, and water are available adjacent to the Registration and Information Desk.</b></p> <p><b>Elevators are in each building.</b></p>
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**Conference Program at a Glance**

**Thursday, January 7, 2016**

<b>8:00 a.m. - 9:30 a.m.</b>	<b>Registration: Foyer of Center for Business and Industry, BI Building</b> <b>Breakfast: Room BI-103/104 and BI-113, and the café area</b>
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**Session 1 Presentations: 9:00 a.m. – 10:00 a.m.**

Session 1 Presentations 9:00 a.m. – 10:00 a.m.	Presentation titles ( <i>Refer to the program below for full descriptions</i> )	Presenters	Room
1.1	<i>Survival of the Fittest: The World of Clinical Teachers</i>	Kan, E.	BU-105
1.2	<i>Engaging &amp; Motivating Students To Become Great Thinkers</i>	Seibel, S & N. Calder	BU-106
1.3	<i>Creating Cultural Sensitivity through the Lens of Current Events ...</i>	Meers, S. & L. Burney	BU-107
1.4	<i>Know Thyself: Psyche = Singularity</i>	Desmond, T.	BU-111
1.5	<i>Integrating Active Learning &amp; Multi-media into Science Classes...</i>	Jones, K.	BU-112
1.6	<i>Monday Morning Media: Collaborative Web-enabled Tools ...</i>	Layer-Whelan & Bleakley	BU-201
1.7	<i>Writing an Open-Source Textbook: We Did and So Can You</i>	Hartley, Evans, <i>et al.</i>	BU-117
1.8	<i>Scissors &amp; Glue: Using Crafts to Promote Critical Inquiry</i>	Nakoski, V.	CE-106
1.9	<i>Generating Scatterplots to Study Development &amp; Resource...</i>	Chaves, A.	BU-203
1.10	<i>Engage, Connect, &amp; Challenge Students Through the Arts</i>	Malaska, K.	BU-116
1.11	<i>The Power of Play! Staying Creative and Vital in the Classroom</i>	Carver, P.	<b>BU-208</b>
1.12	<i>I'd give it a B. How Mock Grading &amp; Modeling Foster Critical...</i>	Kulikowski, J	<b>BU-204</b>
1.13	<del><i>Meeting Needs of Health Care Workers: Functional Spoken Spanish</i></del>	Faccio, F. <b>*CANCELLED*</b>	CE-103

<p>Thursday, January 7, 2016 10:15 a.m. -11:25 a.m. Fine Arts Center- Theatre (Bldg. FA, room FA100)</p>	<ul style="list-style-type: none"> <li>• Welcome –George Mateja, AFACCT Coordinator</li> <li>• Welcoming remarks: Eileen Abel, Vice President of Academic Affairs, CSM</li> <li>• Introduction of keynote speaker: Richard J. Siciliano, AFACCT Assistant Coordinator</li> <li>• <b>Anthony (Tony) Penny</b>, Special Assistant to David Anderson and Assistant Producer of “Real Talk with Dr. David Anderson” on 105.1 FM WAVA and ABC, Baltimore</li> </ul>
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Session 2 Presentations 11:40 a.m. – 12:40 p.m.	Presentation titles ( <i>Refer to the program below for full descriptions</i> )	Presenters	Room
2.1	<i>Outside Your Classroom-Leadership Opportunity, Service Learning</i>	Christian, <i>et al.</i>	BU-105
2.2	<i>Mythical Relationship between a Librarian &amp; Mathematician</i>	D'Agostino and Biddy	BU-106
2.3	<i>Psychology Educators Strategy Swap (Discipline-specific meeting)</i>	Vithlani, P.	CE-103
2.4	<i>Raising English Majors in a Composition Classroom</i>	Ghimire, B.	BU-107
2.5	<i>Encouraging Students to Learn Outside of Their Comfort Zone</i>	Phalen, D.	BU-111



**AFACCT Conference 2016 Program of Presentations**

2.6	<i>This is Not Your Father's Classroom</i>	Miller, R. & E. Benson	BU-112
2.7	<i>Visionary Thinking: Strategies for Epic Brainstorms</i>	Venne, D.	BU-116
2.8	<i>Using Landmark Supreme Court Cases to Teach Critical Thinking...</i>	Meng, D.	BU-117
2.9	<i>It's not physical education-Creating and developing Sports Studies...</i>	Yeazel, M.	CE-106
2.10	<i>Establishing a Professional Learning Community on Campus</i>	Ball, B. & S. Massoni	CE-107
2.11	<i>Leveraging Your Super Power: Using Rubric-Based Assessment...</i>	Jones, B., et al.	CE-115
2.12	<i>The Growth Mindset: How We Think Can Affect How We Learn</i>	Myers, E.	BU-201
2.13	<i>Speaking the Language of Our Students through Hip Hop</i>	Sheppard	BU-203
<b>POSTER DISPLAYS...</b>			
2.A	<i>Role Simulation to Promote Inter-Professional Education for EMS...</i>	Johnson, A., et al.	BU-101
2.B	<i>Responding to the Changing Role of Adjunct Professors...</i>	Jones, K.	BU-101
2.C	<del><i>Introductory Courses and Retention: A Practical Approach</i></del>	<del>Kmir, A.</del> <b>**cancelled**</b>	BU-101
2.D	<i>Effects of Student Writing Centers on Quality of Scientific Writing</i>	Cotton, E.	BU-101
2.E	<i>Engaging College Learners with Task Cards</i>	Lanier, A.	BU-101
<b>Lunch: 12:45 p.m.–1:45 p.m.</b> Room BI-103/104 and BI-113, and the café area		<b>During lunch, you are invited to meet with faculty colleagues from other colleges in your disciplines.</b>	
<b>Session 3 Presentations</b> 1:50 –2:50 p.m.		Presentation titles ( <i>Refer to the program below for full descriptions</i> )	Presenters
Room			
3.1	<i>Utilizing Indirect Communication as a Strategy</i>	Parmelee, S.	BU-105
3.2	<i>State Senate Bill 0740 - What do we do in the mean time?</i>	Lauber, K.	BU-106
3.3	<i>Awkward Silence, Probing Questions &amp; Current Events...</i>	Monaghan-Geernaert, P.	BU-107
3.4	<i>Importance of Teaching Ethics in Community College Courses</i>	Sengamalay, S.	BU-111
3.5	<i>CSM Coaches: Student Support in Online Classes</i>	Morris, D. & Jacobs, R	BU-201
3.6	<i>MMATYC Meeting (part 1)</i>	Evans, E.	CE-106
3.7	<i>Inter-Professional Simulation: The Key to Communicating</i>	Goodman, L.	CE-115
3.8	<i>Towson UTeach: Innovation, Energy, &amp; Focus in Teacher Prep</i>	Cooper, L. & M. Stapleton	BU-116
3.9	<i>Outside the Classroom &amp; Beyond the Campus: Community-Based...</i>	Rai, R.	BU-117
3.10	<i>Critical Thinking and Problem Solving: A Philosopher's Approach</i>	Cedrone, A.	CE-103
3.11	<i>Enhancing Learning &amp; Engagement in Physical Science Courses...</i>	Cotton, E.	CE-107
3.12	<i>Empowering Students to be Leaders through Civic Engagement ...</i>	McMahon & Guerico	BU-112
<b>Session 4 Presentations</b> 3:00 p.m. – 4:00 p.m.		Presentation titles ( <i>Refer to the program below for full descriptions</i> )	Presenters
Room			
4.1	<i>Teaching Evidence-Based Thinking: Critical Thinking in the Info...</i>	Whitlock, B.	BU-105
4.2	<i>LIFE 101: You Are What You Think You Are</i>	Tripp, A.	BU-106
4.3	<i>Teaching Scientific Method &amp; Data Analysis Through Primary...</i>	Csikari, M.	CE-103
4.4	<i>Teaching with Purpose: Establishing Meaning and Pursuing ...</i>	Beltz, S.	BU-107
4.5	<i>Role Simulation to Promote Inter-Professional Education for EMS...</i>	Walls, M., et al.	BU-111
4.6	<i>MMATYC Meeting (part 2)</i>	Evans, E.	CE-106
4.7	<i>Professor of Pot: Tales from the First Cannabis Course in Maryland</i>	Ewart, S.	BU-116
4.8	<i>Childbearing and Childrearing Simulation Experiences Enhance...</i>	Young, R. & D. Rutledge	BU-117
4.9	<i>Soft Skills, Conflict Resolution, and Diversity Awareness...</i>	Smith, D.	BU-112
4.10	<i>Cool Things about Bacteria: How Bacteria "Talk" to one Another...</i>	Kaiser, G.	BU-201
4.11	<i>A Flatland of Literature in First Year Writing</i>	Lashley, K.	BU-203
4.12	<i>Inspiration and Motivation</i>	Boswell, J	CE-115

AFACCT Conference 2016 Program of Presentations

**Friday, January 8, 2016**

**8:15 a.m. - 9:30 a.m. Registration: Foyer of Center for Business and Industry, BI Building**  
**Breakfast: Room BI-103/104 and BI-113, and the café area**

<b>Session 5 Presentations</b> Friday, 9:00-10:00 a.m.	Presentation titles ( <i>Refer to the program below for full descriptions</i> )	Presenters	Room
5.1	<i>Breaking Affective Barriers with Real World Texts and Technology</i>	Riggs, V.	BU-105
5.2	<i>Next Generation Science Standards (NGSS) and Impacts on College</i>	Younkin, K. & M. Stapleton	BU-106
5.3	<i>Open Educational Resources (OER) and the Generational Divide</i>	Ulrich, B. & K. Snow	BU-111
5.4	<i>Strategies for Critical Assessment of the Changing Clients...</i>	Parsons, M. & J. Knox	BU-112
5.5	<i>Make it Global: Developing Global Perspective through Course...</i>	Trevathan, D., et al.	BU-116
5.6	<i>#textbookfreeclasses</i>	Jones, M., et al.	BU-201
5.7	<i>Learning as Easy as ABC</i>	Toribio, C.	BU-117
5.8	<i>Critical Thinking and Beyond</i>	Miklos, A.	CE-106
5.9	<i>Using Flipped Classrooms &amp; Collaborative Learning to Promote...</i>	Burdick, B. & D. Sneec	BU-107
5.10	<i>A Model for Expanding Study Abroad for Community College...</i>	Rai, C.	LR-206
5.11	<i>From Expert Clinician to Novice Clinical Nursing Adjunct Faculty...</i>	Dickson, M.	CE-115
5.12	<i>Assessing Learning Outcomes for Introductory Statistics Students...</i>	McKoy, T	CE-107
5.13	<i>Returning from the front line: A report on new MHEC policies...</i>	Miller, S.	BU-203

**Friday, January 8, 2016**

10:15 a.m. -11:25 a.m.  
 The Fine Arts Center Theater  
 FA-100

- Welcome and announcements by George Mateja, AFACCT Coordinator.
- Introducing the keynote speaker: Cathy Jones, professor of Nursing and AFACCT Board Representative, Anne Arundel Community College
- **Keynote address: Jen Lara**, professor at Anne Arundel Community College, will speak on “Embrace, Entangle, Amplify: Faculty & Staff of the 21st Century.”

<b>Session 6 Presentations</b> Friday, 11:40 a.m.-12:40 p.m.	Presentation titles ( <i>Refer to the program below for full descriptions</i> )	Presenters	Room
6.1	<i>Accuplacer Test Prep with the MOOSE</i>	Brown, L., et al.	LR-206
6.2	<i>Reading: Critical Thinking about Media Use Among Community...</i>	Admiraal, K. & P. Rennie	BU-106
6.3	<i>Remixing Writing Assignments and Expectations</i>	Adisa, K.	BU-107
6.4	<i>Introducing Students to Workplace Practices ...</i>	Zuber, A.	BU-111
6.5	<i>So MUCH to Read: Advanced Reading Skills for Health Science...</i>	Blinder, K.	BU-112
6.6	<i>Pursuing Research as Professional Development</i>	Baum, D.	BU-116
6.7	<i>Expanding Scientific Instrumentation Access at Multiple Institutions</i>	Ellis, D., et al.,	BU-117
6.8	<i>Preparing 1<sup>st</sup>-year College Writing Students for Age-Diverse Future</i>	Quine, C.	BU-201
6.9	<i>Sharing Success Stories May Inspire Students to Succeed</i>	Zaman, K.	BU-203
6.10	<i>Dancing and Math</i>	Stiffler, G.	BU-105
6.11	<i>The Immigration Conversation: Intersection of Integrated Education</i>	Gillan, J., et al.	CE-106
6.12	<i>International Education: Taking Your Students Out Into the World...</i>	Keyes, K., et al.	CE-115
6.13	<i>The Amazing Effect of Library Use on GPA and Retention...</i>	<del>Johnson, B., Johnson, M.</del>	CE-103
	<b>POSTER DISPLAYS...</b>		
6.A	...	...	
6.B	<i>Responding to the Changing Role of Adjunct Professors...</i>	Jones, K.	BI-101
6.C	<del><i>Introductory Courses and Retention: A Practical Approach</i></del>	<del>Kmir, A.</del> <b>**cancelled**</b>	BI-101
6.D	<i>Effects of Student Writing Centers on Quality of Scientific Writing</i>	Cotton, E.	BI-101
6.E	<i>Engaging College Learners with Task Cards</i>	Lanier, A.	BI-101

**LUNCH: 12:45 p.m. – 1:30 p.m.**  
 Room BI-103/104 and BI-113, and the café area

**AFACCT Conference 2016 Program of Presentations**

<b>During lunch, you are invited to meet with faculty colleagues from other colleges in your disciplines.</b>			
Session 7 Presentations Friday, 1:40 –2:40 p.m.	Presentation titles ( <i>Refer to the program below for full descriptions</i> )	Presenters	Room
7.1	<i>Knocking Down the Wall: Metacognitive Writing Assignments ...</i>	Wynkoop, S.	BU-105
7.2	<i>Teaching Nursing Students How to Think Like a Nurse...</i>	Gonzalez, L.	BU-201
7.3	<i>An Explanation on Life in Careers and Entrepreneurship</i>	Burke, S. & A. Reed	BU-106
7.4	<i>Engaging the Adult Learner - From Bored to On-Board</i>	Martin, A.	LR-206
7.5	<i>The Maryland Flipped Classroom Study for Higher Education</i>	McWhirter, T.	BU-107
7.6	<i>Everybody's Talkin' - Life Beyond the Four Cs: Community College</i>	Mathias, A. & L. Hoxter	BU-111
7.7	<i>The Electronic Annual Professional Summary (e-APS)...</i>	Grimes, J., et al.	BU-112
7.8	<i>Photography and Mindfulness: A Proactive Approach...</i>	Dembo, D.	BU-116
7.9	<i>21st Century Journalism: Creativity is Privileged Over ...</i>	Jones, J. & D. Baginski	BU-117
7.10	<i>Teaching Them How to Be Students</i>	Riley, B.	CE-103
7.11	<i>Helping Students Connect to Learning through Technology</i>	Carter, L.	CE-115
7.12	<i>Evolution of a Year of Social Justice: Transforming a One-year</i>	Woolson, L., et al.	CE-106
7.13	<i>Art Roundtable: Meeting of FATE</i>	Neff Chuffo, H.	CE-107

Session 8 Presentations Friday, 2:55 –3:55 p.m.	Presentation titles ( <i>Refer to the program below for full descriptions</i> )	Presenters	Room
8.1	<i>Students with Poor Boundaries: Establishing &amp; Maintaining Limits</i>	Spiegelman, J.	BU-105
8.2	<i>Becoming a Student Centered Instructor</i>	Whitaker, C.	BU-106
8.3	<i>Incorporating Reading Strategies into Your Course...</i>	Rust, A. & R. Souhrada	BU-107
8.4	<i>"That's Illogical, Captain"</i>	Dodson, Y.	BU-111
8.5	<i>Information Literacy for Lifelong Learning: Planting Seeds ...</i>	Reverdy, S., et al.	BU-112
8.6	<i>Fostering a Positive Growth Mindset in Online and Face-to-Face...</i>	Mirbaha, C.	BU-116
8.7	<i>3, 2, 1 Tech Tools: Making Tech Tools Work for You</i>	McCants-Price, K.	BU-117
8.8	<i>Community College WGS Classroom as a Locus for Feminist ...</i>	Stearns, S. & G. Carminati	CE-103
8.9	<i>Creating Calculus Connections</i>	Long, M. & L. Tokoly	CE-106
8.10	<i>Sparking Creativity through Course Challenges</i>	Davis, L.	CE-107
8.11	<i>Consider the Source: Research Assignments on the Environment</i>	Boggs	BU-201
8.12	<i>Amplify Your Instruction: Teaching Strategies to Deepen Learning</i>	Lara, J.	CE-115
8.13	<i>Using the Internet &amp; Social Media to Teach Composition &amp; Literature</i>	Link, B. & N. Bleakley	BU-203

## Program of Peer Presentations

**Day 1: Thursday, January 7, 2016**  
**Sessions 1: 9:00 a.m. – 10:00 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 BU-105): 9:00 a.m. – 10:00 a.m.

