Proceedings

of

The Twenty-Seventh Annual Conference

Association of Faculties for the Advancement
of Community College Teaching

Opening Doors for the Community College Student: Being an Agent of Change

January 5 and 6, 2017
Hosted by Harford Community College
401 Thomas Run Road
Bel Air, MD 21015

AFACCT Conference 2017 Proceedings

updated: June 8, 2017

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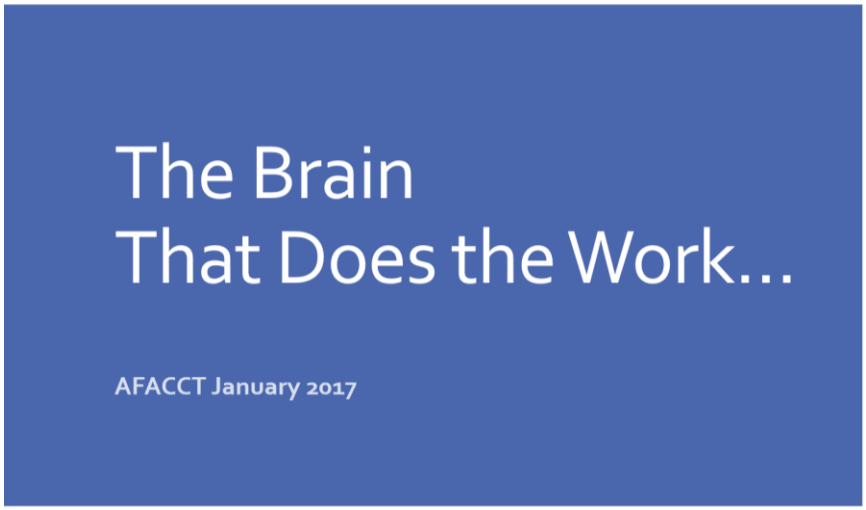
The Brain That Does the Work...

Keynote Address: January 5, 2017

Deb Poese has been a member of the faculty of Montgomery College, Maryland, since 1984. Transitioning from high school mathematics teacher to college professor, she eventually served at Montgomery College as the chair of the Department of Mathematics and as interim Instructional Dean for Science, Engineering and Mathematics. Since 2007, she has been the Director of the School of Education at Montgomery College, a role in which she coordinates all programs college-wide related to recruiting, preparing and retraining P-12 teachers.

Deb has led workshops at both colleges and conferences in the context of general success strategies in mathematics classrooms or mathematics/success course learning communities. She has more than a decade of experience facilitating *On Course* professional development workshops as a consultant for Dr. Skip Downing's student success and faculty development initiatives.



Click above for her PowerPoint

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Effective Collaboration using Google Drive in Online Courses

Session 4.1: January 5, 2017

This presentation shared the trials and errors of using Google Drive for collaborative learning in an online environment. The procedures followed at the Community College of Baltimore County and the materials given to the students were shared with attendees. Students are asked to create promotional materials for a fictitious business using Google Drive/Apps. They create a business letter, flyer and presentation. Students work in a group environment, and the groups are randomly set using the Group tool in Blackboard. Students decide how to distribute the project responsibilities among the group members and establish communication methods.

The step-by-step process of assigning the project was described, and how student were helped to complete the assignment and the issues faced along the way were presented. It was discovered that Google Drive is an excellent tool to use for collaborative learning, but it was also found that we must guide our students to communicate and collaborate with each other. Attendees left the presentation with the following documents; 1) Collaborative Learning wording in the syllabus; 2) Team Contract/Responsibilities; 3) Google Drive Project; 4) Self and Peer Evaluation; and 5) Announcements.

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Active Learning: Moving the Student from Theory to Application

Session 6.1: January 6, 2017

Active Learning Strategies: The presenters described how students often do not remember or are not able to apply a large amount of the content they learn in the classroom. Strategies to increase retention and critical thinking were presented. Brain-based learning and active learning methods work together with increased faculty-student interaction to improve both cognitive and affective learning. Specific examples from the undergraduate nursing classroom were noted and explained. Experiential learning, clinical reasoning scenarios in the classroom, roleplay, audio/visual aids, case studies, learning with peers, and deliberate practice with feedback were some examples of active learning covered in this presentation. Allowing repeated sessions for practice and time for reflection were other strategies the presenters found helpful. Creating a climate of warmth and reducing threat in the classroom were emphasized as essential for increasing student learning and retention.

