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Association of Faculties for Advancement of Community College Teaching

Proceedings
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Twenty-Fifth Annual Conference
Association of Faculties for the Advancement
of Community College Teaching

***Changes in Community College Teaching and
Learning: Evolution, Devolution, or Stasis?***

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The Impact of the “College and Career Readiness and College Completion Act of 2013” on General Education Curricula at the Community College of Baltimore County

Session 4.9: January 8, 2015

For the 2015 AFACCT conference, I convened a panel to discuss the profound impact of the *College and Career Readiness and College Completion Act of 2013* on general education requirements and General Studies programs of four Maryland Community Colleges. The Completion Act forced changes in general education curricula at most Maryland community colleges by reducing the maximum number of hours for Associate degree programs. The panel exchanged ideas, identified best practices, and shared insights in complying with the new degree completion requirements. Participants identified curricula changes compelled by this legislation and discussed real and perceived impacts at their colleges.

My institution, CCBC, eliminated ENGL 102 and SPCM 101 in some Associate degree programs and faced the prospect of eliminating diversity as a general education requirement. For my part, I discussed my experience as chair of the General Education Diversity Committee at CCBC. As such, I led a group of representatives from various diversity-related discipline areas in examining issues pertinent to General Education trends and initiatives, developing revised criteria, advocating on behalf of retaining and supporting the General Education Diversity Requirement, publicizing committee efforts campus-wide, and soliciting support from relevant campus constituent groups. These and other activities resulted in the approval of the committee's revised criteria by the General Education Review Board and ultimately the retention of the diversity requirement.

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Motivations and Methods for Using Service-learning

Session 4.4: January 8, 2015

The presenters shared information about how to incorporate Service-learning into the curriculum and the benefits of Service-learning for faculty, students, and community partners. Examples of effective Service-learning projects that could be replicated were shared with attendees, including moderate and longer duration service projects, short semester experiences, and ongoing community partnerships.

The challenges of grading Service-learning projects was discussed and possible solutions presented, including pass/fail based on participation and reflection, graded reflection tied to specific questions, graded reflection linked to experience and class topics, and student produced brochures, models, and activity planning for the community partner.

Retention data was shared with the attendees, highlighting results of Service-learning information collected from Carroll Community College's PSYC 210, Human Growth and Development through the Lifespan course over a period of four years. The results supported continued Service-learning in the class.

In conclusion, the presentation addressed how to get started in incorporating Service-learning into class curriculum, detailed information about building on-campus partnerships with the experiential learning office, and outlined what faculty should consider before committing to Service-learning. A list of Service-learning opportunities, resources, and contacts rounded out the session.

Mary-Beth Klinger, College of Southern Maryland
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Creative Thinking for the 21st Century

Session 7.6 January 9, 2015

The “Creative Thinking for the 21st Century” presentation examined how educators can embed 21st century skills into their teaching curriculum. The goal was to show that by using innovative teaching and learning processes students gain skills in collaboration and team building, enhanced communication through presentation, and applied analysis of information. Teaching and learning strategies to engage students to think differently about their own learning and to move beyond *critical* thinking to *creative* thinking was emphasized.

Participants engaged in knowledge sharing and best practices of teaching strategies to involve students and promote critical thinking, information literacy, creativity, collaboration, and applied analysis of information. The new age of the creative thinker was explored with emphasis on flexibility, multiple perspectives, and the ability to propose novel solutions to problems.

Active learning strategies that could be implemented in the classroom and through instruction was also emphasized so that it is *relevant*, *sparks emotion*, and *has context*. Teachers are part of the process in terms of guiding practice and feedback, sharing expectations, and scaffolding learning for the student.

To embed 21st century skills into the curriculum, teachers can offer opportunities for creativity and embed this into everyday practice through presentation of content, modeling good practice, and encourage students to be inventive. The session concluded with a final question for future contemplation and reflection: *How can you change your teaching to incorporate more innovative and creative thinking experiences for your students?*

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Click above for PowerPoint

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Build and Implement Clickers

Session 1.6: January 8, 2015

Participants learned how to build and implement a clicker presentation using Turning Point Technology software. Professors created an interactive power point presentation from beginning to end. Examples were shared from our actual course content used in the classroom. A PowerPoint presentation demonstrated the simplicity of this software. Emphasis was placed on the positive results that elicited student feedback and student interaction, developed critical thinking skills, and impacted the class dynamics. Going beyond how clickers worked, this presentation demonstrated to faculty across curriculums how engaging and motivating clickers can be to all students. Clickers can build strong critical thinking skills and can even spark debate within the classroom dynamics. Turning Technology is a supplemental software tool that impacted our students learning in real time which improved synergy in the classroom and motivated students to participate during class. Attendees were presented with the tools necessary to begin immediate production within their own classrooms.