**Eden Kan**, Nursing, College of Southern Maryland, [ekan@csmd.edu](mailto:ekan@csmd.edu)

### *Survival of the Fittest: The World of Clinical Teachers*

This presentation will be for clinical instructors faced with challenges in the clinical learning environment. It will address the multi-faceted role of the clinical teacher and highlight evidence based strategies in clinical teaching. The participants will discuss various dynamic issues encountered in the role such as: promoting thinking at post-conferences, relationships with the clinical on-site staff, developing a student clinical assignment, and conducting student evaluations. Attendees will demonstrate simple strategies to promote higher level thinking in the clinical learning environment, identify potential clinical teaching problems and mechanisms to assist in the management of these problems, and describe evidence- based strategies in clinical teaching.

Session 1.2 (Room BU-106) 9:00 a.m. – 10:00 a.m.

**Susan Seibel**, Health Sciences, Howard Community College, [sseibel@howardcc.edu](mailto:sseibel@howardcc.edu); **Nancy Calder**, Howard Community College Health Sciences - Medical Laboratory Technician Program Director, [ncalder@howardcc.edu](mailto:ncalder@howardcc.edu)

### *Engaging & Motivating Students to Become Great Thinkers*

Do you hear snoring when you lecture? Is it like pulling teeth to get your students to participate in class activities? If yes, then this fun and interactive presentation is for you! The presentation will help you to utilize the following 7 concepts for student engagement, motivation, and critical thinking: show passion, connect abstract to concrete, use questions, expect the best, socialize / go global, make them the experts, and coach and praise. At the end of this presentation, the attendees will: consider adapting additional concepts to use in motivating and engaging students; and consider adapting new pedagogic approaches in getting student to become critical and creative thinkers

Session 1.3 (Room BU-107) 9:00 a.m. – 10:00 a.m.

**Shannon Meers**, Reading and Literacy, Community College of Baltimore County, [smeers@cbbc.md.edu](mailto:smeers@cbbc.md.edu);  
**Lester L. Burney**, Human Services, Community College of Baltimore County, [lburney@cbbc.md.edu](mailto:lburney@cbbc.md.edu)

### *Creating Cultural Sensitivity through the Lens of Current Events in Today's Global Community*

This workshop will discuss ways to implement and integrate culturally responsive teaching directly into the classroom by examining the events and stories that govern the lives of all of us daily in society. Examining social media, politics, world news and events, and controversial incidents such as the Trayvon Martin Case, the "Black Lives Matter" movement, among others, will provide us with examples of how we can transform and embrace diversity issues directly into the classroom. Instructors can incorporate discussions and critical thinking that foster culturally responsive teaching through the lens of increasing one's own cultural sensitivity. This workshop will explore effective vehicles for classroom integration of culturally sensitive subjects and topics in a culturally diverse society; and provide a vehicle to infuse culturally responsive teaching into the classroom periodically as the news cycle of the world unfolds.

Session 1.4 (Room BU-111) 9:00 a.m. – 10:00 a.m.

**Timothy Desmond**, Communications, Arts and Humanities, College of Southern Maryland,  
[tdesmond@csm.edu](mailto:tdesmond@csm.edu)

***Know Thyself: Psyche = Singularity***

The purpose of Plato's Academy was to teach students to know themselves. What is the self? Based on Carl Jung's psychology and Stanford physicist Leonard Susskind's holographic string theory, I equate the self with the gravitational singularity and surrounding horizon of the cosmos. According to Susskind, the universe is like a hologram projecting in from the cosmic horizon. Following Einstein's formula,  $E=mc^2$ , Jung equates psychic energy and mass, "Psyche = highest intensity in the smallest space." The highest intensity is infinite density, while the smallest space is zero volume, which is a singularity, which surrounds itself with a horizon. Therefore, Psyche=Singularity. Attendees will learn about parallels between basic philosophical descriptions of the self, and the basic concepts of 20th century physics that led to the idea of a gravitational singularity and surrounding horizon of the cosmos; and will discuss how teaching students that Psyche=Singularity might possibly prepare them for the world beyond community college.

Session 1.5 (Room BU-112) 9:00 a.m. – 10:00 a.m.

**Kathryn S. Jones**, Science, Engineering and Technology, The Community College of Baltimore County and Howard Community College, [kjones@howardcc.edu](mailto:kjones@howardcc.edu)

***Integrating Active Learning and Multi-media Resources into Community College Science Classes***

***Using Biointeractive's Open Educational Resources***

Do you want to include active learning and recent scientific discoveries into your courses? Are you frustrated that you don't have the time or resources to develop new materials based on primary literature? If so, come and learn about free classroom-ready resources from HHMI's Biointeractive specifically designed for General Biology I/II, Genetics, and Earth Science courses. We will discuss how to integrate these resources into your current courses and highlight one of these resources: a hands-on genetic activity that uses data from the dog genome project. This activity teaches students how SNPs are used to map genes to

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specific traits. Attendees will learn about OER materials for science courses available from a non-profit, award-winning company (Biointeractive, the science education division of the Howard Hughes Medical Institute), and will be able to participate in a demonstration of one of the active learning activities.

Session 1.6 (Room BU-201) 9:00 a.m. – 10:00 a.m.

**Susan Layer-Whelan**, Languages and Literature, College of Southern Maryland, [swhelelan@csmd.edu](mailto:swhelelan@csmd.edu);

**Albert Bleakley**, CSM, [albertb@csmd.edu](mailto:albertb@csmd.edu)

### *Monday Morning Media: Collaborative Web-enabled Tools to Use Immediately*

Students cannot part from their phones today, nor will they need to in their near future; so, use them to teach essential life/work skills and course content in one integrated swipe. Attendees will explore familiar and novel websites with apps and how to use them to promote successful collaboration and creative thinking. For example, hear how Facebook has been used effectively for character analysis and how live editing programs encouraged consensus in the classroom. Students will have gadgets and futures, and instructors will have students and content. Learn how to combine them all into a college learning experience for life. Attendees will explore and evaluate some multi-user websites; discuss how to integrate at least one web-enabled tool into their course content in a way that promotes either critical or creative thinking; and share their successful applications of technology as well as how it promoted learning, collaboration, and/or critical and creative thinking.

Session 1.7 (Room BU-117) 9:00 a.m. – 10:00 a.m.

**Josiah Hartley**, Mathematics, Frederick Community College, [jhartley@frederick.edu](mailto:jhartley@frederick.edu) ; **Evan Evans**, Mathematics, [eevans@frederick.edu](mailto:eevans@frederick.edu); **Larry Huff**, Mathematics, [lhuff@frederick.edu](mailto:lhuff@frederick.edu); **Val Lochman**, Mathematics, [vlochman@frederick.edu](mailto:vlochman@frederick.edu); **Erum Marfani**, Mathematics, [emarfani@frederick.edu](mailto:emarfani@frederick.edu); **Dina Yagodich**, Mathematics, [dyagodich@frederick.edu](mailto:dyagodich@frederick.edu)

### *Writing an Open-Source Textbook: We Did and So Can You.*

A committee within the Mathematics department at FCC spent the summer and fall writing an open-source textbook for MA103, a terminal, applications-based, math-for-liberal-arts course. The book has six chapters, along with a full homework set accompanying each section of every chapter. The online version of the book has live links that take students to videos and Storyline modules explaining the examples and “Try It” problems. An online homework component accompanies the textbook in MyOpenMath, a free online homework system. Attendees will learn how to use this open-source textbook for their own classes, will discuss the process of writing an open-source textbook, and how any institution can create their own.

Session 1.8 (Room CE-106) 9:00 a.m. – 10:00 a.m.

**Vanessa Nakoski**, Rockville Writing, Reading, and Language Center, Montgomery College, [vanessa.nakoski@montgomerycollege.edu](mailto:vanessa.nakoski@montgomerycollege.edu)

***Scissors & Glue: Using Crafts to Promote Critical Inquiry***

This presentation looks at the place of kinetic learning through arts and crafts in college-level critical inquiry, specifically as it relates to literature. In particular, the session will look at how to engage students in difficult mental labor by linking scholarly concepts to their rich inner lives through the creation of craft and prose artifacts. Finally, we will examine how the curation of those artifacts pushes students to reflect on their learning. Attendees will learn about the implementation of a multi-modal, crafts-driven workshop series; participate in a sample activity; discuss the translation of these kinds of activities to other settings.

Session 1.9 (Room BU-203) 9:00 a.m. – 10:00 a.m.

**Antonio Chaves**, Life Science, Montgomery College, [entropydebit@gmail.com](mailto:entropydebit@gmail.com)

***Generating Scatterplots to Study the Relationship between Development and Resource Consumption***

Socioeconomics is the driving force behind resource consumption. Is it always a zero-sum game? This open-ended activity involves gathering raw data from the *CIA Factbook* and other sources to generate a wide variety of scatter plots that elucidate this relationship. Whether you are a policy maker or a voter, a deep understanding of these issues will help you discern good strategies for sustainable development from the numerous boondoggles that only serve special interests. Inquiry and debate are strongly encouraged. Attendees will gain perspective on socioeconomic parameters in their own countries and how much wealth and development is needed to sustain a decent quality of life in most of the world, and will examine overall trends and look for outlier nations that do not follow these trends. Positive examples include affluent nations that use less petroleum than expected. Negative examples are countries with high per capita GDP and short life expectancy. Examples like these will be used to launch discussions as to why these countries do not follow the trend. Scatterplots that address misconceptions on how wealth is generated will be used to launch a discussion on the importance of “intangible capital”.

Session 1.10 (Room BU-116) 9:00 a.m. – 10:00 a.m.

**Karen Malaska**, Education, Montgomery College, [karen.malaska@montgomerycolleg.edu](mailto:karen.malaska@montgomerycolleg.edu)

***Engage, Connect and Challenge Your Students by Teaching Through the Arts***

Studies have shown that learning through the arts cultivate creativity, discipline and positive social climate. Go beyond the flipped classroom and integrate various art forms in your own pedagogy to engage and challenge your students to think critically. Participants in this workshop will expand their teaching repertoire with instructional strategies that will heighten and deepen students’ learning as well as building a cultural responsive learning community. Attendees will examine their own instructional styles, strengths and needs; experience a variety of instructional methods using different forms of arts to promote creative and critical thinking in their disciplines; and select and apply instructional methods that will be applicable to their own discipline.

Session 1.11 (Room BU-117) 9:00 a.m. – 10:00 a.m.

**Pete Carver**, Performing Arts, Community College of Baltimore County, [pcarver2@ccbcmd.edu](mailto:pcarver2@ccbcmd.edu)

***The Power of Play! Staying Creative and Vital in the Classroom***

Teaching can wear you out! How do teachers update their tool kits? The Power of Play! Staying Creative and Vital in the Classroom will shake out your cobwebs and offer simple and effective solutions to keep your Generation Z students attentive and focused. Develop creative habits you can use for life! Attendees will learn how to develop a creative habit and be introduced to games that will keep students engaged.

Session 1.12 (Room BU-203) 9:00 a.m. – 10:00 a.m.

**John Kulikowski**, English, College of Southern Maryland, [jkulikowski@csmd.edu](mailto:jkulikowski@csmd.edu)

***"I'd give it a B." How Mock Grading & Modeling Foster Critical Thinking & Student Understanding***

This presentation will focus on the benefits of using essay modeling and the practice of student-centered mock grading in any courses which require essays to be written. Discussion will include how the act of mock grading stimulates critical thinking skills as well as develops a greater understanding for expectations and requirements for the writing assignment. This session will also address potential obstacles and necessary considerations when employing modeling and mock grading concepts in your courses. Attendees will gain a greater understanding of the many benefits to both teacher and student as a result of using mock grading and modeling concepts in their courses. They will consider how critical thinking may come about for students, and discuss experiences with the difficulty writing assignments may bring in their respective courses.

Session 1.13 (Room CE-103) 9:00 a.m. – 10:00 a.m.

**Fabian Faccio**, World Languages and Philosophy, Montgomery College,  
[fabian.faccio@montgomerycollege.edu](mailto:fabian.faccio@montgomerycollege.edu)

***Meeting the Needs of Health Care Workers: Functional Spoken Spanish***

Health care practitioners understand that effective communication is essential in order to provide medical services to the Hispanic community. Spanish-speaking patients entering the healthcare system every year need medical Spanish. This session showcases a Montgomery College course for health professionals. Whether students are new to the Spanish language or just want a refresher, this course provides them with the basic tools they need to bridge the communication gap. Attendees will explore possible class options for Spanish for special purposes; examine possible class materials for Health Professions; and create a draft of a relevant LSP class with other colleagues.

**SESSION CANCELLED**



**Day 1 Keynote Address 10:15-11:25 a.m.  
Fine Arts Center- Theatre  
Building FA, room FA-100)**

**Thomas Anthony Penny**, Special Assistant to Dr. David Anderson and Assistant Producer of “Real Talk with Dr. David Anderson” on 105.1 FM WAVA and ABC 2 in Baltimore, is a graduate of Towson University. A former Marine, he has been a leadership and professional development speaker and facilitator for 10 years. He has conducted workshops and presented leadership and life lessons to hundreds of students, managers and executives across a broad array of industries.



Mr. Penny has also traveled the world helping organizations learn true diversity, racial reconciliation, and multicultural ministry. In addition, he is an award-winning voiceover talent and audiobook narrator whose clients have included Ralph Lauren, Honda, GE, and Verizon Wireless. He has narrated dozens of audiobooks in various genres including self-help, young adult, action-adventure, and memoirs, including *Finding Fish*, which later became the award winning major motion picture *Antwone Fisher*, directed by and starring Denzel Washington. He lives outside Baltimore, Maryland with his wife and two children.

**Day 1: Thursday, January 7, 2016**  
**Sessions 2: 11:40 a.m. – 12:40 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 BU-105) 11:40 a.m. – 12:40 p.m.

**Michelle Brosco Christian**, Communication, College of Southern Maryland, [mchristian@csmd.edu](mailto:mchristian@csmd.edu);  
**Jennifer Van Cory**, Student Activities, CSM-Leonardtown, [jenv@csmd.edu](mailto:jenv@csmd.edu); **Heather Zeolla**, Academic Support and Travel Studies, CSM-La Plata, [Hzeolla@csmd.edu](mailto:Hzeolla@csmd.edu)

***Look! Right Outside Your Classroom--It's a Leadership Opportunity! (Service Learning on Campus)***

Do you want to develop leaders in your class and help the college community at the same time? Why not focus your service learning projects directly back on campus? Students don't always have to leave campus to get real and valuable leadership experience. Link up with your own campus student activities committee or student government now for a great leadership and followership experience. Attendees will be asked to look internally within their own campuses to help their students become better leaders and followers and to fulfill service learning requirements; will learn about campus service learning project ideas at CSM that they could easily do on their own campuses; and will be asked to brainstorm and share their current practices and ideas.

Session 2.2 (Room BU-106) 11:40 a.m. – 12:40 p.m.

**Melissa D'Agostino**, Library, Cecil College, [mdagostino@cecil.edu](mailto:mdagostino@cecil.edu); **Brandie Biddy**, Mathematics, Cecil College, [bbiddy@cecil.edu](mailto:bbiddy@cecil.edu)

***Exploring the Mythical Relationship between a Librarian and a Mathematician***

A mathematics professor and a librarian walk into a classroom... This presentation explores how a mathematics professor and a librarian collaborated to give students real-world experience with research and mathematics applications. The results: the Saturn V Flight Manual and dragons chasing unicorns. Attendees will learn how to incorporate research into a mathematics class, and how to incorporate a librarian into a mathematics class.

Session 2.3 (Room CE-103) 11:40 a.m. – 12:40 p.m.

**Parita Vithlani**, Behavior and Social Sciences, Harford Community College, [pvithlani@harford.edu](mailto:pvithlani@harford.edu)

***Psychology Educators Strategy Swap (Discipline-specific meeting)***

Become a more engaging and effective educator of Psychology, learn more about the current trends and teaching strategies, and network with other educators of Psychology across the state. In a round-table discussion, attendees will exchange strategies, ideas, and tips on making the learning experience more

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meaningful in and outside of the classroom. Psychology Educators may share activities, assignments, and assessment tools they use for their courses with others, and will share their teaching styles with peers and discuss ways to make their classrooms more engaging. Furthermore, we will also exchange ideas for introducing modern multimedia technology inside and outside of the classroom to keep our students excited about learning.

Session 2.4 (Room BU-107) 11:40 a.m. – 12:40 p.m.

**Bishnu Ghimire**, Languages and Literature, College of Southern Maryland, [bghimire@csmd.edu](mailto:bghimire@csmd.edu)

***Raising English Majors in a Composition Classroom***

This presentation addresses the general perceived gap between the type and quality of materials offered to English students in community colleges and four-year institutions. Through the use of syllabus-building, assignment line-up, and organization of course-related activities, it will present how teaching of literature in these two types of institutions could be aligned in a way to better facilitate two-year college student preparedness for further studies within the English discipline. The presentation will help discussion on quality college education by encouraging educators to pursue a silent agenda to encourage students to have positive attitude toward English major; reinforcing the deep connection between teacher ethos, course objectives, course activities, and the students' further educational objectives; and engaging English faculty in a healthy discussion on the now all-prevalent false dichotomy between teaching of writing/composition and teaching of literature in college classrooms.

Session 2.5 (Room BU-111) 11:40 a.m. – 12:40 p.m.

**David Phalen**, Languages and Literature, College of Southern Maryland, [davidp@csmd.edu](mailto:davidp@csmd.edu)

***Encouraging Students to Learn Outside of Their Comfort Zone***

In her 2009 book *The College Fear Factor*, Rebecca D. Cox argues that one of the biggest impediments to success for community college students is simply a fear of taking part in activities outside of their comfort zones. This presentation will explore the implications of Cox's findings by encouraging participants to take part in a brief activity that many are likely to find outside of their own comfort zones, then discussing that experience and exploring strategies for presenting material to our students in ways designed to help them overcome their reluctance to engage (and thus succeed). Based on their experiences both within the session and in their own classrooms, attendees will discuss strategies for encouraging students to engage in important course activities that they may be reluctant to participate in because they feel they will fail.