Research: In the second part of the presentation, research was presented supporting the effectiveness of active learning and faculty-student interaction in an associates' degree medical-surgical nursing course. Theory exam averages and failure rates were analyzed for three consecutive semesters preceding and following the interactive course changes. A t-test was applied to exam averages and a chi-square analysis to test for independence of variables. Post-intervention theory exam averages rose by 1.4 points, which is statistically significant, and theory failure rates fell to slightly above half of those in the pre-intervention group.

Click above for PowerPoint

Mickey Dehn, Anne Arundel Community College, mdehn1@aacc.edu

The Exquisite Corpse: An Engagement Strategy That Will Rid Your Classroom of Zombies

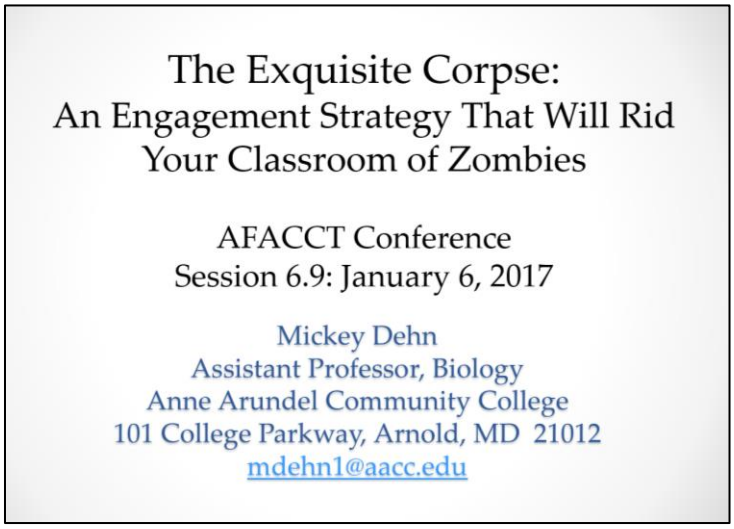
[Session 6.9] January 6, 2017

Three strategies aimed at maximizing student engagement and cooperative learning were presented: (1) name tents, (2) peer-generated study guides, and (3) the exquisite corpse.

Name tents with optional gender pronoun designation foster inclusion and interpersonal classroom relationships. Also presented was a method demonstrating how they can be used to incentivize punctuality and participation using an ink stamp system.

Peer-generated study guides promotes active listening, chunking of information, peer accountability, and can be used as a mode of formative assessment. During lecture, the instructor pauses after each small chunk of information and allows one minute for students to write one to two study guide-style questions. After a complete lecture, the student-generated questions are collected, evaluated and compiled by the instructor, and provided to the class as a study guide for that topic.

The "exquisite corpse" is a game of cooperative illustration popularized by the Surrealist art movement of the 1920s. This game has been adapted as a way to facilitate big picture learning of a multi-step process and keep all students engaged and accountable to each other during a cooperative learning activity. An example from Human Anatomy and Physiology where students incorporate relevant terminology and concepts to summarize the multiple processes of the digestive system was presented. Participants of the workshop then worked in peer groups by discipline to generate their own applications of this strategy to a concept within their discipline.



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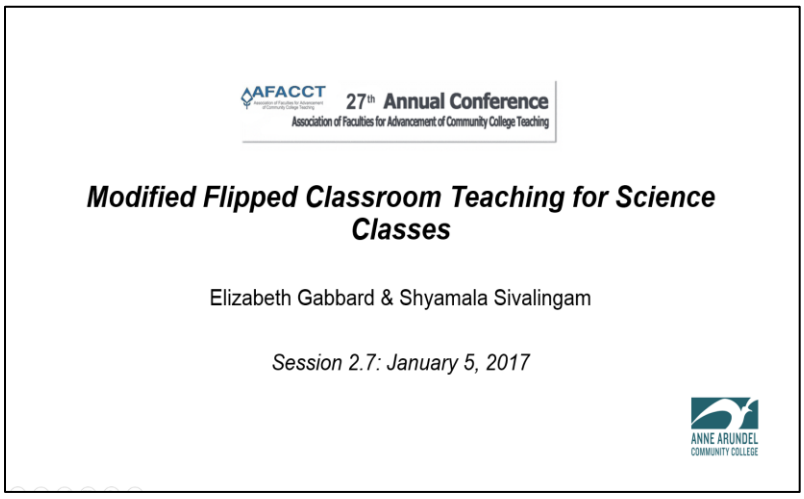
Modified Flipped Classroom Teaching for Science Classes

[Session 2.7] January 5, 2017

In a flipped classroom model, the students are typically required to read the text book, as well as watch a lecture video before attending class. To ensure that the students are prepared, a quiz or pre-lecture assignment is usually given at the beginning of the class period, and the instructor would ask questions from the reading or lecture video. Most to all the class period is spent on in-class activities and problems. In some cases, the students could attend recitation sessions, further enhancing their practice, and understanding of the material.