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Cultural Diversity and Inclusive Communication

Session 1.1: January 8, 2015

This presentation addressed issues in cultural diversity and inclusive communication. The presentation focused on how to properly communicate within a diverse environment like a community college; and I identified way to resolve intercultural conflicts. Other areas of focus were the correct ways to interact with people from different cultures, races, religions, sex and gender, sexual orientation, and people with disabilities.

Another part of the presentation also addressed how to avoid stereotyping people of different colors, race, religion, sexual orientation, and how to avoid generalizing and grouping people of the same phenotypes and biological features. There was also a discussion on the use of gestures and the different meanings of same gestures in different cultures; the use of non-verbal communication as a means of effective communication, and the proper way to interact in social gathering of people from diverse backgrounds.

At the end of the presentation, I invited attendees to share their personal experiences of this subject matter with each other. We discussed the different cases extensively. As the facilitator and subject matter expert in this area, I offered my opinions and how some of the delicate and sensitive situations could have been handled differently. I also provided information on how to be proactive in the future to prevent some of the situations from spiraling out of control.

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The Living Classroom: Theory, Practice, and Leadership Come Alive in Education

Session 3.11: January 8, 2015

The Living Classroom workshop described a three-part model that allows students to begin developing relevant skills leading to degree completion and future success in the teaching profession.

Part I: Presenters defined how the collaboration of the Education faculty and Education Academic Advisor engages students in academic advising. Early on, students make appropriate changes in their majors and map out education degree pathways through embedded advising outcomes and workshops offered each semester in Education courses.

Part II: Presenters showed how collaboration with established school/community partners allows students to enter a classroom and work with a mentor teacher from the onset of their first education class rather than later at their transfer baccalaureate program. Classrooms include Title I, special education, and Head Start.

Part III: Presenters demonstrated the value of student participation in co-curricular professional development activities, including seminars and membership in the education clubs. Examples included alumni/guest educators who give first-hand knowledge on transferring, the first year of teaching, and school administrators' expectations. Students develop professionally by attending and presenting at local, regional, and national conferences.

Implications: Presenters discussed how *The Living Classroom* model can be adapted to other disciplines, using Carroll Community's transition to Academic Areas of Interest. This integration of high impact practices makes the model very cost-effective as it moves students towards degree completion and a greater understanding of academic programs and future professions. Despite declining enrollments since 2009, the Education Department has seen its graduation rate increase by 100%, which is attributed to the Living Classroom model.

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Cheating - A Discussion on Academic Dishonesty

Session 4.6: January 8, 2015

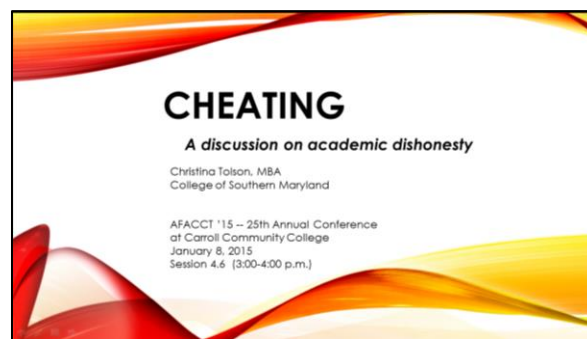
In the information age, cheating seems widespread. In fact, the Internet has made cheating quite profitable, and harder to identify. Participants will learn more about academic dishonesty in cyberspace, accidental plagiarism, and how help our students to write well by using our plagiarism systems as learning tools.

Students can buy original papers online for everything from an essay to a thesis. According to NBC (2013) 63% of the undergraduate students asked admitted to cheating, and an ABC news report (2011) on cheating finds that number as high as 75%. An internet search will show that this market is vast, and the demographic spans undergraduate to post graduate studies.

Recent cheating scandals and a number of studies have shown that Millennials are more likely to work together, even on individual assignments. The University of Nebraska-Lincoln High School Survey shows that most students see collaboration on assignments as helping, and as a lesser transgression than copying from another student's test during the exam (US News & World Report, 2009). Being able to collaborate in the workplace enables success in most organizations; that skill should not be stifled, but honed.

A 2010 survey by the Yale Daily News found that most of their undergraduates never read the school's academic integrity policies, and were unsure of the rules on recycling or repeated submissions of their work. Not knowing what constitutes cheating as well as poor research and paraphrasing are forms of accidental plagiarism. Ensuring that students are aware of the school's academic integrity policies, and using our plagiarism systems as teaching tools will enable our learners to see and self-correct some of these problems.

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