Session 2.6 (Room BU-112) 11:40 a.m. – 12:40 p.m.

**Rose Miller**, Health Sciences Division -- Nursing, College of Southern Maryland, [rosem@csmd.edu](mailto:rosem@csmd.edu);

**Elizabeth Benson**, Health Sciences/Biology Divisions, CSM, [embenson@csmd.edu](mailto:embenson@csmd.edu).

***This is Not Your Father's Classroom!***

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Instructors lecture. Students memorize. It's worked for us for years – or has it? Learn how to better integrate the 3 C's – Creativity, Critical thinking, and Communication across your curriculum and to design learning experiences helping students to integrate material across subject areas, imagine other viewpoints, and question their own assumptions. The attendees will be able to apply the three "C's" to their course content and design specific activities to support the three "C's" in their course content.

Session 2.7 (Room BU-116) 11:40 a.m. – 12:40 p.m.

**Daniel Venne**, Art, Montgomery College, Community College of the University of the District of Columbia, [danielvenne1@gmail.com](mailto:danielvenne1@gmail.com)

### *Visionary Thinking: Strategies for Epic Brainstorms*

As teachers, we are most pleased with student work that demonstrates original ideas and innovative thinking, but what makes a creative mind work effectively, and how can an instructor inspire conceptual thinking? This presentation focuses on importance of facing creative challenges with courage, flexibility, and risk. Methods of creative visualization will be discussed as participants explore visual problem-solving, methods of developing original concepts, the ability to synthesize new ideas, and the ability to generate metaphors. Attendees will engage in an original game of invention and visual communication; explore a unique method of synthesizing new ideas; and be tested on their personal creative flexibility, using a method designed to encourage students to do the same.

Session 2.8 (Room BU-117) 11:40 a.m. – 12:40 p.m.

**David Meng**, English, Anne Arundel Community College, [dpmeng@aacc.edu](mailto:dpmeng@aacc.edu).

### *Using Landmark Supreme Court Cases to Teach Critical Thinking, Research Skills, and Social Issues*

This presentation describes an assignment in which students in a first-year composition course are asked to write a research essay on a Landmark Supreme Court decision. Before the final research essay is completed, each student gives an oral presentation on his or her case to the class. After each oral presentation, the class then discusses and debates the issues and arguments surrounding the case. Thus, in addition to learning how to write an academic research essay, students develop critical thinking skills as they learn about and debate the important cultural, social, and Constitutional issues that have come before the Supreme Court. Attendees will learn a useful method for building critical thinking skills into a research assignment and teaching important social issues. Landmark Supreme Court cases are tailor-made for accomplishing these two objectives, as each case revolves around two competing arguments about a complex and often divisive social issue that students must research, analyze, and debate.

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Session 2.9 (Room CE-106) 11:40 a.m. – 12:40 p.m.

**Matt Yeazel**, Psychology and Sports Studies, Anne Arundel Community College, [mryeazel@aacc.edu](mailto:mryeazel@aacc.edu) .

***It's Not Physical Education! Creating and Developing a Sports Studies Program within a Cultural Studies and Social Science Lens.***

Sports Studies is an academic subject that is oftentimes misunderstood by many at the college and university level. Frequently it is confused with Physical Education-oriented areas or looked down upon as not having the same academic rigor as other social sciences or cultural studies. This presentation will discuss not only how to develop a program but how to promote it's utility as a means of discussing important issues such as gender, race, ethnicity, age, disability and sexual orientation through the lens of sports. Use of Sports Studies as a means to attract students will also be addressed. Attendees will be able to explain the utility and importance of Sports Studies within a rigorous academic environment, discuss ways in which a Sports Studies program might be useful at their college or university, and understand the difference between a Sports Studies program and a Physical Education program.

Session 2.10 (Room CE-107) 11:40 a.m. – 12:40 p.m.

**Jeff Ball**, Visual, Performing, and Applied Arts, Harford Community College, [jeball@harford.edu](mailto:jeball@harford.edu); **Sherry Massoni**, Business, Computing, and Technology Division, Harford Community College, [smassoni@harford.edu](mailto:smassoni@harford.edu).

***Establishing a Professional Learning Community on Campus***

During the spring 2015 semester, the creation of a Professional Learning Community began among the educators at Harford Community College. During the 2015-2016 school year, faculty continue what was started in FY15, which will serve as a testing ground for establishing what is hoped to be a permanent presence of curious learners on the HCC campus. Join us as we share what we have learned so far in engaging our colleagues and the campus community as a whole. Participants will see a model for establishing a Professional Learning Community on their own campus, discuss types of Learning Communities, and discuss the successes and pitfalls in working with Learning Communities on community college campuses. We also plan to share this year's activities with a presentation of campus results at next year's AFACCT conference.

Session 2.11 (Room CE-115) 11:40 a.m. – 12:40 p.m.

**Beth Jones**, Arts and Humanities, Wor-Wic Community College, [ejones@worwic.edu](mailto:ejones@worwic.edu); **Melissa Reddish**, English & Honors Program, [mreddish@worwic.edu](mailto:mreddish@worwic.edu); **Allison Query**, English, [aquery@worwic.edu](mailto:aquery@worwic.edu).

***Leveraging Your Super Power: Using Rubric-Based Assessment to Transform a Writing Program***

Use of analytic, descriptive rubrics can become a "super power" to provide clear standards of expectations for students and teachers as well as an opportunity for large-scale assessment and improvement of writing

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programs. We will share how we have constructed a rubric-based, program-wide assessment system for English 101 at Wor-Wic Community College. We will present our results from the last five years to show how the use of rubrics, data collection, and systematic improvements has transformed learning of composition skills. Attendees will learn about our process and discuss ways to apply it to their own large-scale programs.

Session 2.12 (Room BU-201) 11:40 a.m. – 12:40 p.m.

**Erin Myers**, Radiography, The Community College of Baltimore County, [ecordray@ccbcmd.edu](mailto:ecordray@ccbcmd.edu).

***The Growth Mindset: How We Think Can Affect How We Learn***

Dr. Carol Dweck's *Growth Mindset* theory will be discussed and how it can be used to reach students once thought unreachable. In addition, the mindset theory will be explored in how it can affect how we talk to our students and the expectations we give them. Fixed and growth mindsets will be compared and contrasted, as well as how to combat the "Praised Generation" pitfalls. The growth mindset can also be used in every aspect of life, to show us that change is possible - at any age or stage of life. Attendees will be able to understand how mindset affects success and learning; redefine the concepts of failure and effort; and understand mindset theory in terms of achievements and natural gifts.

Session 2.13 (Room BU-203) 11:40 a.m. – 12:40 p.m.

**Shemica L. Sheppard**, English Department, Frederick Community College, [ssheppard@frederick.edu](mailto:ssheppard@frederick.edu)

***Speaking the Language of Our Students through Hip Hop***

This session will discuss Frederick Community College's recent creation of a new class entitled, "The Language of Hip Hop". It will define the culture and examine the important social function it plays in the voice of the youth. Although sometimes controversial and marginal, the message within speaks in a language for which our students can relate to and understand. Participants will engage in dynamic conversations surrounding the five elements of Hip Hop and how the narratives fit into those things for which we require our students to take away from academia. A presentation will be submitted that will discuss further the idea that Hip Hop is collective, critical, capitalistic, competitive, compassionate, creative, and conscience. Those characteristics are the prime reasons that pedagogy surrounding Hip Hop belongs in Academia. By exploring the culture, participants will walk away with a better understanding of the messages, meanings, and impacts of Hip Hop.

**PowerPoint–Poster–Website Displays**  
**Thursday, January 7, 2016**  
**11:40 a.m. – 12:40 p.m. Room BI-101**

**The following poster sessions are scheduled together in room BI-101.** 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. – 12:40 p.m., and Session 6 (Friday) from 11:40 a.m. – 12:40 p.m.

Session 2A: POSTER SESSION: 11:40 a.m. – 12:40 p.m.

**April Johnson**, Health Science Division, College of Southern Maryland, [ajohnson5@csmd.edu](mailto:ajohnson5@csmd.edu); **Michael Walls**, CSM, [mwalls@csmd.edu](mailto:mwalls@csmd.edu), **Linda C. Goodman**, CSM, [lgoodman@csmd.edu](mailto:lgoodman@csmd.edu).

***Role Simulation to Promote Inter-Professional Education for EMS and Nursing Students***

The College of Southern Maryland is having a multi-patient inter-professional simulation day on December 5, 2015, with EMS and nursing. This presentation will display the benefits of the simulation and education experiences of the students. Moving education out of the classroom and allowing to students to participate in a real life emergency room simulation increases learning and patient assessment skills. Attendees will discuss the benefits of simulation across multi-disciplines and the benefits of teamwork; describe the communication skills and how educators can enhance that development; and discuss patient assessment skills and hand off communication between EMS and nursing.

Session 2B: POSTER SESSION: 11:40 a.m. – 12:40 p.m.

**Kathryn S. Jones**, Science, Engineering and Technology, Howard Community College, [kjones@howardcc.edu](mailto:kjones@howardcc.edu)

***Responding to the Changing Role of Adjunct Professors in Maryland's Colleges and Universities***

In Maryland, adjunct professors now represent a significant percentage of the faculty: they are more than two-thirds (69.9%) of the faculty at community colleges, and more than half (59.4%) at four year public institutions. To date, there has been no statewide guidance for policies regarding the treatment and strategic use of adjuncts. Recently, the Maryland Higher Education Commission has asked its Faculty Advisory Council for input regarding such policies. Come speak with the adjunct representative from Maryland's community colleges, Kathryn Jones, and share your thoughts on this important issue. Attendees to the poster will be given the opportunity to provide input on this topic, and will be encouraged to provide contact information so that as many community college professors as possible can develop policies on this important topic.

Session 2C: POSTER SESSION: 11:40 a.m. – 12:40 p.m.

**Abdelkebir A. Kmir**, Computer Systems and Information Technology, The Community College of Baltimore County, [akmir@cbbcmd.edu](mailto:akmir@cbbcmd.edu).

***Introductory Courses and Retention: A Practical Approach***

This poster focuses on a variety of strategies in and out of the classroom that have positive effects on student retention & graduation: Making the Courses Relevant and Engaging to the Students; Reaching Out and Help Struggling Students; Student Coaching; Providing Orientation Programs; Teaching Study Skills, Providing Time Management, and other Student Success Strategies; Peer and Faculty Mentoring; and Teaching for Understanding, not to the Test. Come and discuss the importance of introductory courses to keep students in college (i.e., to increase retention), discuss faculty-student interaction approaches, talk about the importance of coaching, and be provided with examples of support systems for face-to-face and online learners.

Session 2D: POSTER SESSION: 11:40 a.m. – 12:40 p.m.

**C. Eric Cotton**, School of Math and Science, The Community College of Baltimore County, [ccotton2@cbbcmd.edu](mailto:ccotton2@cbbcmd.edu).

***Effects of Student Writing Centers on the Quality of Scientific Writing***

Student writing in science classes often presents many areas for improvement, both in basic writing skills and scientific communication. Students writing in CCBC chemistry classes were compared before and after attending the writing center. Changes in spelling, grammar, writing flow, readability, critical thinking, and logic were examined. This poster describes the results of the preliminary study and recommends further courses of action both for students and faculty to improve scientific writing. Attendees discuss the impacts of third-party writing tutors on the quality of scientific writing.

Session 2E: POSTER SESSION: 11:40 a.m. – 12:40 p.m.

**Angela Lanier**, E-Learning, Innovation and Teaching Excellence, Montgomery College, [angela.lanier@montgomerycollege.edu](mailto:angela.lanier@montgomerycollege.edu).

***Engaging College Learners with Task Cards***

Task cards are interactive cards that can promote critical and creative thinking, foster collaborative learning, and reinforce content and skills. Although commonly used in K-12 classrooms, college faculty can harness the power of task cards in any discipline. Whether used as a brief classroom activity or to engage students in an authentic project of their choice, task cards are flexible, reusable, and easy to create. This session will present several examples of task cards and explain the many ways to use them with college learners. Attendees will identify the different uses of task cards, engage in brief activities using task cards, and evaluate examples of task cards from different disciplines and generate ideas for creating task cards and using them in their courses



**Lunch is served in rooms BI-103+104 and tables are set up in BI-113.  
Overflow seating is available in the café area**

**Thursday, 12:45 – 1:45 p.m.**

***During lunch, conference participants are invited to meet with teaching colleagues.  
Table cards designating disciplines have been placed around the room.***

**Day 1: Thursday, January 7, 2016**

**Sessions 3: 1:50 p.m. – 2:50 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 3.1 (Room BU-105) 1:50 p.m. – 2:50 p.m.

**Sheri Dean Parmelee**, Communication, Arts, and Humanities, College of Southern Maryland,  
[sparmelee@csmd.edu](mailto:sparmelee@csmd.edu).

***Utilizing Indirect Communication as a Strategy for Understanding Popular Culture***

Students do not always make the link between popular culture and what it is communicating to them. By examining *House, M.D.*, *Doc Martin*, and *Sherlock*, we will discuss the "message behind the message" and how students can utilize what they learn in college to connect with the messages being sent through media. Attendees will learn about indirect communication and its intellectual sleight-of-hand through the use of literary tropes of irony, sarcasm, metaphors, and deception; discover how media works to convey a variety of messages that they can then point out to their students; and see how indirect communication can be a tool that opens up dialogue about important social concerns.

Session 3.2 (Room BU-106) 1:50 p.m. – 2:50 p.m.

**Kathleen P. Lauber**, Biology, College of Southern Maryland, [kathleen@csmd.edu](mailto:kathleen@csmd.edu).

***State Senate Bill 0740 - What Do We Do In The Meantime?***

The College & Career Readiness & College Completion Act was signed by the Governor of Maryland in 2013. Hopefully, in a few years' time college instructors will find that the students entering their classes are better prepared. But what do we do in the meantime? The following topics will be discussed during this presentation: concept mapping, critical thinking, tips for proper reading of a textbook, time management, notetaking tips, how to condense information covered in class and how to research and write a paper. At the completion of this workshop, participants will be able to describe a means of making more class time

available to add college success tools to their curriculum and several procedures that can be used in the classroom setting to help teach college success tools along with the current course curriculum.

Session 3.3 (Room BU-107) 1:50 p.m. – 2:50 p.m.

**Pamela Monaghan-Geernaert**, Sociology and Social Work, Hood College, [geernaert@hood.edu](mailto:geernaert@hood.edu).

***Awkward Silence, Probing Questions & Current Events: Engaging Students to Think Critically about Their World***

College education needs to break that habit of students being passive learners waiting to be 'fed' what they need to know to pass the test. College teaching therefore needs to be engaging, dynamic and relevant. Professors can create this classroom environment by learning some strategies such as asking probing questions, incorporating current events and giving students tools to think critically about the subject material. Through examples from sociology classes this presentation will give participants material to implement in their classrooms which engage students to be active learners both in their college education and in everyday interactions. Attendees will discuss classroom dynamics and challenges in engaging critical thinking; brainstorm and discuss current methods for engaging critical thinking; and critic and implement new strategies for engaging critical thinking.

Session 3.4 (Room BU-111) 1:50 p.m. – 2:50 p.m.

**Sithamparam (Senga) Sengamalay**, Business & Economics, Montgomery College, [sengaksg02@yahoo.com](mailto:sengaksg02@yahoo.com).

***Importance of Teaching Ethics in Community College Courses***

Never a day passes in our lives these days without one reading or hearing about some serious ethical lapse, corrupt practice, misuse of public funds, or other forms of questionable behavior on the part of leading public personalities in our country. Horror stories covering outright frauds and other irregularities involving public resources such as: Medicare, Social Security, Income Tax, Food Stamps, etc., abound. Misdeeds of elected public leaders, private sector moguls and Wall Street elites have been investigated and publicized by the media. It is extremely critical and urgent that we as community college educators begin to give greater emphasis to the importance of "ethics" in our courses. The presenter will provide numerous historical episodes of ethical lapses on the part of well-known personalities over the years to set the stage and provoke discussion. Attendees will share experiences of unethical situations along with suggestions for overcoming lapses and motivating others to do so and based on suggestions from the presenter, and discuss ways to impart to our students the vital knowledge on ethical behavior in their lives and careers.

Session 3.5 (Room BU-201) 1:50 p.m. – 2:50 p.m.

**Daphne Morris**, Distance Learning & Faculty Development Division, College of Southern Maryland, [DaphneM@csmd.edu](mailto:DaphneM@csmd.edu); **Ronda Jacobs**, Student Success Center, CSM, [RondaJ@csmd.edu](mailto:RondaJ@csmd.edu)

***CSM Coaches: Student Support in Online Classes***

The College of Southern Maryland piloted a program using success coaches in historically first semester, freshman level online courses in the fall of 2015. The coaches worked with students in online classes during the first three weeks of the semester. Learn what the coaches and the instructors had to say about the program, as well as the effect the pilot program had on the students. Participants will learn about what worked in the fall 2015 CSM Coach pilot for online courses with at-risk students, and what will be improved for the phase 2 spring 2016 CSM Coach Pilot; receive descriptions of tips, benchmarks (data), the improvements' descriptions, as well as copies of the CSM Coach Guidelines; and hear from the coaches, instructors, and students via survey results. This pilot sets the framework for improving retention and promoting engagement for first semester online students.

