



**23<sup>RD</sup> Annual Conference**  
Association of Faculties for Advancement of Community College Teaching

# **PROCEEDINGS**

From the  
Twenty-Third Annual Conference

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

January 10 and 11, 2013  
Hosted by Frederick Community College  
7932 Opossumtown Pike, Frederick, MD 21702

Conference Coordinator, Chair of AFACCT	
Coleen Weil.....	Wor-Wic Community College
Conference Site Coordinators	
Maria Ammar and Ted Taft.....	Frederick Community College
<i>Proceedings</i> Editor	
Marc Steinberg.....	Chesapeake College
Web Manager	
Richard J. Siciliano .....	College of Southern Maryland

## Table of Contents

<a href="#"><i>Distance Education: Collaboration Spells Success</i></a> [Session 6.3]	
Bernice Alston, Michael Parsons, Ebonee Mitchell-Mayo.....	5
<a href="#"><i>Undergraduate Research as a Flexible, Collaborative Learning Approach: Perspectives of Two and Four Year Faculty Members of the Council on Undergraduate Research</i></a> [Session 3.7]	
Elizabeth Ambos, Larry Wimmers, Joanna Vondrasek, Gwen Gilinger.....	6
<a href="#"><i>Strategies for Completion: At-risk Population</i></a> [Session 4.2]	
Sarah Barnhardt, Rebekah de Wit, La Tonya Dyett, Heather Foss, Haleh Harris.....	7
<a href="#"><i>Promoting Student Success in the Classroom</i></a> [Session 1.13]	
Debra M. Bartlett.....	7
<a href="#"><i>A Collaborative Traditional, Online, Travel Study Program in Belize</i></a> [Session 3.12]	
Paul Billeter, Carolin McManus.....	8
<a href="#"><i>Integrating Traditional FTF Courses and Technology ‘Helps’ Or How I Learned to Stop Worrying and Love Google Drive as a Grading Tool</i></a> [Session 7.12]	
Amy M. Cedrone.....	9
<a href="#"><i>Training Adjunct Faculty to Teach Online: MarylandOnline’s Inter-Institutional Approach</i></a> [Session 6.1]	
Bobbi Dubins, Diana Zilberman.....	10
<a href="#"><i>Active Learning Strategies</i></a> [Session 2.10]	
Susann Engelhardt.....	11

<a href="#"><u><i>The Blended Research Symposium: “Chatting” About Research in the Freshman Composition Class</i></u></a> [Session 3.1]	
Elizabeth Walpole Fitzgerald.....	12
<a href="#"><u><i>Kick Your Students and Yourself Out of the Classroom: The Interdependence of Place, Self, and Learning</i></u></a> [Session 5.3]	
David Harper, Gregory Farley.....	12
<a href="#"><u><i>Storytelling Sparks! A Tool for Teaching</i></u></a> [Session 2.6]	
Pat Harris .....	13
<a href="#"><u><i>Improving Literacy through Technology and Collaboration: A Collection of Instructional Strategies</i></u></a> [Session 2.2]	
Margaret H. Jenkins and Kellee Jenkins .....	13
<a href="#"><u><i>Engaging Students in the Making of History through Reenactment and the Visual Arts</i></u></a> [Session 4.6]	
Terence L. Johnson.....	14
<a href="#"><u><i>Effectiveness of Collaborative Learning in the College Setting</i></u></a> [Session 2.4]	
Supawan King, Edith Lynch.....	15
<a href="#"><u><i>Flipped 2.0: A Presentation and Discussion of Hard and Soft Skills for Best Flipped Teaching</i></u></a> [Session 7.3]	
Alexa Landrus.....	15
<a href="#"><u><i>Making Communication Classes Come Alive</i></u></a> [Session 7.9]	
Sheri Dean Parmelee.....	16
<a href="#"><u><i>Out of the Box: Teaching with Technology and Beyond; Minding the Brain</i></u></a> [Session 2.5]	
Bette Petrides.....	17
<a href="#"><u><i>Technology Infused Classroom ... Facebook, Blog, Jing, Smartpen, and More</i></u></a> [Session 1.2]	
Kim Sheppard, Alketa Gjiguria.....	17
<a href="#"><u><i>Leveraging Emerging Technologies for a New Generation to Increase Student Success and Engagement</i></u></a> [Session 4.10]	
Annitsa Spanos.....	18
<a href="#"><u><i>Inquiring Minds Want to Know: Creating Classroom Community for Active Engagement</i></u></a> [Session 7.10]	
April Tripp.....	18
<a href="#"><u><i>With All the Flexible Approaches, Why Do Students Still Fail?</i></u></a> [Session 7.4]	
Donna Tupper, Debi Loeffler, Christine Mirbaha.....	19