In the modified flipped model presented here, some aspects of the flipped model were used in conjunction with a more traditional lecture style. The reason for the change in teaching methods was to increase the level of preparedness of the students and to encourage a more interactive and engaging learning environment. Students were given reading assignments and short lecture videos prior to attending class. They were also required to complete a short pre-lecture assignment which was due at the beginning of the class period. For approximately twenty minutes of class time, material was presented using traditional lecture while the remaining class time was dedicated to in-class problem sets and activities. It was determined that there was a significant increase in both the retention and the success rate of the students in the courses using this flipped classroom style.



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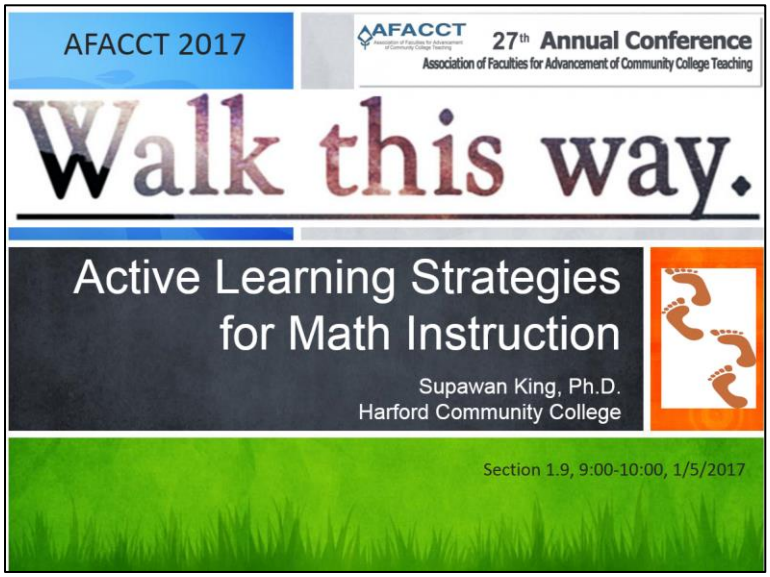
Walk this Way! Active Learning Strategies for Math Instruction

[Section 1.9] Thursday, January 5, 2017

Many studies show students learn more and enjoy the process when they are given the opportunity to be actively engaged in learning. To promote student learning and engagement in an active learning environment, and make math more meaningful, hands-on activities can be incorporated into the traditional lectures. The presenter shared some active learning strategies and activities to be incorporated into the math classrooms to promote student engagement and learning.



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Melissa Main, Frederick Community College, mmain@frederick.edu

Change the World through Community Service and Service Learning Experiences

[Session 1.7] January 5, 2017

A discussion took place comparing Community Service and Service Learning, how they are similar and different, and the importance of both concepts. The components of a Service Learning class were discussed, along with participants explaining some of the ways they have incorporated Service Learning into their courses. Service Learning can help to make a course more meaningful to the students, for they are putting what they are learning into action, all the while helping others in the community.

There was also a discussion on break service trips, how to organize and set up a week-long service adventure, and a step-by-step outline was presented.

Click above for PowerPoint (pdf)

Alycia Marshall, Anne Arundel Community College,
Marjorie Rawhouser, Anne Arundel Community College, marawhouser@aacc.edu

National Science Foundation (NSF) Engineering Scholars Program Activities Support Student Success and Achievement

[Session 6.8] January 6, 2017

Anne Arundel Community College (AACC) faculty members presented information about a National Science Foundation-funded scholarship program that provided support to engineering and technology students. The *Engineering Scholars Program: Increasing Access and Diversity* targeted underrepresented groups, but anyone with financial need was eligible.