Session 3.6 (Room CE-106) 1:50 p.m. – 2:50 p.m.

**Evan Evans**, Mathematics, Frederick Community College, [eevans@frederick.edu](mailto:eevans@frederick.edu)

***MMATYC – Maryland Mathematical Association of Two-Year Colleges Annual Business Meeting***

This is the annual winter meeting for the Maryland Mathematical Association of Two-Year Colleges (MMATYC). Membership is not required; all mathematics faculty members are welcome to attend. We will inform attendees on upcoming elections for many officers including the President-elect of MMATYC and 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. Attendees will gain insight on what our State Mathematical Association does and how they can get involved. *This meeting will continue into the next session in the same room.*

Session 3.7 (Room CE-115) 1:50 p.m. – 2:50 p.m.

**Linda Goodman**, Health Sciences, College of Southern Maryland, [lgoodman@csmd.edu](mailto:lgoodman@csmd.edu).

***Inter-Professional Simulation: The Key to Communicating Effectively***

Communication is essential, especially in the healthcare industry, but historically we have been educated in silos. The silo mentality is defined as “an attitude within an organization when the different sections or departments do not share information properly because they do not want to share success with others, with the result that the organization is not efficient” (Macmillan Dictionary, 2013). This presentation will focus on the basics, barriers, and struggles of inter-professional communication among faculty. The presenter will describe an inter-professional simulation that improved teamwork and communication not only for students but faculty too. Attendees will describe learning in silos and the impact on healthcare, list the barriers to team communication, and understand the importance of inter-professional simulation in healthcare education.

Session 3.8 (Room BU-116) 1:50 p.m. – 2:50 p.m.

**Linda Cooper**, Towson UTeach, Towson University, [lcooper@towson.edu](mailto:lcooper@towson.edu); **Mary K. Stapleton**, Towson University, [mkstapleton@towson.edu](mailto:mkstapleton@towson.edu).

***Towson UTeach – Innovation, Energy, and Focus in Teacher Preparation for Secondary School Mathematics and Science***

The preparation of secondary school mathematics and science teachers has a new driving force - Towson UTeach [Towson University]. Learn about the hallmarks of Towson UTeach: early and frequent field teaching experiences, intentional coaching by master teachers, and education courses focused on the learning and teaching of mathematics and science. Hear about the experiences of the first community college students to progress through this new program. Gain insight into the emphasis on inquiry lesson planning and teacher community building that Towson UTeach promotes. Learn about the scope of Towson UTeach: its content and pedagogy; its dedication to and support of its students and their success; and its endeavor to affect the teaching of mathematics and science throughout Maryland. Discuss community college pathways that best prepare students for success and efficient progress through Towson UTeach, leading to secondary school teaching certification in mathematics or science.

Session 3.9 (Room BU-117) 1:50 p.m. – 2:50 p.m.

**Christine Rai**, English, Frederick Community College, [crai@frederick.edu](mailto:crai@frederick.edu).

***Outside the Classroom and Beyond the Campus: Community-Based Experiential Learning***

How can you increase student motivation and engagement while building deep knowledge of a topic? In this session, discover how flipping the classroom expands opportunities for innovation in teaching and learning. Gain tips for course redesign and ideas for experiential learning experiences. Discover ideas for service learning, field trips, guest speakers, Place as Text, and more. Attendees will examine benefits of experiential education; consider ideas for course redesign; and review kinds of experiential opportunities

Session 3.10 (Room CE-103) 1:50 p.m. – 2:50 p.m.

**Amy Cedrone**, Humanities, Harford Community College, [acedrone@harford.edu](mailto:acedrone@harford.edu)

***Critical Thinking and Problem Solving: A Philosopher's Approach***

In philosophy, critical thinking is a specific approach in logic and moral assessment, as well as a general outcomes and assessment category. This session will cover some key concepts taught in critical thinking coursework. These can carry over into general problem-solving techniques for application outside the classroom. Possible areas of application include moral decision-making in various disciplines, cost-to-benefit analysis in business, and harm-to-benefit analysis in medicine. This session will start as a presentation and finish as a group-wide conversation. Attendees will discuss critical thinking skills which

are specifically taught in philosophy courses; compare these skills to other kinds of problem-solving skills; and apply these skills to their own disciplines and the problem contained therein.

Session 3.11 (Room CE-107) 1:50 p.m. – 2:50 p.m.

**C. Eric Cotton**, School of Mathematics and Science, the Community College of Baltimore County, [ccotton2@ccbcmd.edu](mailto:ccotton2@ccbcmd.edu).

***Enhancing Learning and Engagement in Physical Science Courses through Games and Tactile Activities***

Engaging students in physical science classes can be enhanced by implementing short games or other tactile based activities into lecture content that is usually devoid of such. Physical science classes typically rely on laboratory experiments to reinforce content, but students are often disconnected in their lab work from the content. Examples of games and tactile-based activities for physical science classes will be demonstrated and discussed. Activities illustrating probability, nomenclature, the mole, solubility, potential energy surfaces, augmented reality, and more are included in the program. Attendees will participate in some of the tactile activities employed in previous classes. They will discuss areas of their content that are difficult to employ tactile activities, and brainstorm ideas for activities in these content areas. Finally, they will consider areas of their courses in which they would like to see more engagement beforehand for discussion during the presentation.

Session 3.12 (Room BU-112) 1:50 p.m. – 2:50 p.m.

**Diane S. McMahon**, Service Learning and Civic Engagement, Allegany College of Maryland, [dmcMahon@allegany.edu](mailto:dmcMahon@allegany.edu); **Mary Jo Guercio**, Community College of Allegheny County. (412) 760-4354

***Empowering Students to be Leaders through Civic Engagement and Community Partnerships Opportunities***

Involvement in community social justice issues sparks student interest in civic goals and aspirations. As students connect with what they are passionately interested in, they become catalysts of social transformation at the community level. Learn about the successful efforts of one student advocacy and leadership program and how you can apply these principles in your own service learning and civic engagement programs. Attendees will learn about strategies that effectively engage community partners with student learning outcomes; will discuss student engagement opportunities related to civic duties and social justice issues; and will apply a values framework that links student passions to civic engagement opportunities.

**Day 1: Thursday, January 8, 2015**

**Sessions 4: 3:00 p.m. – 4:00 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 4.1 (Room BU-105) 3:00 p.m. – 4:00 p.m.

**Brandy Whitlock**, Library, Anne Arundel Community College, [bmwhitlock@aacc.edu](mailto:bmwhitlock@aacc.edu)

***Teaching Evidence-Based Thinking: Critical Thinking in the Information Age***

Having access to more information than ever before often makes it difficult to distinguish more credible from less credible sources. Successful life-long learning -- whether for personal, academic, professional, or civic pursuits -- requires being able to think critically about information that's encountered, to locate the most reliable sources, and to effectively and ethically incorporate compelling evidence into ideas and arguments. In this presentation, investigate strategies for fostering critical engagement with information and for teaching students to exercise thinking that is informed by the most credible evidence. Explore tools beyond the academic research paper for assessing students' information literacy and critical thinking skills. Attendees will discuss the intersections of information literacy and critical thinking competencies, learning activities, and assessments; and will consider ways in which they can develop and assess students' evidence-based thinking skills through critical engagement with information and information sources.

Session 4.2 (Room BU-106) 3:00 p.m. – 4:00 p.m.

**April Tripp**, Wellness, Community College of Baltimore County, [atripp@ccbcmd.edu](mailto:atripp@ccbcmd.edu)

***LIFE 101: You Are What You Think You Are***

Are you critical or creative when thinking about yourself? Research indicates we are what we think. Most of us don't have trouble understanding the need for critical thinking in education. In fact, most of us don't have trouble thinking critically about ourselves either, the idea of self-compassion sounds like self-pity, narcissistic, or selfish. American culture believes if we aren't blaming/punishing ourselves we risk moral complacency or egotism. Research shows self-compassionate college-students have less ruminative thinking, better mental health, and reported fewer symptoms of anxiety/depression. Self-esteem is fragile in the classroom, there's always someone better, but self-compassion isn't a judgment; it's a way of relating to ourselves with kindness and acceptance. Attendees will discuss the principles that underlie self-compassion related to college students' academic performance in the classroom as reported in the research; participate in activities that can be used in any classroom to increase student's positive thinking process; and apply the ideas they have just been exposed to and share how they might be used in their own classrooms.

Session 4.3 (Room CE-103) 3:00 p.m. – 4:00 p.m.

**Melissa Csikari**, Biology, Germanna Community College, [mcsikari@germanna.edu](mailto:mcsikari@germanna.edu).

***Teaching Scientific Method and Data Analysis***

***Through Primary Literature and HHMI's The Biology of Skin Color***

In this hands-on workshop participants will see how to integrate primary literature and media to create an active learning environment. In HHMI's *The Biology of Skin Color*, Dr. Jablonski explains that the variation in skin color evolved due to the tradeoff between protection from UV and need for UV absorption for the production of vitamin D. Working in small groups, participants will watch short clips, examine the data from several pieces of primary literature just like Dr. Jablonski. Participants will practice claim, evidence, and reasoning and help gain a better understanding of how researchers use the scientific method to answer questions. Attendees will apply active learning principles to better understand skin coloration and the scientific method; will apply claim- evidence- reasoning (CER) to support scientific findings with data; and will discuss how media, primary literature, and directed activities can improve learning.

Session 4.4 (Room BU-107) 3:00 p.m. – 4:00 p.m.

**Stephanie Beltz**, Psychology, Anne Arundel Community College, [sbeltz@aacc.edu](mailto:sbeltz@aacc.edu).

***Teaching with Purpose: Establishing Meaning and Pursuing Personal Fulfillment in the Classroom***

We all hope to lead happy, meaningful lives. Is there a way for us to achieve that while working in higher education? Can our students find personal fulfillment in the classroom as well? The principles of positive psychology suggest a definitive "yes!" to both of these questions. Discover how to revitalize your work life and inspire your students during this lively presentation. Attendees will identify their true purpose for pursuing work in higher education; learn how the principles of positive psychology are applicable to the field of higher education; and explore specific pathways to teaching, embedding, and living positive education.

Session 4.5 (Room BU-111) 3:00 p.m. – 4:00 p.m.

**Michael Walls**, Nursing, College of Southern Maryland, [mwalls@csmd.edu](mailto:mwalls@csmd.edu); **April Johnson**, CSM, [ajohnson5@csmd.edu](mailto:ajohnson5@csmd.edu); **Linda C. Goodman**, CSM, [lgoodman@csmd.edu](mailto:lgoodman@csmd.edu).

***Role Simulation to Promote Inter-Professional Education for EMS and Nursing Students***

The College of Southern Maryland, Health Sciences Division, is conducting a multi-patient simulation on December 5, 2015, on the La Plata campus, and will involve both nursing and EMS. Moving education out of the classroom and into a simulation learning environment increases learning, improves outcomes, stimulates critical-thinking and clinical reasoning skills, improves patient assessment skills, and enhances collaborative participation across disciplines. This presentation will explain the planning and implementation process as well as share the evaluation and lessons learned from this simulation experience. Attendees will learn how to plan, prepare and organize a multi-patient, inter-professional simulation; be

able to apply QSEN's proficiencies and the value of integrating inter-professional students in an out-of-classroom educational opportunity; and be able to discuss the pros and cons of a learning experience such as this and analyze the results for future planning purposes.

Session 4.6 (Room CE-106) 3:00 p.m. – 4:00 p.m.

**Evan Evans**, Mathematics, Frederick Community College, [eevans@frederick.edu](mailto:eevans@frederick.edu).

***MMATYC – Maryland Mathematical Association of Two-Year Colleges Annual Business Meeting***

This is a continuation of the annual winter meeting for the Maryland Mathematical Association of Two-Year Colleges (MMATYC). Membership is not required – all mathematics faculty members are welcome to attend. We will inform attendees on upcoming elections for many officers including the President-elect of MMATYC and 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. Attendees will gain insight on what our State Mathematical Association does and how they can get involved. *This meeting is a continuation of session 3.6 in the same room.*

Session 4.7 (Room BU-116) 3:00 p.m. – 4:00 p.m.

**Shad B. Ewart**, Business Management, Anne Arundel Community College, [sbewart@aacc.edu](mailto:sbewart@aacc.edu).

***Professor of Pot: Tales from the First Cannabis Course in Maryland***

In the Spring Semester 2015, Anne Arundel Community College offered BPA 282: Entrepreneurial Opportunities in Emerging Markets: Marijuana Legalization, for the first time. Learn about the challenges of offering such a controversial class, including topics such as institutional approval, political reaction, and media coverage. Enrollment has been robust, but is this the type of course that is right for your institution? The participants will discuss the pros and cons of studying “ganjapreneurship” and the potential academic opportunities in the future as Maryland rolls out its medical cannabis program. Attendees will discuss enrollment opportunities created by the legalization of cannabis for medical use in Maryland. They will understand the pitfalls of offering a potentially controversial course, and will discuss whether a similar course would be suitable for their institution.

Session 4.8 (Room BU-117) 3:00 p.m. – 4:00 p.m.

**Robin Young**, Nursing, College of Southern Maryland, [robiny@csmd.edu](mailto:robiny@csmd.edu); **Deborah Rutledge**, Nursing, CSM, [drutledge1@csmd.edu](mailto:drutledge1@csmd.edu).

***Childbearing and Childrearing Simulation Experiences to Enhance Student Learning***

Due to current changes in staffing patterns and agency's restrictions dictating the number of student placements on patient care units has resulted in fewer clinical opportunities for our students thus necessitating faculty to come up with a solution to address this trend. To achieve student learning outcomes



and adhere to mandated curriculum hours, the clinical course faculty came up with alternative learning opportunities for both specialty areas. These alternative methods included simulation sessions conducted onsite at the college's simulation or at the assigned clinical agency lab. Attendees will learn about the learning opportunities in childrearing and childbearing.

Session 4.9 (Room BU-112) 3:00 p.m. – 4:00 p.m.

**David J. Smith**, School for Conflict Analysis and Resolution, George Mason University,  
[davidjsmith@fulbrightmail.org](mailto:davidjsmith@fulbrightmail.org).

***Soft Skills, Conflict Resolution, and Diversity Awareness: Preparing Students  
for a 21st Century Work World***

While U.S. higher education, and in particular community colleges, emphasize technical skills with students to prepare them for work, there has been an under emphasis on soft skills, designed to increase success in working in conflict and with diversity. Studies show that a primary reason why younger workers don't succeed at work is due to their failure to demonstrate competent social skills and awareness including leadership, cooperation, conflict resolution, and other abilities. As noted in "Why the Outlook for Graduates in 2015-16 is So Promising" (Rita Trehan, *Washington Post*, November 10, 2015) "companies are still frustrated with what they believe are the lack of 'soft skills.' Many feel that universities are failing to equip students with interpersonal, critical thinking and communication skills." In this session, approaches to building soft skills, particularly those related to conflict resolution, will be explored. Attendees will: consider how the work world is changing, and recognize the need to build capacity in students to meet these changes; identify critical 'soft skills' that students need to succeed today; and engage in experiential activities that can be used with students, regardless of the discipline, to improve their 'soft skills' abilities

Session 4.10 (Room BU-201) 3:00 p.m. – 4:00 p.m.

**Gary Kaiser**, Biology, Community College of Baltimore County, [gkaiser@ccbcmd.edu](mailto:gkaiser@ccbcmd.edu).

***Cool Things about Bacteria: How Bacteria "Talk" to one Another and  
Influence the Actions of Other Cells and Organisms***

In this presentation you will get an overview of how bacteria are able to chemically talk to each other and, as a result, function either as individual organisms or as multicellular populations through a process called quorum sensing. They can also use this technique to influence the behavior of other unrelated bacteria as well as their own host cells. In addition to quorum sensing, many bacteria can also produce nano-devices called secretion systems that directly inject effector molecules into their host cells or into other bacteria in order to alter the behavior of those host cells and kill other bacteria. Attendees will be able to apply the bacterial process of quorum sensing and the production of secretion systems such as injectosomes to how

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bacteria are able to colonize the body and cause disease. They will also be able to apply the bacterial process of quorum sensing to the establishment of multicellular bacterial populations known as biofilms.

Session 4.11 (Room BU-203) 3:00 p.m. – 4:00 p.m.

**Katherine Lashley**, English, Morgan State University, [klashley3@gmail.com](mailto:klashley3@gmail.com).

***A Flatland of Literature in First-Year Writing***

This presentation examines a variety of books that can be taught in a first-year writing course, from *Flatland* by E. A. Abbott (math) to *The Double Helix* by James Watson (biology) to *Art Objects* by Jeanette Winterson (art and literature). When students read a variety of challenging books in different disciplines, they are exposed to more advanced writing styles, and higher levels of thinking and analysis. The use of various texts brings the world to the students. These texts also encourage students to understand, analyze, and critique the world around them. Attendees will leave with a list of 7 or 8 challenging nonfiction books that can be taught in the classroom. They will learn teaching techniques and essay assignment ideas for these books, and will discuss the use of these books and share their own experiences with other books they have taught or would like to teach.

Session 4.12 (Room CE-115) 3:00 p.m. – 4:00 p.m.