*One Proactive Instructor = One Interactive Class* [Session 1.4]  
R. Lee Viar IV, Charmaine Troy.....20

*The Flipped, Blended, Mobile, Collaborative & Flexible Nursing Classroom* [Session 4.11]  
Coleen Weil .....21

# Distance Education: Collaboration Spells Success

*Bernice Alston, Graduate Associate, Morgan State University*  
*Michael Parson, Education/Sociology, Morgan State University*  
*Ebonee Mitchell-Mayo, Graduate Associate, Morgan State University*  
Session 6.3: January 11, 2013

Online learning is a growing trend among higher education institutions in the United States and worldwide (Gosmire, Morrison, and Osdel, 2009). Research has indicated that online degree programs hold an increasing appeal, especially for adult learners (Nitsch, 2003). Although many college students choose online learning because of its convenience and flexibility, these students are at a greater risk of feeling isolated from the social activities of learning and less likely to complete the course than students in a traditional face-to-face class (Chen, Gonyea, and Kuh, 2008; Nitsch, 2003).

Research has suggested that student interactions play a significant role in student satisfaction (Irizarry, 2002). Collaboration between students and faculty promotes student motivation (Johnson & Johnson, 1999). Woods and Baker (2004) explained, "Online instructors are frequently encouraged to actively construct a positive social dynamic in parallel with the content delivery" (p. 1). Additional research has indicated that students need interaction to increase their academic motivation. Interaction gives students a sense of validation, motivating their academic performance (Irizarry, 2002). Without positive interactions, students may become isolated from their learning environment and not have the opportunity to develop an online support system to encourage them to complete the course.

## References

- Chen, P., Gonyea, R., & Kuh, G. (2008). Learning at a distance: Engaged or not engaged? *Innovate Journal of Online Education*, 4(3), 1-8.
- Gosmire, D., Morrison, M., & Osdel, J. (2009). Perceptions of interactions in online courses. *MERLOT Journal of Online Learning and Teaching*, 9(4), 609-617.
- Irizarry, R. (2002). Self-efficacy & motivation effects on online psychology student retention. *USDLA Journal*, 16(12) ISSN 1537-5080
- Johnson, R., & Johnson, D. (1999). Creating a positive climate: Cooperative learning. *Safe and Responsive Schools*. Retrieved from [http://www.indiana.edu/~safeschl/cooperative\\_learning.pdf](http://www.indiana.edu/~safeschl/cooperative_learning.pdf)
- Nitsch, W. (2003). *Examination of factors leading to student retention in online graduate education*. (Doctoral dissertation). Retrieved from <http://www.decadeconsulting.com/decade/papers/StudentRetention.pdf>

Woods, R., & Baker, J. (2004). Interaction and immediacy in online learning. *The International Review of Research in Open and Distance Learning*, 6(2). Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/186/268>



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

*Larry Wimmers, Biology, Towson State University*  
*Joanna Vondrasek, Biology, Piedmont Virginia Community College*  
*Gwen Gilinger, Biology, Community College of Baltimore County*  
*Elizabeth Ambos, Executive Officer, Council on Undergraduate Research*  
Session 3.7: January 10, 2013

Undergraduate research (UR) is one of the most authentic and effective ways to promote student learning, and is a high-impact educational practice that can lead to measurable gains in student retention and graduation rates, as well as students' career aspirations. Two-year and four-year college faculty, who are also members of the national advocacy and service organization for UR, the Council on Undergraduate Research (CUR) presented their perspectives and helpful hints on how best to incorporate UR into curricula, and the benefits obtained through UR to student learning. CUR's Executive Officer, Elizabeth Ambos, provided an array of programs and services that CUR maintains, and which involve substantial engagement with two-year college faculty. Larry Wimmers presented on UR partnerships between Towson State and regional community college partners. Joanna Vondrasek and Gwen Gilinger, respectively from Piedmont (Virginia) CC and Community College of Baltimore County, presented models of faculty-mentored student research, conducted primarily in Maryland and Virginia field sites.