**Joseph Boswell**, Languages and Humanities, College of Southern Maryland, [jboswell@csmd.edu](mailto:jboswell@csmd.edu)

***Inspiration and Motivation***

How do you stay motivated and on course as the semester progresses? In this simple presentation inspiration will be shared to keep one on course and provide useful suggestions to beat the stress caused by deadlines that occur throughout the semester. Staying up beat and motivated through the semester can be a trying process. Simple strategies will be presented to help you with this process. The attendees will learn methods to keep on a steady course throughout the semester; and stay afloat and not get behind during the hectic pace of the semester.

**Day 2: Friday, January 8, 2016**

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

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk in the foyer of the BI Building, and the scheduled posted on each presentation room door.

**Breakfast:** Room BI-103/104 and BI-113, and the café area

Session 5.1 (Room BU-105) 9:00 a.m. – 10:00 a.m.

**Valerie Riggs**, Reading, The Community College of Baltimore County, [vriggs@ccbcmd.edu](mailto:vriggs@ccbcmd.edu).

**Panel Discussion: *Breaking Affective Barriers with Real World Texts and Technology***

Learn more about exciting books that can be used to help build community and connect with developmental learners. Join a panel of enthusiastic educators that have used books grounded in "real world" knowledge and application within their courses in many ways. Hear from your peers and learn how to integrate technology, how to break the affective barriers, and contribute to the continued development of critical thinking and analysis skills within your students. Attendees will learn the importance of using real world texts to connect with developmental students; learn technology related strategies that promote critical thinking and analysis and learn how certain texts can help to break affective barriers

Session 5.2 (Room BU-106) 9:00 a.m. – 10:00 a.m.

**Kerri Younkin**, Center for STEM Excellence/STEM Division, Towson University/Harford Community College, [kyounkin@towson.edu](mailto:kyounkin@towson.edu); **Mary Stapleton**, Towson University, [mkstapleton@towson.edu](mailto:mkstapleton@towson.edu).

*Next Generation Science Standards (NGSS) and Impacts on College Classrooms*

Next Generation Science Standards (NGSS), which aims to prepare students for college, career, and citizenship, is the future of science education in Maryland. What is NGSS? Is it really all that different from current K-12 science education? How will NGSS change the learning and understanding of the students entering higher education? Join us in this session to explore an overview of NGSS and how its adoption is dramatically changing science classrooms across Maryland, then delve into ideas about how NGSS might impact students entering higher education. Time is included for discussion and questions. Attendees will understand the goals and structure of NGSS and how it is changing science education in K-12; can apply the understanding of NGSS to support higher education classroom instruction and delivery for incoming students; and will discuss implications of NGSS adoption for higher education.

Session 5.3 (Room BU-111) 9:00 a.m. – 10:00 a.m.

**Brandi Ulrich**, Business Management, Anne Arundel Community College, [blulrich@aacc.edu](mailto:blulrich@aacc.edu); **Kipp Snow**, Business Management, Anne Arundel Community College, [kcsnow@aacc.edu](mailto:kcsnow@aacc.edu).

*Open Educational Resources (OER) and the Generational Divide*

Participants will view the Open Educational Resources (OER) experience through the lenses of students in varying generations. Outcomes, feedback and suggestions for optimal development for a diverse audience will be examined. The presentation will focus on student outcomes and perceptions of a classroom-based OER course by generation. It will begin with an overview of the generations covered and their standard learning styles as well as brief overview of OER development. From there the focus will turn to an analysis of the data and suggestions on how to build an OER course to meet the needs of a generationally diverse audience. Small group work will be used to enhance the presentation. The attendees will learn about OER resources and their application in the classroom; and will discuss using OERs to meet the needs of students.

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Session 5.4 (Room BU-112) 9:00 a.m. – 10:00 a.m.

**Michael H. Parsons**, Community College Leadership, Morgan State University, [michael.parsons@morgan.edu](mailto:michael.parsons@morgan.edu); **Jonelle Knox**, Student Development Services, Bronx Community College, N.Y., [JoKno2@morgan.edu](mailto:JoKno2@morgan.edu).

***Strategies for Critical Assessment of the Changing Clients of the Community College***

The fastest growing cadre of clients for the community college in the 21st century is adult learners ages 30-45. For the past decade, the emphasis has been on traditional age learners. Today, we must examine critically teaching strategies and student support systems that engage the needs of adult learners. The presenters will examine programs at selected community colleges in the Middle States region that are successful. Participants will be asked to contribute examples of effective services provided for these learners. Presenters will describe successful programs that serve the clients mentioned above. Nominal group activity will be used to examine programs that the participants use to achieve the same ends. The presentation will conclude with a description of a network which shares information on strategies for serving these clients. The participants will receive examples of instructional delivery systems designed for the use with adult learners. They will be structured so that they can be implemented at the participants' institutions; participate in a "nominal group" activity designed to assist them in adapting a system to their institution's delivery design; and be engaged in a question/answer exercise designed to allow them to provide successful strategies which they have applied in working with an adult learner population.

Session 5.5 (Room BU-116) 9:00 a.m. – 10:00 a.m.

**Debbie Trevathan**, Reading and Language, The Community College of Baltimore County, [dtrevathan@ccbcmd.edu](mailto:dtrevathan@ccbcmd.edu); **Danielle James**, Anthropology and Sociology, CCBC, [djames@ccbcmd.edu](mailto:djames@ccbcmd.edu); **Paige Rogers**, English, CCBC, [progers@ccbcmd.edu](mailto:progers@ccbcmd.edu); **Leslie Tinios**, Wellness, CCBC, [ltinios@ccbcmd.edu](mailto:ltinios@ccbcmd.edu)

***Make it Global: Developing Global Perspective through Course Content***

Make your classes more relevant by making them more global. Prepare your students for life and work in an interconnected, internationalized world. Faculty members from a variety of disciplines share practical ideas about how to bring a global dimension to course content. Attendees will add a global dimension to existing curriculum in their disciplines; will develop activities and assignments that promote global perspective; will analyze the interconnectedness of human existence through the lens of their disciplines.

Session 5.6 (Room BU-201) 9:00 a.m. – 10:00 a.m.

**Michelle Jones**, Criminal Justice, The Community College of Baltimore County, [mjones@ccbcmd.edu](mailto:mjones@ccbcmd.edu); **Melissa Lane**, CCBC, [MLane2@ccbcmd.edu](mailto:MLane2@ccbcmd.edu); and **Elizabeth Irtenkauf**, CCBC, [eirtenkauf@ccbcmd.edu](mailto:eirtenkauf@ccbcmd.edu)

***#textbookfreeclasses***

This workshop will detail the development and utilization of open educational resources (OER), a.k.a. faculty-developed, online textbooks. This session is designed to acquaint faculty with this simple process of exposing students to real-life sources and infusing courses with information literacy concepts by sharing the strategies used, the collaborative process practiced, and the lessons learned from having implemented OERs in two highly-enrolled courses. Individual faculty members can make a difference in making college accessible, affordable, and applicable. At the end of this session participants should be able to define open educational resources (OERs); locate open educational resources; describe some of the issues concerning copyright issues in open education resources

Session 5.7 (Room BU-117) 9:00 a.m. – 10:00 a.m.

**Cristal Rae Toribio**, Wellness, College of Southern Maryland, [ctoribio@csmd.edu](mailto:ctoribio@csmd.edu).

***Learning as Easy as ABC!***

Explore embodied awareness, breath, and care as a foundation in the learning process. This presentation will help you to learn creative techniques you can use to manage your self-care. Attendees will discuss body language and self-awareness as essential elements for critical and creative thinking.

Session 5.8 (Room CE-106) 9:00 a.m. – 10:00 a.m.

**Athena Miklos**, Business and Technology, College of Southern Maryland, [athenam@csmd.edu](mailto:athenam@csmd.edu).

***Critical Thinking and Beyond***

This presentation concerns teaching students to think beyond the ordinary. It encourages them to gain insight into problems that firms may encounter when entering foreign markets. It also examines current events and how students may incorporate world events into their thinking as related to domestic policy. After attending this presentation, attendees should be able to define critical thinking, provide examples of critical thinking classroom exercises, and discuss the benefits of developing critical thinking skills

Session 5.9 (Room BU-107) 9:00 a.m. – 10:00 a.m.

**Brent Burdick**, Business and Technology, College of Southern Maryland, [BBurdick@csmd.edu](mailto:BBurdick@csmd.edu); **Denise Snee**, College of Southern Maryland, Languages and Literature, [DSnee@csmd.edu](mailto:DSnee@csmd.edu).

***Using Flipped Classrooms and Collaborative Learning to Promote Critical and Creative Thinking for the Future***

Prepare your students in face-to-face classes for their future in today's work environment by helping them develop critical and creative thinking skills. Accomplish this through employment of flipped classroom and collaborative learning techniques. Though discussions focus on successes in business and English courses, learn engagement techniques suitable for all disciplines. Share your success stories. Attendees will discuss new pedagogical techniques that could work in their disciplines, will discuss how they can apply changes to their current classrooms, and will develop a schedule for implementation.

Session 5.10 (Room LR-206) 9:00 a.m. – 10:00 a.m.

**Christine Rai**, English, Frederick Community College, [crai@frederick.edu](mailto:crai@frederick.edu).

*A Model for Expanding Study Abroad for Community College Students*

The benefits of study abroad have been well-documented, yet traditional study abroad programs are for a semester or more, and short term study abroad experiences typically are linked to a specific course, limiting the amount of students who can participate, especially in a community college setting. This session will present an innovative model for study abroad that strives to make it more accessible and affordable for a larger number of students. The Global Scholar Experience is an umbrella course for study abroad that builds intercultural competence skills and empowers participants to share their cultural insights with the larger community. Attendees will review best practices for study abroad, examine elements of an innovative study abroad model and reflect on how these elements might translate for their own institutions.

Session 5.11 (Room CE-115) 9:00 a.m. – 10:00 a.m.

**Michele Dickson**, Nursing, Prince George's Community College, [dicksoma@pgcc.edu](mailto:dicksoma@pgcc.edu); **Cheryl Dover**, Prince George's Community College [dovercd@pgcc.edu](mailto:dovercd@pgcc.edu).

*Transitioning From Expert Clinician to Novice Clinical Nursing Adjunct Faculty:*

*A Workshop Approach to Role Expectations*

The goal of a nursing program, nursing faculty and clinical nursing adjunct faculty is to provide the nursing student with a meaningful, productive and safe clinical experience so upon graduation they are successful with the National Council Licensure Examination Registered Nurse (NCLEX-RN) and safe practitioners. The clinical nursing adjunct faculty fills an extremely important multi-faceted role in nursing education. These elements consist of clinical teaching as a clinical instructor, making of clinical assignments and conducting student evaluations. This role is performed as the clinical nursing adjunct faculty transitions from the caregiver of the patient to the clinical nursing adjunct faculty. This may also occur for the nursing clinician transitions from the role of the staff nurse at his/her place of employment to that as a guest with 8-10 nursing students. Clinical nursing adjunct faculty has a vital role in the education of nursing students. A workshop format is developed to promote team building and to ensure all clinical nursing adjunct faculty and nursing faculty have the same information on role expectations. It is important to understand and realize that not every nurse would make a good clinical nursing adjunct faculty, nor may they want to undertake the task. Finally, the learner will be able to identify three role expectations of clinical nursing adjunct faculty; list two student assessment strategies utilized by clinical nursing adjunct faculty; and identify three modes of communication used with the nursing team.

Session 5.12 (Room CE-107) 9:00 a.m. – 10:00 a.m.

**Tyrone McKoy**, Mathematics, The Community College of Baltimore County, [tmckoy@ccbcmd.edu](mailto:tmckoy@ccbcmd.edu).

***Assessing Learning Outcomes for Introductory Statistics Students with a Multi-Topic Application Project***

Using real-world poverty and education statistics within the United States a multi-topic application project was created and used as the instrument to measure targeted learning outcomes for introductory statistics students at CCBC. This session will provide details regarding the creation of the project, the grading rubric, and the summary outcomes. Connections to the college's Community Book Club will also be shared. Attendees should expect to discuss similar projects at their own institutions and to share ideas for future project based learning. The attendees will discuss the merits of using relevant projects to assess statistical concepts and engage students; and share their experiences, insights, and best-practices in using projects in their statistics classrooms. Finally, they will be given an opportunity to brainstorm and discuss improvements for such projects.

Session 5.13 (Room BU-203) 9:00 a.m. – 10:00 a.m.

**Sarah Miller**, Mathematics, The Community College of Baltimore County, [smiller10@ccbcmd.edu](mailto:smiller10@ccbcmd.edu)

***Returning from the Front Line: A Report on the New MHEC Policies and their Effect on Pedagogy.***

This session will report on hot topics and recent changes in higher education politics and the implications of those changes to community college pedagogy. Attendees will learn about recent and foreseen legislative changes related to higher education at both the state and the federal level and how those changes might impact their teaching.

***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 10:15-11:25 a.m.**  
**Building FA: Fine Arts Center Theater, Room FA-100**

**Jen Lara: *Embrace, Entangle, Amplify: Faculty & Staff of the 21st Century***



**Jen Lara** is a Professor of Education at Anne Arundel Community College, Arnold, Maryland, where she has taught full-time for 15 years. Like all college faculty and staff, Jen has worn many hats over her tenure at Anne Arundel Community College; she has chaired the Promotion and Tenure, Academic Standards and Teaching & Learning college-wide committees, and shares her expertise in teaching and learning with colleagues and other community college faculties through workshops and trainings. A graduate of Michigan State University, University of Colorado and Johns Hopkins University, Jen's career highlights include attending the White House Summit on Community Colleges, winning a NISOD award of excellence and serving on the 21st Century Commission on the Future of Community Colleges. Most recently, Jen was asked to co-chair an implementation team related to the 21st Century Commission's report. Her team

focused on faculty engagement and leadership development.

Before her tenure at Anne Arundel Community College, Jen taught K-12 students in suburban Denver, on the Navajo Nation, in Quito, Ecuador, in inner-city Baltimore and on ropes courses in North Carolina and Arizona. In addition to her current position at Anne Arundel Community College, Jen maintains a teaching, learning and lifestyle blog at [www.upcyclededucation.com](http://www.upcyclededucation.com). When not tethered to her laptop or reading research related to creative thinking, Jen enjoys her family, spending time on her bike or skis, and dividing her time between Maryland and Colorado. Currently, Jen is writing a book related to championing the growth of others. Look for her first book in 2016-2017.

**Keynote: *Embrace, Entangle, Amplify: Faculty & Staff of the 21st Century*:** The 21st Century Commission's Reclaiming the American Dream report explicitly states it is time to move from "individual faculty prerogative to collective responsibility for student success." Knowing that faculty — full and part-time — are engaged with students on a daily and weekly basis and thus, spend the most time with students, faculty are pivotal in increasing student success in partnership with the entire college community staff and allies.

In this interactive keynote, Jen Lara will briefly share her work on the 21st Century Commission and the two national reports she contributed to: *Reclaiming the American Dream: Community Colleges and the Nation's Future* and *Empowering Community Colleges to Build the Nation's Future*. Participants will actively learn about the reports' recommendations in relation to three key themes to increase faculty and staff engagement with the end goal of fostering improved student success and completion. Jen encapsulates these three themes as *embrace, entangle, and amplify*.



**Day 2: January 8, 2016**  
**Sessions 6: 11:40 a.m. – 12:40 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 LR-206) 11:40 a.m. - 12:40 p.m.

**Lisa Brown**, Mathematics, Community College of Baltimore County, [Lbrown@ccbcmd.edu](mailto:Lbrown@ccbcmd.edu); **Haleh Azimi Harris**, CCBC, [HHarris2@ccbcmd.edu](mailto:HHarris2@ccbcmd.edu); **Gregory Campbell**, CCBC, [GCampbel2@ccbcmd.edu](mailto:GCampbel2@ccbcmd.edu)

*Accuplacer Test Prep with the MOOSE (My Open Online Supplemental Experience)*

Learn how CCBC faculty created a free supplement in Blackboard Course Sites for students to prepare for the Mathematics, Reading, and English Accuplacer placement test. Attendees will have a tour of the three supplements (Mathematics, Reading, and English), learn how they were created, and discuss other uses.

Session 6.2 (Room BU-106) 11:40 a.m. - 12:40 p.m.

**Karin Admiraal**, English, Community College of Baltimore County, [kadmiraal@ccbcmd.edu](mailto:kadmiraal@ccbcmd.edu); Co-presenters: Patricia Rennie, English, CCBC, Dundalk, [prennie@ccbcmd.edu](mailto:prennie@ccbcmd.edu)




*"Reading This Made Me Rethink My Whole Life" and Other Outcomes from Critical Thinking about Media Use Among Community College Students*

American adults, on average, spend more than 11 hours a day interacting with electronic media (Nielsen). Teaching students to analyze media use can have a positive impact on their thinking, their academic experience, and their lives. This presentation describes a variety of projects that incorporate critical thinking and analysis of media use, including a media log, interviews, critiques of written and visual texts, and writing assignments. Attendees will learn tools for introducing students to critical thinking, discuss media use among members of the community college community, and explore specific strategies and assignments for encouraging students to think critically about their media use.

Session 6.3 (Room BU-107) 11:40 a.m. - 12:40 p.m.

**Kofi Adisa**, English, Anne Arundel Community College, [kadisa@aaccc.edu](mailto:kadisa@aaccc.edu).

*Remixing Writing Assignments and Expectations: Understanding Student Writing as an Expression of a Rhetorical Self*

This presentation seeks to illustrate and apply Husserl's notions of static and genetic methods of phenomenological psychology to a ional development. Though the assignment was not intended to be are the "static" dimensions of his intellectual becoming. The object as teacher-scholars of writing we have to be more than casually aware of students' writing potentiality; we must also be able to divorce

ourselves from writing prompts or assignments, even the ones we think work well, in order to fully comprehend, as readers/teachers, the true power of a conceptual self as it realizes itself. The objective of this presentation will be to have the attendees consider writing as dynamism; thus, their assignments have to be allowed to change. Attendees will discuss ways in which their writing assignments can have transformative elements in them for students and will learn ways in which cross-genre mixing in their assignments broadens written discourse.

Session 6.4 (Room BU-111) 11:40 a.m. - 12:40 p.m.

**Adil Zuber**, Science, Frederick Community College, [azuber@frederick.edu](mailto:azuber@frederick.edu)

***"I won't need this in the real world!" - Introducing Students to Workplace Practices with Simulations of Standard Industrial Techniques***

This session will discuss methods for introducing standard industrial practices in the classroom to **better** prepare students for the workplace. Multiple inexpensive teaching techniques will be discussed and demonstrated. An undergraduate engineering design project will be reviewed in-depth to demonstrate the practical application of these practices. STEM faculty and instructors with long-term course projects are most likely to benefit from this session. Attendees will learn the importance of discussing workplace practices with students; how to incorporate several key industrial skills, such as collaborative technical writing, oral communication skills, introductory literature review skills, and industrial engineering design practices into a course; and the relatively inexpensive tools commonly used in industry will be discussed.

Session 6.5 (Room BU-112) 11:40 a.m. - 12:40 p.m.

**Karen J. Blinder**, Writing, Reading & Language Center, Montgomery College,

[karen.blinder@montgomerycollege.edu](mailto:karen.blinder@montgomerycollege.edu)

***So MUCH to Read: Advanced Reading Skills for Health Science Students***

Health science and other STEM students are faced with a large volume of highly technical reading, and many find that they need to learn new reading skills in order to cope. "So MUCH to Read!" was developed as a three-part, hands-on workshop to teach the advanced reading skills these students need in order to succeed in their demanding studies. The first part focuses on basic pre-reading techniques and on setting a purpose. The second emphasizes skills needed to identify what is important and to annotate a text and take notes. The final session teaches various ways of summarizing material and techniques for avoiding plagiarism. Reception for the workshops has been highly favorable. We believe this approach can be adapted to other programs and will aid in retention and success. Participants will learn a detailed academic support intervention that can be applied in their own institutions. The advanced reading skills workshop described can easily be adapted to work with advanced students in various disciplines and can be expected to have a positive impact on retention and student success.

Session 6.6 (Room BU-116) 11:40 a.m. - 12:40 p.m.

**Dave Baum**, Physical Science, The Community College of Baltimore County, [dbaum@cCBCMD.edu](mailto:dbaum@cCBCMD.edu).

***Pursuing Research as Professional Development: Characterization of Aluminum Oxide Thin Films for iPhone Touchscreens.***

This presentation discusses two aspects of performing research as a community college faculty member. First, the logistics and benefits of continuing to participate in a scientific research project, particularly with regard to improving instruction, are discussed. Second, specific results from such a project, intended to render iPhone touchscreens less susceptible to cracking and scratching, are presented. General information about employment opportunities for A.A.S. graduates will also be discussed. Attendees will discuss possible ways they can also participate in outside research projects, and will discuss possible ways in which research projects can improve their teaching.

Session 6.7 (Room BU-117) 11:40 a.m. - 12:40 p.m.

**Debra Ellis**, Science, Frederick Community College, [dellis@frederick.edu](mailto:dellis@frederick.edu); **Perry Wood**, Physics, FCC; [pwood@frederick.edu](mailto:pwood@frederick.edu); **Christopher Stromberg**, Chemistry, Hood College, [stromberg@hood.edu](mailto:stromberg@hood.edu); **Patricia Sheppard**, Biology, FCC, [psheppard@frederick.edu](mailto:psheppard@frederick.edu); **Roseann Abdu**, Grants Management, FCC, [rabdu@frederick.edu](mailto:rabdu@frederick.edu).

***Expanding Scientific Instrumentation Access at Multiple Institutions***

**Panel Discussion:** Having research grade equipment available for science students is usually prohibitively expensive for a community college or small college. In this panel discussion we describe an NSF grant supported innovative approach to share portable scientific equipment between three institutions: Hood College, Mount Saint Mary's University and Frederick Community College. The benefits for student learning through access to state-of-the-art instrumentation will be discussed. We will also describe other collaborations that have developed as a result of this inter-institutional cooperation. Attendees will share experiences and challenges from the planning stages of the grant through the implementation, discuss best practices for inter-institutional and intra-institutional collaborations.

Session 6.8 (Room BU-201) 11:40 a.m. - 12:40 p.m.

**Carole Quine**, English, Baltimore City Community College, [CQuine@bccc.edu](mailto:CQuine@bccc.edu).

***Preparing First-Year College Writing Students for an Age-Diverse Future***

As educators, we have accommodated diversity in almost all of its forms –cultural, religious, etc.—in our classrooms and curricula. Yet, we often overlook the one diversity topic that impacts us all: Age. This presentation explores the importance of engaging students in a study of age as part of their preparation for life in, outside of, and beyond college. A pilot writing curriculum which has age diversity as its curriculum focal point will serve as an illustration. The presentation will persuade attendees of the importance of

including age diversity in the curriculum; describe a pilot writing course that has age diversity as a feature of its curriculum; and discuss ways by which age diversity can be included in other curricula.

Session 6.9 (Room BU-203) 11:40 a.m. - 12:40 p.m.

**Kamruz Zaman**, Physical Science, The Community College of Baltimore County, [kzaman@ccbcmd.edu](mailto:kzaman@ccbcmd.edu)

***Sharing Success Stories May Inspire Students to Succeed***

Student success has always been a major concern for educators at the college level. The author of this presentation believes student failure may be due to lack of motivation. During this session he will share with the audience the attempts made to motivate his students and guide them to success by sharing some real life success stories. The attendees will discuss stories based upon their successes in order to use the ideas gleaned from them in the classroom to motivate their students.

Session 6.10 (Room BU-105) 11:40 a.m. - 12:40 p.m.

**Greg Stiffler**, Mathematics, Community College of Baltimore County, [gstiffler@ccbcmd.edu](mailto:gstiffler@ccbcmd.edu)

***Dancing and Math***

Mathematics and dancing are strongly intertwined. Not only is timing important, but many dances follow various geometries and even parametric equations. This presentation looks at the math behind ballroom dancing (mainly swing, waltz, west coast) and how it can be broken down to counting. Demonstrations and (if time and space) actual dancing will be held. Attendees will learn about the connections ballroom dancing has with various topics in math and see their application. Attendees will participate in activities that demonstrate these facets and will learn how dancing can be broken down into basic mathematical elements.

Session 6.11 (Room CE-106) 11:40 a.m. - 12:40 p.m.

**Jamie Gillan**, English and Reading, Montgomery College, [jamie.gillan@montgomerycollege.edu](mailto:jamie.gillan@montgomerycollege.edu); **Lynn Roessner-Ankney**, English, Montgomery College, [lynn.roessner-ankney@montgomerycollege.edu](mailto:lynn.roessner-ankney@montgomerycollege.edu); **Maria Sprehn-Malagón**, Anthropology, Montgomery College, [maria.sprehn@montgomerycollege.edu](mailto:maria.sprehn@montgomerycollege.edu)

***The Immigration Conversation: The Intersection of Integrated Education and Life Utilizing the Smithsonian Institution***

Student participation in the Smithsonian Faculty Fellowship encourages students to engage in critical and creative thinking during visits to the Smithsonian museums. They synthesize the Smithsonian resources and individual class content to produce independent course projects and unique ideas regarding our theme of immigration. Our discussion will focus on the connections and student products after visits to the National Portrait Gallery, National Museum of the American Indian, National Museum of American History and others. The project continues with a "Conversations about Immigration" an informal gathering of students, faculty, and guests to discuss guided questions around this hot button topic. Attendees will learn how to

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integrate museum content into a college course, using the physical and e-spaces. They will discover the benefits of integrated learning utilizing a museum resource; learn implementation in a variety of disciplines and campus settings; and engage in discussion regarding faculty and student experiences.

Session 6.12 (Room CE-115) 11:40 a.m. - 12:40 p.m.

**Krista Keyes**, Languages and Literature, College of Southern Maryland, [kkeyes@csmd.edu](mailto:kkeyes@csmd.edu); **Neal Dwyer**, English, College of Southern Maryland, [ndwyer@csmd.edu](mailto:ndwyer@csmd.edu); **Gregory F. Malveaux**, English and Study Abroad Coordinator, Montgomery College, [Greg.Malveaux@montgomerycollege.edu](mailto:Greg.Malveaux@montgomerycollege.edu); **Rebekah de Wit**, Global Education and ESOL, The Community College of Baltimore County, [rdewit@cgbcmd.edu](mailto:rdewit@cgbcmd.edu)

### *International Education: Taking Your Students Out Into the World and Bringing the World Into Your Classroom*

**Panel Discussion:** Panelists will discuss the variety of ways they have approached internationalizing their curriculum in an effort to create empathy and a deeper understanding of other cultures. Together, they will provide information about creating study abroad opportunities for students, turning personal travel experiences into professional development opportunities, and bringing those experiences into the classroom. Additional topics include securing funding for travel through your institution, how to organize trips, and how you can be involved in the Maryland Community College International Education Consortium. Attendees will learn how to turn their personal travel experiences into learning opportunities for their students and how to create study abroad programs through the Maryland Community College International Education Consortium.

Session 6.13 (Room CE-103) 11:40 a.m. - 12:40 p.m.

**Barbara Johnson**, Languages and Literature, College of Southern Maryland, [johnsonkb\\_2000@yahoo.com](mailto:johnsonkb_2000@yahoo.com); **Mary Johnson**, Library, CSM, [MaryJ@csmd.edu](mailto:MaryJ@csmd.edu)

### *The Amazing Effect of Library Use on Grade Point Averages and Retention*

Many students think that Google searches are all they'll need to meet their research requirements; however, a 2013 study found that first-year students who used the library at least once in the fall had higher grade point averages and higher retention rates than their peers who did not use the library at all during the first semester. How do we get students to use the library? There has been a decline in the use of the physical library? Since 2012, CSM librarians have gone outside the physical library to reach 1000 students through teaching, communications, and other courses. We invite you learn how we did it. You will learn about four strategies for engaging students outside of the physical library; 2) what the research says about student outcomes and retention when students use library services for their research; and will leave with copies of the presentation, a Works Cited of current research, and samples of library questionnaires that can be adapted to their programs.

**SESSION CANCELLED**

**PowerPoint–Poster–Website Displays: Room BI-101**  
**Friday, January 8, 2016**  
**11:40 a.m. –12:40 p.m.**

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

**The poster sessions are scheduled together in room BI-101.** 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. – 12:40 p.m., and Session 6 (Friday) from 11:40 a.m. – 12:40 p.m.

Session 6A: POSTER SESSION: 11:40 a.m. – 12:40 p.m.

**April Johnson**, Health Science Division, College of Southern Maryland, [ajohnson5@csmd.edu](mailto:ajohnson5@csmd.edu); **Michael Walls**, CSM, [mwalls@csmd.edu](mailto:mwalls@csmd.edu), **Linda C. Goodman**, CSM, [lgoodman@csmd.edu](mailto:lgoodman@csmd.edu).

***Role Simulation to Promote Inter-Professional Education for EMS and Nursing Students***

The College of Southern patient inter-professional 5, 2015 with EMS and will display the benefits of

***This poster session is open on Thursday only***

Maryland is having a multi-simulation day on December nursing. This presentation the simulation and education

experiences of the students. Moving education out of the classroom and allowing to students to participate in a real life emergency room simulation increases learning and patient assessment skills. Attendees will discuss the benefits of simulation across multi-disciplines and the benefits of teamwork; describe the communication skills and how educators can enhance that development; and discuss patient assessment skills and hand off communication between EMS and nursing.

Session 6B: POSTER SESSION: 11:40 a.m. – 12:40 p.m.

**Kathryn S. Jones**, Science, Engineering and Technology, Howard Community College, [kjones@howardcc.edu](mailto:kjones@howardcc.edu).

***Responding to the Changing Role of Adjunct Professors in Maryland Colleges and Universities***

In Maryland, adjunct professors now represent a significant percentage of the faculty: they are more than two-thirds (69.9%) of the faculty at community colleges, and more than half (59.4%) at four year public institutions. To date, there has been no statewide guidance for policies regarding the treatment and strategic use of adjuncts. Recently, the Maryland Higher Education Commission has asked its Faculty Advisory Council for input regarding such policies. Come speak with the adjunct representative from Maryland's

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community colleges, Dr. Kathryn Jones, and share your thoughts on this important issue. Attendees to the poster will be given the opportunity to provide input on this topic, and will be encouraged to provide contact information so that as many community college professors as possible can develop policies on this important topic.

Session 6C: POSTER SESSION: 11:40 a.m. – 12:40 p.m.

**Abdelkebir A. Kmir**, Computer Systems and Information Technology, The Community College of Baltimore County, [akmir@ccbcmd.edu](mailto:akmir@ccbcmd.edu).

### ***Introductory Courses and Retention: A Practical Approach***

This poster will focus upon a variety of strategies in and out of the classroom that have positive effects on student retention & graduation: Making the Campus Retention and Learning to the Students; Reaching Out and Help Struggling Students; Student Support Programs; Teaching Study Skills, Providing Time Management, and Faculty Mentoring; and Teaching for Understanding, not to the Test. The attendees will discuss the importance of introductory courses to keep students in college (i.e., to increase retention), discuss faculty-student interaction approaches, talk about the importance of coaching, and be provided with examples of support systems for face-to-face and online learners.



Session 6D: POSTER SESSION: 11:40 a.m. – 12:40 p.m.

**C. Eric Cotton**, School of Mathematics and Science, The Community College of Baltimore County, [ccotton2@ccbcmd.edu](mailto:ccotton2@ccbcmd.edu).

### ***Effects of Student Writing Centers on the Quality of Scientific Writing***

Student writing in science classes often presents many areas for improvement, both in basic writing skills and scientific communication. Students writing in CCBC chemistry classes were compared before and after attending the writing center. Changes in spelling, grammar, writing flow, readability, critical thinking, and logic were examined. This poster will describe the results of the preliminary study and recommend further courses of action both for students and faculty to improve scientific writing. Attendees will discuss the impacts of third party writing tutors on the quality of scientific writing.

Session 6E: POSTER SESSION: 11:40 a.m. – 12:40 p.m.

**Angela Lanier**, E-Learning, Innovation and Teaching Excellence, Montgomery College, [angela.lanier@montgomerycollege.edu](mailto:angela.lanier@montgomerycollege.edu).

### ***Engaging College Learners with Task Cards***

Task cards are interactive cards that can promote critical and creative thinking, foster collaborative learning, and reinforce content and skills. Although commonly used in K-12 classrooms, college faculty can harness the power of task cards in any discipline. Whether used as a brief classroom activity or to

engage students in an authentic project of their choice, task cards are flexible, reusable and easy to create. This session will present several examples of task cards and explain the many ways to use them with college learners. Attendees will identify the different uses of task cards, engage in brief activities using task cards, and evaluate examples of task cards from different disciplines and generate ideas for creating task cards and using them in their courses

**Friday, 12:45 – 1:30 p.m.**

**Breakfast and Lunch: Room BI-103/104 and BI-113, and the Café area**

During lunch, conference participants are invited to meet with colleagues in their academic disciplines.

**Day 2: January 8, 2016**

**Sessions 7: 1:40 – 2:40 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 BU-105) 1:40 p.m. - 2:40 p.m.*

**Sean G Wynkoop**, English and Humanities, Hagerstown Community College,  
[sgwynkoop@hagerstowncc.edu](mailto:sgwynkoop@hagerstowncc.edu).

***Knocking Down the Wall: Metacognitive Writing Assignments for Teaching and Evaluating Critical Thinking Skills in the Digital Information Age***

Essay assignments in the first-year writing classroom are often solipsistic to academic research and writing. Altering old favorites, like the compare/contrast and argumentative essays, can provide students with learning opportunities for navigating a digital information age that inundates them with ceaseless messages. In an attempt to teach students creative and critical thinking skills that extend beyond classroom borders, this presentation will discuss a series of metacognitive writing assignments that engage students in effective process analysis of source material to understand how messages persuade audiences and create meaning. Attendees will discuss how students analyze source material and understand the messages that are presented to them; will learn how metacognition can be used for writing assignments to help students learn critical thinking skills for receiving and analyzing messages they will encounter outside of the classroom; and will understand new ways of evaluating student learning outcomes through strategic writing assignments.



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Session 7.2 (Room BU-201) 1:40 p.m. - 2:40 p.m.