# Strategies for Completion: At-risk Population

*Sarah Barnhardt, Assistant Professor, ESOL, The Community College of Baltimore County*  
*Dr. Rebekah de Wit, Assistant Professor, ESOL, The Community College of Baltimore County*  
*Dr. La Tonya Dyett, Assistant Professor, Reading, The Community College of Baltimore County*  
*Heather Foss, Assistant Professor, Reading, The Community College of Baltimore County*  
*Haleh Harris, Instructor, Reading, The Community College of Baltimore County*  
*Avery Williams, Instructor, Reading, The Community College of Baltimore County*

Session 4.2: January 10, 2013

Community colleges have had a tremendous increase in at-risk student populations: underprepared students, minority students, and students with disabilities and/or economic hardships. Changes to financial aid requirements make academic success and completion more of a challenge but more necessary now than ever. Faculty from reading and ESOL, disciplines geared towards the at-risk population, share teaching and learning strategies that participants can use in their courses to build community and responsibility for learning. The slideshow has practical applications for emphasizing metacognition and community building. Different learning styles and first day expectations are addressed with suggestions about how to motivate students to self-regulate.



# Promoting Student Success in the Classroom

*Dr. Debra M. Bartlett, Assistant Professor of Biology, Anne Arundel Community College*

Session 1.13: January 10, 2013

Success can be described as both inward and outward, and it starts with believing in yourself. The process begins with wise choices and our beliefs and behaviors. Positive beliefs lead to effective behavior. Effective behaviors lead to success, and success reinforces the positive belief. Some students have inner scripts which self-criticize or a need to constantly feel that they must

defend themselves and make excuses while blaming others for their lack of success. Teaching students to accept personal responsibility for their actions, learning to be a creator in their life and not play the role of the victim, along with a Wise Choice step by step formula, guide the student to learn how to be successful.

Once they accept personal responsibility, they can be guided to discovering self-motivation. Students are taught to assess their motivation by using the formula of V (value) x E (expectation) = M (motivation). Students are asked to evaluate themselves on a scale of 1 to 10 for how much they value their learning and how much they expect to be successful. Higher numbers are predictors of success and can be used to set goals.

## Promoting Student Success in the Classroom

Abstract 2013 Conference  
Frederick Community College - Frederick, MD  
Session 3.12  
January 10, 2013  
Time: 4:00pm to 5:30pm  
Dr. Debra M. Bennett  
dbennet@fccc.edu  
Assistant Professor of Biology  
Frederick Community College  
http://www.fccc.edu

# A Collaborative Traditional, Online, Travel Study Program in Belize

*Paul Billeter, The College of Southern Maryland*  
*Carolyn McManus, The College of Southern Maryland*  
Session 3.12: January 10, 2013

Maryland community colleges have been vigorously engaged in devising, instituting, evaluating, and revising core outcomes amid the ever-present desire to improve the education experience. Overarching these initiatives is the simple fact that if college does what college is supposed to do, it should be a transformative experience in students' lives. Although personal transformation neither fits into a rubric nor is measured easily with traditional methods, most professors agree that they've experienced transformation in students simply because, with deference to Justice Potter Stewart, they know it when they see it.

The College of Southern Maryland's Biology and Language Departments have collaborated in offering Marine Biology and Cultures of Belize each spring for the past decade. Marine Biology is a blended online/travel-study lab science course and Cultures of Belize is an on-campus/travel-study blend.



This presentation showcased our integrated travel-study program. We explained our small role in transforming our students' lives and the advantages of taking students, many of them experientially-deprived, overseas. Studying marine biology in Belize, rather than Florida, while exploring Mayan archaeological sites in concert with snorkeling on coral reefs, creates a synergistic integration of science and culture that yields a sum greater than its parts. And students' lives are transformed.