**Lisa Gonzalez**, Nursing, College of Southern Maryland, [lgonzalez@csmd.edu](mailto:lgonzalez@csmd.edu).

***Teaching Nursing Students How to Think Like a Nurse: Facilitating Clinical Judgment in the Clinical Environment.***

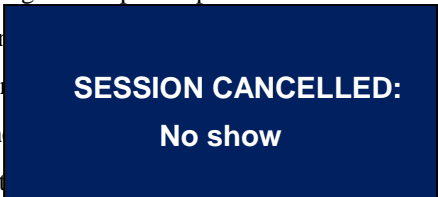
Teaching nursing students critical thinking skills and making good clinical judgment calls is a priority in nursing education. What better way to teach these skills than in the clinical setting. This presentation will share a formalized method that was developed to guide third semester nursing students through the steps of "thinking like a nurse." The method incorporates well accepted models of critical thinking such as nursing process, Tanner's Clinical Judgment Model, and the Lasater Clinical Judgment Rubric and includes weekly themes with associated lessons. The students are engaged in a real-world environment and dive into what it takes to think like a nurse. Attendees will discuss learning activities they can use in clinical to help students practice critical thinking skills, discuss methods to incorporate the "thinking like a nurse" weekly themes, lessons, and learning activities, and will describe ways to adapt the formalized method to their program or courses.

Session 7.3 (Room BU-106) 1:40 p.m. - 2:40 p.m.

**Stephanie Burke**, Languages and Literature, College of Southern Maryland, [sburke@csmd.edu](mailto:sburke@csmd.edu); **Arneitha Reed**, Special Education, CSM, [areed@csmd.edu](mailto:areed@csmd.edu).

***An Explanation on life in Careers and Entrepreneurship***

We will present vital information that highlights the importance of utilizing entrepreneurship, critical and creative thinking in the workplace. We will describe life after leaving community college and implementing a life style of learning that helps one pursue their interest consistently and professionally. The objectives of our presentation are to provide attendees with information on how to succeed professionally, life after finishing at the community college level, and how to present data from researchers within five years that highlight the success of entrepreneurs, and will compare and contrast working collaboratively for success. Attendees will discuss careers where thinking critically and creatively are vital in the workplace, and will describe how thinking critically and creatively has helped in their current positions as professors in education or other career sectors.



Session 7.4 (Room LR-206) 1:40 p.m. - 2:40 p.m.

**Amy Chase Martin**, Teaching and Learning Services, Howard Community College, [acmartin@howardcc.edu](mailto:acmartin@howardcc.edu).

***Engaging the Adult Learner - From Bored to On-Board!***

Name the six key principles of adult learning according to Malcolm Knowles. If you're stumped or want to participate in a session about how to engage adult learners using research- and classroom-supported

methods, join us. This is not a PowerPoint lecture; it is an active classroom experience - for *you*. Attendees will participate in multiple modalities of learning through self-reflection, pairing, small group and large group interactions in order to name the six principles of Andragogy; encourage student interaction with content, with peers and with the instructor; and identify best practices when designing instruction for the adult learner

Session 7.5 (Room BU-107) 1:40 p.m. - 2:40 p.m.

**Timothy McWhirter**, World Languages and Philosophy, Montgomery College,  
[timothy.mcwhirter@montgomerycollege.edu](mailto:timothy.mcwhirter@montgomerycollege.edu).

***The Maryland Flipped Classroom Study for Higher Education***

The Maryland Flipped Classroom Study for Higher Education seeks to be one of the most comprehensive studies of flipped classrooms. It includes 41 faculty members from three colleges in the state so far. These faculty members are working together to help each other flip their classes and create a study that has multiple protocols that investigate the effectiveness of flipped classrooms in detail. Project website: <http://marylandflippedclassroomstudy.com/> This presentation will help attendees understand what a flipped classroom is and why so many educators are interested in them. It will also help them understand the Maryland Flipped Classroom Study for Higher Education and how they might participate in it.

Session 7.6 (Room BU-111) 1:40 p.m. - 2:40 p.m.

**Amina Mathias**, Business, Cecil College, [amathias@cecil.edu](mailto:amathias@cecil.edu); **Laney Hoxter**, Multicultural Student Services, Cecil College, [lhoxter@cecil.edu](mailto:lhoxter@cecil.edu)

***Everybody's Talkin'... Life Beyond the Four Cs: Community College Classroom & Campus***

This is an interactive session based on a cultural sharing platform linked with education in the community college. We will share activities and information aimed to promote critical, creative and cultural awareness among our students. This will be exhibited by linking education to business and multicultural student services thereby promoting critical and creative thinking aimed to becoming successful citizens in a global society. Participants will be able to apply themes and ideas of various activities designed to promote critical and creative thinking in their classrooms and college as a whole; and design activities for their college, based on the presentation

Session 7.7 (Room BU-112) 1:40 p.m. - 2:40 p.m.

**Jonathan W. Grimes**, Behavioral Sciences, The Community College of Baltimore County, [jgrimes@ccbcmd.edu](mailto:jgrimes@ccbcmd.edu); **Todd Abramovitz**, CCBC, School of Applied Information Technology, [TAbramovitz@ccbcmd.edu](mailto:TAbramovitz@ccbcmd.edu); **Christine Mirbaha**, CCBC, School of Mathematics and Sciences, [cmirbaha@ccbcmd.edu](mailto:cmirbaha@ccbcmd.edu).

***The Electronic Annual Professional Summary (e-APS):***

***Reinventing Yearly Review and Revolutionizing Promotion Documentation***

The e-APS is an all-electronic document designed to assist faculty in the writing and documentation of their yearly review. A program was designed by the presenters to reinvent the process to an electronic format, and synthesize it with promotion documentation. The panelists will discuss the creation process, and attendees will see the product and examples of its use at CCBC. Attendees will discuss the relationship between yearly review and promotion material through the electronic format, and describe their current yearly review process and determine a preference of format.

Session 7.8 (Room BU-116) 1:40 p.m. - 2:40 p.m.

**Steven Dembo**, Institute of Art, Design & Interactive Media, The Community College of Baltimore County, [sdembo@cbbcmd.edu](mailto:sdembo@cbbcmd.edu)

***Photography and Mindfulness: A Proactive Approach to Identifying and Controlling Harmful Emotions.***

This presentation demonstrates how a collaboration of photography and psychology can be used in emotion regulation training which is based on aspects Dialectical Behavior Therapy. Emotion Regulation Training has been shown to significantly assist in controlling emotions by facilitating the ability to understand and name them. Emphasizing a proactive approach, a photography course was designed to encourage participants to actively focus on their emotions thus providing an effective way to recognize, name and ultimately channel their emotions. Preliminary results of this project demonstrated the efficacy of the project as a process that may have emotional healing and therapeutic results for a variety of traumatized groups. Attendees will learn how capturing emotions through photography can become a possible therapeutic approach to assist those suffering uncontrolled emotions due to trauma, grief, anguish or debilitating thoughts.

Session 7.9 (Room BU-117) 1:40 p.m. - 2:40 p.m.

**Lawrence T. Jones**, Developmental Education & Adult Literacy Services, Hagerstown Community College, [ltjones@hagerstowncc.edu](mailto:ltjones@hagerstowncc.edu); **Daryl S. Baginski**, Clandestine Reporters Working Group, LLC, Journalism, Philosophy & Law, [daryl@erworkinggroup.com](mailto:daryl@erworkinggroup.com)

***21st Century Journalism: Creativity is Privileged Over "Following a Program."***

Journalism has reached a crossroads. The education that a reporter receives in undergraduate and at the graduate-level no longer prepares potential journalists, activists, human rights workers, and a host of others for the all-encompassing surveillance and data mining that is being introduced into their chosen field. Creativity and a strong liberal arts education are the only ways to ensure the survival of democratic desire. Clandestine Reporters Working Group, LLC is committed to that desire, and we strive to supplement that education. Our goal is to provide an interactive presentation that focuses on the need for aspiring journalists and reporters to incorporate creativity and supplemental education into

**SESSION CANCELLED**

their curriculum. We train particularly in non-digital methods, such as handwritten ciphers, misdirection, counter-surveillance, and a variety of fieldcraft or tradecraft. Attendees will compare and contrast mass surveillance and targeted surveillance, specifically as it applies to college students and aspiring reporters.

Session 7.10 (Room CE-103) 1:40 p.m. - 2:40 p.m.

**Brian Patrick Riley**, English and Communications, Anne Arundel Community College, [bpriley@aacc.edu](mailto:bpriley@aacc.edu)

***Teaching Them How to Be Students***

Students who are new to college can sometimes come across as lazy, disengaged, and even hostile to learning. But what faculty might interpret as a “bad attitude” can often be a mask for something else: a lack of direction, a fear of failure, or a sense that they might not really belong here. And in many cases students are simply unaware of the habits needed for academic success because nobody ever bothered to tell them. We can help students improve their attitudes toward learning and increase their chances of success by adding just a few activities to what we already do in the classroom. Attendees will discuss factors that can lead students to appear disengaged from academic work, identify habits and attitudes necessary for success, and share strategies for incorporating essential non-cognitive skills into classes to improve student performance.

Session 7.11 (Room CE-115) 1:40 p.m. - 2:40 p.m.

**La Keita Carter**, Behavioral Sciences, The Community College of Baltimore County, [lcarter4@ccbcmd.edu](mailto:lcarter4@ccbcmd.edu).

***Helping Students Connect to Learning through Technology***

While lecturing is the typical way to impart information to students, this teaching style doesn't work for everyone. As committed educators, we want to appeal to a diversity of learning needs. Come to this workshop and learn about a learning platform that will help visual, kinesthetic, and multi-modal learners feel engaged too. This hands-on training will expose you to a learning platform that will help your students learn about subject matter in a different way than through lecture. You will learn how to incorporate a learning program in face-to-face, blended, and online settings.

Session 7.12 (Room CE-106) 1:40 p.m. - 2:40 p.m.

**Carolyn Woolson**, Philosophy and Gender & Sexuality Studies, Anne Arundel Community College, [cwoolson@aacc.edu](mailto:cwoolson@aacc.edu); **Lena Choudhary**, AACC, [lchoudhary@aacc.edu](mailto:lchoudhary@aacc.edu); **April Copes**, AACC, [aecopes@aacc.edu](mailto:aecopes@aacc.edu); **Philip Terry-Smith**, AACC, [pbterrismith@aacc.edu](mailto:pbterrismith@aacc.edu)

***Evolution of a Year of Social Justice: Transforming a One-Year Initiative into a Movement***

With a mission to “Think Big and Change the World,” the Anne Arundel Community College faculty, students, and staff named 2014-2015 “The Year of Social Justice.” After a year that exceeded most expectations, the planning team continues to nurture the evolution of that initiative into sustainable efforts

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to address injustices and create positive change. This session provides an overview of the key elements of their Year of Social Justice, and visions for its evolution. Attendees will learn about both curricular and co-curricular activities and events that we planned to raise awareness about issues concerning social justice, and acquire the tools and strategies to develop social justice initiatives on their own college campuses.

Session 7.13 (Room CE-107) 1:40 p.m. - 2:40 p.m.

**Heidi Neff Chuffo**, Art, Harford Community College, [hkneff@yahoo.com](mailto:hkneff@yahoo.com).

### **Discipline-Specific Meeting: FATE (Foundations in Art: Theory in Education) Roundtable at AFACCT**

FATE (Foundations in Art: Theory in Education) is a national organization devoted to the teaching of art at the foundations level in two and four-year schools. The purpose of this meeting is to introduce the organization to art and design instructors who may not yet be familiar with it as well as a place for FATE members or those who have attended previous FATE regional events to reconnect. Please come prepared to discuss your biggest challenges you face as a foundations instructor as well as any innovative Foundations projects you would be willing to share. Attendees will discuss the current state of foundations teaching in art; share specific successful project examples with colleagues from around the state; and learn about other opportunities to participate in FATE on regional and national levels.

### **Day 2: January 8, 2016 Sessions 8: 2:55 – 3:55 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 8.1 (Room BU-105) 2:55-3:55 p.m.

**Jason S. Spiegelman**, Behavioral Sciences, the Community College of Baltimore County,  
[JSpiegelman@cCBCMD.edu](mailto:JSpiegelman@cCBCMD.edu).

#### ***Students with Poor Boundaries - Establishing and Maintaining Limits***

New and seasoned instructors alike will recognize the student who shares too much personal information in class, often dominating class discussions and creating discomfort in the classroom. Responding to this problem in a sensitive yet assertive way is difficult, feelings are often bruised and connections lost. While we want to educate both on our topic area as well as appropriate classroom behavior, such students often become offended when limits are enforced, and may either act up further or quit the class. This presentation will be a collaborative exploration of ideas for dealing with this problem based on participants' experiences. Attendees will collaboratively share their own experiences with the "oversharing" student as well as strategies that they have used to handle this problem. The pros and cons (and successes and failures) of these interventions will be discussed. They will discuss ways or proactively heading off this problem, including course policies and syllabus components that can help prevent boundary violations from occurring in the first place, and will share policies of their own departments, disciplines, and institutions

that exist to both prevent and respond to these problems, including appropriate intervention techniques that may be useful for other educators.

Session 8.2 (Room BU-106) 2:55-3:55 p.m.

**Crystal Whitaker**, Communication Arts, the Community College of Baltimore County, [cwhitaker2@ccbcmd.edu](mailto:cwhitaker2@ccbcmd.edu).

***Becoming a Student Centered Instructor***

Would you like to increase students' level of learning accountability and engagement? By implementing different Student Centered Instruction techniques, you can foster an environment that puts the students in the driver seat of their course experience, in any discipline. Get ready to spice up your syllabus, create student-led workstations, and offer a variety of learning assessments that center around student success, accountability, and engagement. Attendees will assess their current classroom environment, express their views on autonomous learning environments and create a plan of action for incorporating new techniques in the classroom.

Session 8.3 (Room BU-107) 2:55-3:55 p.m.

**Amber H. Rust**, Mathematics, Ann Arundel Community College, [arust1@aacc.edu](mailto:arust1@aacc.edu); **Regina Souhrada**, Reading, AACC, [rssouhrada@aacc.edu](mailto:rssouhrada@aacc.edu).

***Incorporating Reading Strategies into Your Course to Increase Student Engagement and Comprehension***

Students often enter courses with limited ability to read and comprehend textbooks. Learn how to incorporate several reading strategies into your lesson plans to “fix” this problem which can support and enhance the learning and teaching of your content area. Reading strategies help students learn vocabulary, understand textbook features and structure (thus the topic), and organize the material for better comprehension which includes various note-taking and problem solving strategies. Walk away with a handout detailing ready-to-use reading strategies for your next class meeting. We will expose the attendees to reading strategies; explain what they are, how to use them, and what they offer for both faculty and students. Attendees will learn about the versatility and modifiability of these strategies. This session will also provide the attendees with another very valuable way to assess their students’ understanding of topics. Attendees will be exposed to the value and versatility of reading strategies for lesson planning and for assessment purpose and have hands-on experience using 2-3 reading strategies from the student perspective to see the value in considering their use.

Session 8.4 (Room BU-111) 2:55-3:55 p.m.

**Yvette Dodson**, Languages and Literature, College of Southern Maryland, [ydodson@csmd.edu](mailto:ydodson@csmd.edu).

***"That's Illogical, Captain"***

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Empowering students and equipping them with the tools they need to communicate their knowledge, proposals, and their own voice is one of the finest privileges of an involved instructor. Being able to recognize logical fallacies in our own reasoning and the reasoning of others is the key to developing critical and innovative thinking that leads to true problem solving and conflict resolution. Learn how to identify some common logical fallacies, how to answer an opposing view, and strategies to help build the skill of dialogue in students. The participants will identify common logical fallacies, apply logic to construct an argument and rebuttal, and discuss strategies that engage students in meaningful and respectful dialogue.

Session 8.5 (Room BU-112) 2:55-3:55 p.m.

**Sophie Reverdy**, Library, Anne Arundel Community College, [reverdy@aacc.edu](mailto:reverdy@aacc.edu); **A. K. Wheeler**, AACC, [akwheeler@aacc.edu](mailto:akwheeler@aacc.edu); **Dan V. Fernandez**, Physical Science, AACC, [dvfernandez@aacc.edu](mailto:dvfernandez@aacc.edu).

### *Information Literacy for Lifelong Learning: Planting Seeds in the Virtual Classroom*

Since 2004, the librarians at AACC have served distance learners in the college's growing virtual campus. The presenters will discuss the college's embedded librarian program, its history, evolution, and future, providing attendees with a model which is both sustainable and scalable. The presenters will share their experiences as both embedded librarians and as faculty working in collaboration to support students in their development of information literacy and critical thinking, skills which are necessary to their continued scholarship, and beyond, as active and effective citizens and lifelong learners. Attendees will be introduced to methods for facilitating information literacy and critical thinking for academic success and lifelong learning and strategies for addressing student diversity in the distance teaching and learning environment. They will be presented with a sustainable model for embedding librarians in the virtual campus, and given an example of a positive and productive partnership between librarians and faculty.

Session 8.6 (Room BU-116) 2:55-3:55 p.m.

**Christine Mirbaha**, Mathematics, The Community College of Baltimore County, [cmirbaha@ccbcmd.edu](mailto:cmirbaha@ccbcmd.edu).

### *Fostering a Positive Growth Mindset in Online and Face-to-Face Students*

In an attempt to increase online course retention and success rates by enhancing students' positive mindsets, a semester-long project mirroring previously successful face-to-face best practices was piloted as part of an EE-STEM project during the spring 2015 semester. The results of the pilot will be shared, along with an update on both the online and the face-to-face studies. Additional best practices in various learning environments will be solicited from attendees. Attendees will discuss techniques designed to develop and reinforce strong positive growth mindsets in students as well as compare and contrast methods of fostering a growth mindset in online and face-to-face students.