## **Integrating Traditional FTF Courses and Technology ‘Helps,’ or How I learned to stop worrying and love Google Drive as a grading tool**

*Amy M. Cedrone, Harford Community College*  
Session 7.12: January 11, 2013

My presentation focused on the use of online technology and other tech ‘helps’ to enhance and supplement traditional face-to-face (FTF) courses. I do not teach online courses, so I approach the subject in search of tools to help make my life easier, incline students to work harder, and show the students how to use technology in a professional way. Demonstrating the use of Google Docs, SkyDrive, and Blackboard was the practical element of this presentation. We tried troubleshooting in Google Drive by uploading an Excel spreadsheet with formulas, to see if the formulas would be preserved intact; they were not. We talked about how much support our respective campus IT offices provide, and how this impacts our decision to use or not use tech ‘helps’ in FTF classes. Based only on this discussion, it seems there is a very strong correlation between the quality of IT support and use of tech ‘helps,’ including subscription and free services.



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

*Bobbi Dubins, Allegany College of Maryland*  
*Diana Zilberman, Baltimore City Community College*  
Session 6.1: January 11, 2013

In 2010, MarylandOnline began offering the "*Certificate for Online Adjunct Teaching*" (COAT) course, a nine-week online professional development training for college instructors that focuses on knowledge and skills needed to teach online. Developed by an inter-institutional team of experienced online instructors and instructional designers in Maryland, the COAT course covers eight core competency areas. While originally designed for Maryland instructors, the COAT course became available to any interested instructors, regardless of institutional affiliation or location, in September 2010. As of December 2012, over 300 instructors (25% of whom were full time) from 20 states and 2 countries have completed the course, with excellent results.

The related PowerPoint presentation includes key competencies covered in the COAT course, information on the competencies identified by the COAT research (including where to find the complete list of competencies online), and information on how to participate in/benefit from the COAT project. It briefly describes the research conducted in order to determine COAT course competencies (competencies needed by online instructors) and how the research informed the development and implementation of the course as an inter-institutional project. It then highlights key features of the course, information on the competencies identified by the COAT research (including where to find the complete list of competencies online), and information on how to participate in/benefit from the COAT project. Feedback from over 300 instructors who have completed the course to date was also shared.



## Active Learning Strategies

*Susann Engelhardt, Frederick Community College*

Session 2.10: January 10, 2013

Implementing student-centered activities allows students to take a more active and responsible role in their learning instead of just listening passively to an instructor's lecture. These strategies encourage students to become active problem solvers and participants in class discussions and more confident regarding their understanding and application of class material. Successful active learning strategies should be structured, problem-centered, student-oriented, and student-driven. Adapting lecture format (feedback, guided, or responsive lecture) can be the first step to help students manage their own learning process. Numerous short listening exercises (allowing sufficient wait time before an answer is given, students summarizing another student's answer) and writing exercises (one minute paper, muddiest point, affective response, double-entry journaling, reading quizzes, discussion roulette, seeding a paper, student-submitted test questions) effectively engage students to respond individually to class material. Cooperative exercises also facilitate active learning by improving students' communication and argumentation skills and can be either completed in pairs (think/pair/share, question and answer or note checking pairs, "speed-dating") or in bigger groups (ideally three, but no more than four participants with assigned roles: speaker, note-taker, leader). Students in groups help each other to learn the material and to use problem-solving techniques (e.g. in jigsaw or competitive activities). Active learning strategies move the instructor from "the sage on the stage to the guide on the side" and encourage students to actively discover, construct, and transform knowledge.

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

*Elizabeth Walpole Fitzgerald, Cecil College*  
Session 3.1: January 10, 2013

Incorporating the idea of peer review that is used so often for drafts, I advocate holding a research symposium in freshman composition for students to present their findings and share what they’ve been struggling with in their research. Part oral presentation and part online chat, the symposium allows students to gain confidence in their own ideas as they coach each other through their issues. The open nature of the symposium makes the research process more transparent and encourages students to ask questions about information literacy in general as they consider how sources can be synthesized with their own arguments.