Session 8.7 (Room BU-117) 2:55-3:55 p.m.

**Kellie McCants-Price**, Psychology, Anne Arundel Community College, [kmmccantsprice@aacc.edu](mailto:kmmccantsprice@aacc.edu).

***3, 2, 1 Tech Tools: Making Tech Tools Work for You!***

This session will showcase Ed Tech tools and tips to help college professors to easily gather resources and transform assignments for their courses. Attendees will walk away with tools they can quickly integrate into their course preparation for Spring 2016 and beyond. This presentation is for educators of all disciplines. Attendees will learn about and discuss the merits of using tech tools to curate videos, websites, and online resources for their classes, and compare and contrast different presentation tools to integrate into the materials for their courses.

Session 8.8 (Room CE-103) 2:55-3:55 p.m.

**Deborah C. Stearns**, Psychology, Montgomery College [deborah.stearns@montgomerycollege.edu](mailto:deborah.stearns@montgomerycollege.edu);

**Genevieve Carminati**, English and College-wide Women's and Gender Studies Program, Montgomery College, [genevieve.carminati@montgomerycollege.edu](mailto:genevieve.carminati@montgomerycollege.edu).

***The Community College WGS Classroom as a Locus for Feminist Consciousness***

In “*Where We Stand: Class Matters*”, Bell Hooks argues that a visionary feminist movement would “root its work first and foremost in the concrete conditions of working-class and poor women. That means creating a movement wherein education for critical consciousness begins where people are.” This panel will explore the ways in which community college Women's and Gender Studies programs can foster political consciousness among students by connecting with their lived experiences and broader social issues. Attendees will identify ways to help students develop a sense of critical consciousness regarding broader political issues; consider issues of class, race, gender, and sexuality and how they intersect in the lives of community college students; and explore the possibilities of Women's and Gender Studies course and program design to engage students with contemporary socio-political movements.

Session 8.9 (Room CE-106) 2:55-3:55 p.m.

**Mike Long**, Mathematics, Howard Community College, [mlong@howardcc.edu](mailto:mlong@howardcc.edu);

**Loretta Tokoly**, Mathematics, STEM Scholars, Howard Community College, [ltokoly@howardcc.edu](mailto:ltokoly@howardcc.edu).

***Creating Calculus Connections***

Calculus is often viewed as a gatekeeper for students in the STEM pathways, which begs the questions, how do we provide experiences to enhance student learning and understanding of Calculus concepts including limits, derivatives, and integrals. Come and engage in a number of hands-on and interactive tasks for you and your students that will provide such experiences. Learn how to approach such tasks with your students and how to blend them into your Calculus class. Participants will engage in tasks that will enhance understanding of the main topics of calculus: limits, derivatives, and integrals and discuss where they would fit in the scope and sequence of the Calculus course; understand how to blend the tasks into the existing Calculus course without compromising the need to meet all of the objectives; and understand how to use the tasks with the students to get the most out of them



Session 8.10 (Room CE-107) 2:55-3:55 p.m.

**Love Davis**, Business & Mathematics, Montgomery College, [love.davis@montgomerycollege.edu](mailto:love.davis@montgomerycollege.edu).

***Sparkling Creativity through Course Challenges***

This presentation covers creative ways to engage, connect, and communicate with students to open up the doors for exciting rapport. Participants will learn how to set up a semester-long challenge that will spark creativity and connect participants will learn how to set up a desired classroom culture slightly in order to spark creativity and connect participants will learn how to set up a desired classroom community. In this presentation, participants will discuss current challenges that they are having with students, and will discuss strategies that they can apply now to change the classroom culture to be more creative.

**SESSION CANCELLED:  
No show**

Session 8.11 (Room BU-201) 2:55-3:55 p.m.

**Jean Boggs**, Library, Community College of Baltimore County, [jboggs2@cCBCMD.edu](mailto:jboggs2@cCBCMD.edu).

***Consider the Source: How Research Assignments on the Environment Can Teach Students Life-Long Lessons about the World of Information***

Within this presentation participants can learn how to mine a variety of online resources with a librarian for facts about the environment that can create teachable moments for students, or learn how to craft assignments that promote critical thinking skills in students, skills that transcend classroom learning and promote involvement as global citizens and critical engagement with sources. Using the fresh guideposts of Information Literacy issued by the American Library Association, this presentation takes a critical look at online newspapers, magazines, and government documents. Attendees will become familiar with the new American Library Association guideposts for consideration in their course design; learn to power search Google for resources using a librarian's tips and strategies; and become familiar with some resources that could be used to tailor an assignment.

Session 8.12 (Room CE-115) 2:55-3:55 p.m.

**Jen Lara**, Education, Faculty Development, Anne Arundel Community College, [jglara@aacc.edu](mailto:jglara@aacc.edu).

***Amplify Your Instruction: Teaching Strategies to Deepen Learning***

Join Jen Lara to expand on one of the keynote themes - Amplify your instruction! Come to this interactive workshop highlighting Jen's favorite teaching strategies to engage students and deepen learning. Be ready to be out of our seat, interacting with others, and thinking in new and creative ways. The participants of this workshop will identify the benefits of using teaching strategies to engage students and deepen learning; explore and use an assortment of teaching strategies; and discuss ideas for using teaching strategies immediately with students

Session 8.13 (Room BU-203) 2:55-3:55 p.m.

**Barbara Link**, Languages & Literature, College of Southern Maryland, [balink@csmd.edu](mailto:balink@csmd.edu); and **Norm Bleakley**, CSM, [albertB@csmd.edu](mailto:albertB@csmd.edu)

*Using the Internet and Social Media to Teach Composition and Literature*

The presenters use YouTube and Facebook to enhance students' knowledge of the literature being reviewed in class. Students create YouTube presentations of an act of one of Shakespeare's plays. They must incorporate old English and modern English while updating their act to reflect a current "fad", such as *Modern Family* or *Ninja Turtles*. Students then create both Facebook profiles for a short story character and a group page for the short story character in the story. They within the group page. Finally, presentation using technical presentation. Attendees will classroom can be a friend, learn effective learning can occur and have fun and learn at the same

***For last-minute changes, check the Registration Desk in the and/or the room each presentation room***

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itself. Each student becomes a discuss theme, symbolism, etc., they create a PowerPoint skills for their poetry learn that Facebook in the that when new meets old, that it is possible for students to time.

***cancellations and room bulletin board at the foyer of the BI Building schedule posted on door.***

## ***AFACCT 2016 Conference Donors and Sponsors***

On behalf of community college faculty members throughout Maryland, the AFACCT Board of Representatives wishes to thank the proprietors of theatres, publishers, businesses, and community colleges for their generous support of the 26<sup>th</sup> Annual AFACCT Conference, **January 7 and 8, 2016**. A full list of the donors for the 2016 conference is available on the [AFACCT Conference '16 website](#).



*January 7 and 8, 2016*

## **FAQs: “Frequently Asked Questions and Answers”**

Updated: December 16, 2015

### **The College of Southern Maryland**

8730 Mitchell Road, La Plata, Maryland 20646

For campus information, call 301-934-2251, or 1-800-933-9177 toll free in Maryland

**Q:** *Can I get Internet access on the College of Southern Maryland campus?*

**A:** Yes, the campus of the College of Southern Maryland offers wireless Internet access in all open areas and classrooms, including all presenter rooms, the Business & Industry Building, and the Library. To connect, select **CSM-WiFi**, and use the password **wireless@CSM** (The password is case sensitive). The Information Technology Department will have networked Internet access available for presenters in each classroom at the podium computers. If you have trouble connecting, call the HELP desk: **301-934-7740**, or in any campus presentation room, call extension **4357**.

**Q:** *I want to go to several presentations addressing similar topics. Can AFACCT schedule the Program of Presentations so it divides similar presentations into different sessions so that times don't conflict with one another?*

**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 in the afternoon of Thursday, January 7), we make every effort not to schedule mathematics-related presentations during that time, since most mathematics presenters will be attending this 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 little flexibility for scheduling similar topics at different times.

**Q:** *“Are there vegetarian options at lunch?”*

**A:** This question about vegetarian menu items has been raised at previous AFACCT conferences. AFACCT's menus have always been selected to accommodate those who prefer a vegetarian diet.

## AFACCT Conference 2016 Program of Presentations

However, there may be conference goers who have other dietary restrictions that we cannot accommodate. This year, as in the past, the food catering service permits us two choices for each meal: one vegetarian and one non-vegetarian selection. Please note, however, there are no purely vegan options. To help you plan your particular dietary requirements, the following is the menu for the AFACCT '16 conference:

- *Breakfast both days* – Scrambled eggs, bacon, home-fried potatoes, biscuits w/ butter & jelly, and yogurt. Coffee, tea, cocoa, juice
- *Thursday lunch* – Chicken Cordon Bleu, Veggie Lasagna, Caesar Salad (Romaine), Green Beans Almandine, dessert, canned soda, water
- *Friday lunch* – Fried chicken (Southern Maryland Style), Vegetables sautéed w/ fried bean curd; Mashed potatoes, Seasonal Veggie Blend, Tossed Salad (Romaine); dessert, canned soda, water

*Coffee, tea, and water will be available throughout the conference.*

**Q: *When I register online, will I receive confirmation of registration?***

**A:** A “Registration Confirmation” is sent to the email address you typed in as soon as you clicked “Submit.” (To make sure the email address is correct, we ask that you reenter it, just in case). The email receipt shows when you registered, the days you registered for, and the amount due. If you did not see that receipt in your email inbox, then it’s possible the receipt was blocked by your computer system’s *Spam* filter. We have noticed that many college email systems (with ‘*edu*’ in the email address) are blocking this receipt. Go to the “junk” box of your email system’s spam filter and check to see if it is there, release it from the junk box, and then save and print the receipt. Or, you may request a registration receipt at the conference information desk. If you have questions about your registration, send an email to the AFACCT Coordinator, George Mateja at [gmateja@cgbcmd.edu](mailto:gmateja@cgbcmd.edu) or call him at his office: 443-840-3012

**Q: *Where do I park at the conference? Do I need to get a parking sticker?***

**A:** Parking should not be problem at the College of Southern Maryland: you do not need a parking permit or sticker, and there is more than ample parking. The Conference Registration/Information desk in the Business and Industry Building “BI”. All peer presentations are in the BU building and CE buildings. The Keynote speakers are scheduled in the theater of the “FA” (Fine Arts) Building. A campus map can be found at this link: <http://www.csmd.edu/about/locations/la-plata-campus/index.html>

**Q:** *What's the purpose of the Conference Evaluation? Does anyone ever read them?*

**A:** The evaluations you fill out do matter. These assessments of the conference activities enable the AFACCT Board of Representatives to continue to offer quality conferences. Therefore, you are encouraged to complete them for every session you attend, including the keynote addresses. To plan for the next conference, we look first at the recommendations you make and try to accommodate all your carefully thought-out advice, and then try to fix the problems you reveal to us. Additionally, every presenter is given a copy of the evaluation results for his/her presentation, so your feedback is especially valuable to those who devoted their time and energy in giving their presentations. But you must remember to hand in those evaluations at the Registration Desk (and pick up your AFACCT mug as a token of our appreciation). Please remember to put the full session number and the speaker's name on your evaluation form. Otherwise, your evaluation cannot be counted.



*Collect them all. They make great holiday gifts.*

## 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:** 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 26<sup>th</sup> annual conference, and for helping to make the next conference even better with your thoughtful evaluations.

**AFACCT '16 Conference Proceedings:** All presenters are invited to submit their presentation manuscripts for publication in the *26th Annual AFACCT Conference'16 Proceedings*. After giving your presentation, go to the Registration Desk and pick up a copy of *Guidelines for Proceedings*, and then see Richard J. Siciliano, AFACCT Assistant Coordinator, to submit an electronic copy of your presentation for publication in *Conference'16 Proceedings*. Copies of past years' *Conference Proceedings* are available on the AFACCT website.

**AFACCT Conference 2017:** Mark your calendars and plan to attend our next AFACCT conference on January 5 and 6, 2017, at Harford Community College. Theme: *to be determined and your suggestions are welcomed...* Full details will be published on the [AFACCT website: http://www.afacct.csmd.edu](http://www.afacct.csmd.edu)

**Get Connected.**

**CSM WiFi**

To Connect:  
**CSM-WiFi**

Password:  
**wireless@CSM**

 Wireless Zone

Trouble connecting to the wireless?  
Call the Help Desk, 301-934-7740.

**CSM READY**

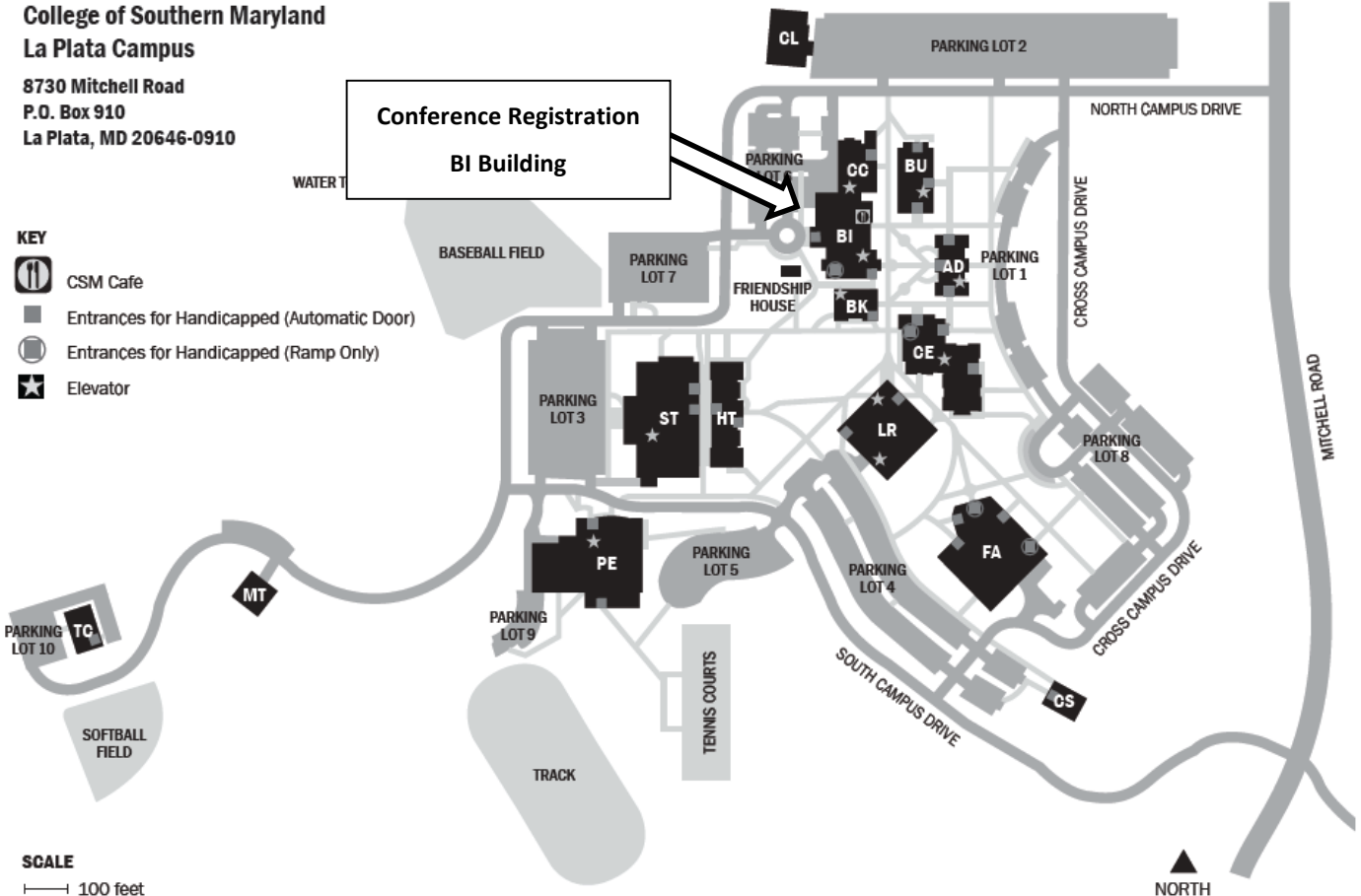
Sign up for CSM.TXT emergency notifications and campus closing alerts at: **ready.csmd.edu**.

  
www.csmd.edu

AFACCT Conference 2016 Program of Presentations

College of Southern Maryland  
La Plata Campus

8730 Mitchell Road  
P.O. Box 910  
La Plata, MD 20646-0910



KEY

- CSM Cafe
- Entrances for Handicapped (Automatic Door)
- Entrances for Handicapped (Ramp Only)
- Elevator

SCALE

— 100 feet

BUILDINGS

- AD - Administration Building
- BI - Center for Business and Industry
- BK - Bookstore Building
- BU - Business Classroom Building

- CC - Campus Center
- CE - Community Education Building
- CL - St. Charles Children's Learning Center
- CS - Campus Services
- FA - Fine Arts Center

- HT - James C. Mitchell Center for Health Technology
- LR - Learning Resource Center
- MT - Facilities Building
- PE - Physical Education Center

- ST - Francis P. Chlaramonte, MD Center for Science and Technology
- TC - Maryland Center for Environmental Training

College of Southern Maryland Campus Map  
8730 Mitchell Road  
La Plata, MD 20646-0910