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

*David Harper, Chesapeake College*  
*Gregory Farley, Director of the Center for Leadership in Environment Education (CLEEn),  
Chesapeake College*  
Session 5.3: January 11, 2013

By forcing students to venture outside – and beyond their comfort zones – with readings in hand, and by forcing students to venture inward, using an innovative discussion method called “Circle,” we have catalyzed student learning and engagement on a deeper level than we have encountered using traditional pedagogical methods. We invite faculty to come review the results, participate in a Circle discussion, and help shape course changes for future semesters.

Participants will: 1) discover the use of place as a catalyst for deeper levels of introspection and engagement with texts, 2) illustrate how to use an innovative discussion method called “Circle” to facilitate truly egalitarian discussions that counter-intuitively enhance learning without seeking consensus or resolution, and 3) examine how relevant assessment data, including representative student submissions, will inform changes to future iterations of the course.

## **Storytelling Sparks! A Tool for Teaching**

*Pat Harris, College of Southern Maryland*

Session 2.6: January 10, 2013

Stories have been used for thousands of years to educate, teach, entertain and inspire. Stories are the language of communication. Memories are enhanced and attention spans are stretched, while characters, events and settings are brought to life. Stories engage all parts of the brain, and learning is deepest when more parts of the brain are engaged. A lesson disguised in story is more likely to be absorbed by students. Stories are a powerful tool that can spark students’ imaginations, stir their emotions, create connections, and leave lasting impressions. This presentation explored how this valuable tool can be added to a teaching repertoire, examined why a teacher should use storytelling in higher education, and presented helpful hints and warnings for using storytelling as a tool to enhance learning.



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

*Dr. Margaret H. Jenkins, Prince George’s Community College*

Session 2.2: January 10, 2013

Many college instructors are noticing that today's students are "growing up digital" and used to a constant stream of information and distractors through cell phones, computers, ipads, and other electronic devices (Richtel, 2010; Conley 2011) describes these young people as "wired" and easily distracted. It is often a challenge to get students' attention and help them learn in the classroom. However, they respond well to technology— which helps them tune-in. Another way to help students is to use collaborative learning, which researchers claim benefits all students and encourages them to be more open to diversity (Cabrera, Crissman, Bernal, Nora, & Pascarella, 2002). This presentation offers four technology based strategies that are either useful in the classroom or useful in building learning objects for instruction. Topics include the following: interactive learning objects, screen capture tool—"Jing," a collaborative activity (Battleship Game), and electronic polling devices (Clickers and cell phones) as tools for reviews, quizzes, and discussions. Instructors may find these various technology-based strategies useful in engaging students, encouraging collaboration, and improving literacy in the classroom.



## **Engaging Students in the Making of History through Reenactment and the Visual Arts**

*Terence L. Johnson, Montgomery College*  
Session 4.6: January 11, 2013

Most history courses discuss the events that have greatly impacted the lives of Americans. However, few history courses offer students opportunities to literally walk into the shoes of people who helped shape the course of democracy and freedom. For example, allowing students with opportunities to dress up in 1940s and 1950s outfits and recite dialog derived from letters written by African American educators and their white supporters can be very useful in making history come alive. Participation in creating video recorded reenactments provides various opportunities for students to become more aware of the personal trials and triumphs of individuals in history who challenged the basic assumption of racial segregation throughout America's South. This presentation provides teachers with ideas for creating and sharing video clips that are both informative as well as engaging to audiences that generally associate the study

of history with long lists of names and dates. This technique can be applied to other Social Science disciplines to help students relate to the various historical periods as well as garner a better understanding of individuals from diverse cultures and geographical regions.

## **Effectiveness of Collaborative Learning in the College Setting**

*Supawan King, PhD, Mathematics*  
*Edith Lynch, Mathematics, STEM, Harford Community College*  
Session 2.4: January 10, 2013

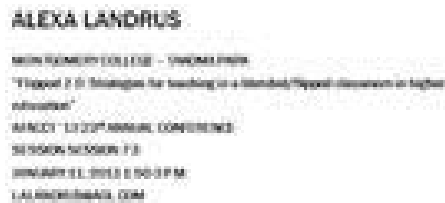
What is the purpose of education in America? What constitutes a quality education? These are tough questions with different answers depending on who is asked. However, a growing number of individuals have begun questioning and rethinking the American education system. Today's world is much different than even ten years ago, and this new landscape requires changes in the way we approach education. Collaborative learning is among the most well researched of all teaching strategies. The speakers will discuss the method of instruction with the collaborative learning component in Trigonometry class. The results in academic benefits and social-emotional benefits will also be shared.



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

*Alexa Landrus, English, Montgomery College*  
Session 7.3: January 11, 2013

In this presentation and discussion, successful practices for flipping and how to go about this increasingly popular classroom technique are shared and discussed with light demonstration. This presentation will discuss and critique several flipped classes in a variety of subjects and their pros and cons. We look at a traditional class in its “before” state and its “after” state once it is flipped. Helpful instructional strategies for a flipped room, like Tony Buzan’s electronic mind mapping software, online grading websites like Jing and Audacity, stylus-inspired Show Me for iPads, Popplet for online collaborative work, and conference tools of Skype and Google Hang-Out, are reviewed and shared. Use of audio comments from an MP3 recorder onto a course site are also discussed and shared in this exciting world of flipping. Participants are able to apply a much clearer sense of how to flip a class, what flipping skills will be most helpful for the unique courses they teach, and better demonstrate new skills that they can use in a traditional and flipped class.



## Making Communication Classes Come Alive

*Sheri Dean Parmelee, College of Southern Maryland*  
Session 7.9: January 11, 2013

While lectures are excellent ways to present material to students, using nontraditional methods can help concepts really stick in students’ minds. For example, teaching verbal communication can be enhanced through a simple game such as helping someone don a jacket while only being allowed to communicate with words- words that they may not understand, especially if they are from another planet and learned English through radio advertisements. Self-esteem, interpersonal relationships, and the dark side of communication can be shared through the use of storytelling, poetry, and readers’ theatre. Sharing stories of real people who faced and triumphed over obstacles encourages students to work through problems in their own lives; involving students in poetry readings and readers’ theatre helps them stand in front of others and lose some of their self-consciousness. Listening, proximity, and leadership can be examined through the use of films. You Tube offers some excellent movie and television clips that the students will recognize and incorporate into their understanding. This workshop offered specific examples of how these materials could bolster student learning. Examples of sample exam essay questions were discussed, demonstrating how seamlessly these learning aids could be used in the classroom.



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

*Bette Petrides, English, Montgomery College – Rockville*  
Session 2.5: January 10, 2013

“Out of the Box” presented ways that teachers, especially of English, can use technology to expand student learning in the classroom. Examples included cell phone connection to encyclopedias and websites for specific classroom assignments and peer review of papers; exploration of virtual museum exhibits via computer; placing large amounts of supplemental data online for student use and analysis via media such as Blackboard.

Discussion included (1) research on how the brain deals with technology; (2) dealing with the different levels of technological sophistication among students; (3) effective ways of using technology to expand the classroom experience; (4) ways of dealing with the disruptive effects of student-owned technology; and (5) assignments to expand student exploration of ideas and critical thinking using technology.

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

*Kim Sheppard, Cecil College*  
*Alketa Gjiguria, Cecil College*  
Session 1.2: January 10, 2013

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



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

*Annitsa Spanos, M.S., Hagerstown Community College, Hagerstown, MD*  
Session 4.10: January 10, 2013

The learning environment has changed dramatically over the past few years. This interactive presentation was designed to help the instructor improve the learning environment by way of incorporating engaging simulations, virtual explorations, real-time polls, interactive games, and reflective discussions that appeal to multiple senses, personal content, and mobile access.

With a “shift” in learning, educators must possess the ability to quickly develop, update, and distribute feedback, assignments, and current realistic and relevant information to create a “living” classroom that moves toward a blend of face-to-face and virtual collaborative environments.

The physiology of geology was used as a mode. Participants were shown 1) how to improve their time, how to set up and apply virtual environments that are flexible, and 2) how to apply the information to create their own effective online, blended, mobile, or combination learning environment that keeps everyone involved.




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

*Dr. April Tripp, Assistant Professor of Wellness, CCBC*  
Session 7.10: January 11, 2013

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

Participants were shown techniques and tools to integrate writing, critical thinking, and technology use into creative classroom practices that foster active student engagement. They learned to present themselves as "facilitators" or coaches who design practice situations in the classroom that enable students to develop a diverse community of collaboration as well as social relationships that lead to empathy and understanding.

Participants became aware of a wide variety of strategies for managing productive "discussion-based" formats in the classroom that encourage sharing of knowledge/content/facts and listening to the experience of others. They gained more teaching tools to assist in molding content knowledge and student experience in order to create interdependence and increase motivation.



April Tripp, PhD  
CCBC –Wellness  
Session 7.10 2/11/13 1:50pm  
[atripp@ccbcmd.edu](mailto:atripp@ccbcmd.edu)  
443.840.1345

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

*Donna Tupper, Mathematics, Community College of Baltimore County-Essex*  
*Debi Loeffler, Mathematics, College of Baltimore Country-Catonsville*  
*Christine Mirbaha, Mathematics, Community College of Baltimore County-Dundalk*  
Session 7.4: January 11, 2013

In response to CCBC's Vice President of Instruction's request to increase retention and success rates in our classes, a Mathematics Department subcommittee developed and vetted a series of anonymous surveys that were distributed to the students in intermediate algebra classes during fall and spring semesters for three years (2009 – 2012).

During the course of the project, 14,798 students were surveyed. Students were queried regarding their study habits (e.g. hours spent studying, outside commitments, etc.), their

instructional needs, impressions about their instructor, and topics that were difficult to learn. Students were asked to comment on study habit changes they implemented during the semester and to give advice to future intermediate algebra students.

Based on student comments, interventions were developed and made available to the students, including faculty-constructed videos on nearly every topic covered in the course, faculty-led workshops where major topics were taught to small groups of students, and individualized tutoring sessions.



## **One Proactive Instructor = One Interactive Class**

*R. Lee Viar IV, Post-Secondary Adult Education, Colorado Technical University and Morgan State University*

*Charmaine Troy, Community College Doctoral Leadership Program, Morgan State University*  
Session 1.4: January 10, 2013

All too often teaching in our classrooms today, either in the traditional brick and mortar environment or the online environment, focuses on the “lecture the student and they will learn” mentality. Regardless of the learning platform, students demand and should receive the participatory education they deserve, one where the instructor can nurture and facilitate the learners with a proactive and interactive approach.

Recent data has shown specifically concerning the non-traditional learning demographic, the interactive classroom atmosphere where the older student is capitalized upon for their background and lived experiences are more prone to succeed in the academic setting versus being segmented away from the school population. The facts are there--the high enrollment rates of the non-traditional learner and the grossly low disproportionate graduation rates of the non-traditional learners in comparison to their younger counterparts.

Sometimes the easiest solutions are the most challenging to embrace as in an interactive classroom environment. The objective of this presentation was to instill the importance and value

of applying the principles of learning to an interactive classroom and review the potential significance of both the positive and negative outcomes of this level of interactivity or inactivity.



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

*Coleen Weil, Ph.D., R.N., Wor-Wic Community College*  
Session 4.11: January 10, 2013

Participants were provided with hands-on examples of ways to flip the classroom, making students responsible for the learning whether they have read the material beforehand, or not. Methods of flipping included online discussions added to a face-to-face classroom, multiple methods of collaborative learning (including multidisciplinary allied health), and using cell phones to advantage. Participants discussed the design of a collaborative allied health exercise; the development of collaborative in-class activities using concept mapping, case studies, Turning Point, videos, and games; and the justification for collaborative exam review and sharing par score results with students.

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



Coleen Weil, Ph.D., R.N.  
[cweil@worwic.edu](mailto:cweil@worwic.edu)  
AFACCT Conference 2013  
Session 4.11 Thursday, Jan. 10, 2013