The main components of the 5-year NSF grant program were financial aid, faculty mentoring, professional activities, and study sessions. The first faculty mentors were chosen from engineering faculty. As the program gained students, mentors were added from other academic areas. Initially, mentors met with students monthly; frequency was increased to every two weeks. Monthly professional activities included seminar speakers and visits to universities and local industries. Speakers were professionals in many engineering disciplines, including some former AACC students. University visits provided value information about transferring, while industry visits allowed students to see potential careers. Weekly group study sessions provided an opportunity for students to work together. It also allowed new students to benefit from assistance from those who already completed some of the coursework.

The program has awarded 80 scholarships, and 12 students are still attending AACC. Thirty-eight scholars graduated and/or successfully transferred to four-year institutions including the University of Maryland College Park, Frostburg State University, University of Maryland Baltimore County, the United States Naval Academy and Virginia Tech. Students have received over $250,000 in scholarship funds from four-year institutions.

Click above for PowerPoint

Chelsea G. Mays, College of Southern Maryland, cmays@csmd.edu

Communications in Color: Promoting Critical Thinking with the Use of Social Media and Mobile Journalism

[Session 5.8] January 6, 2017

This presentation covered the benefits of using social media to engage students in communication courses, how to incorporate social media in any course, different class environments, and with nontraditional students. Attendees learned about the millennial generation's use of social media, success, influence, advertisement, and journalism advancement. The presentation enlightened attendees of millennial's lack of institutional trust and choice to entrust themselves with conveying messages about current events and their understanding of the power in the use of social media. Presenter discussed future research with the use of such social media platforms as Facebook, Facebook Live, Twitter, and mobile journalism to enhance communication ethnics for real world application.

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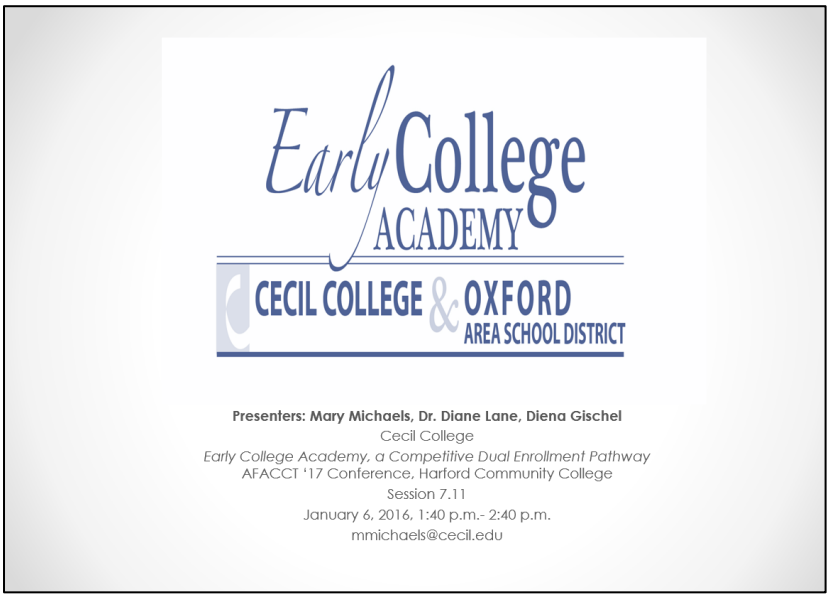
Early College Academy: A Competitive Dual Enrollment Pathway

[Session 7.11] January 6, 2016

Oxford Area School District and Cecil College, in partnership, established an Early College Academy that enables students the opportunity to receive a high school diploma and an associate degree concurrently. Students, through a cohort approach, are scheduled for courses that fulfill the requirements of both the high school and the college. Attendees received an overview of the Early College Academy program including how students are provided with career awareness, college level study, and community support while they pursue the initial steps of their postsecondary education before high school completion. In addition, presenters detailed a cost effective plan for students, progressively rigorous curriculum, and implemented student supports that allow students to be competitive after high school.



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Kayla Ewart. The Community College of Baltimore County, kewart@ccbcmd.edu

Ten 'Top Tens' For Increasing Connection, Engagement, Interest, Persistence, and Success.

[Session 8.3] January 6, 2017

Session participants worked together in active collaboration to create ten 'top ten' lists for increasing student to instructor connections, student to student connections, student to institution connections, and student to major connections. "Top 10" lists were also be created for promoting student persistence, homework completion, attendance, class participation, and use of institutional resources. This lively, interactive session also explored 'top tens' for keeping students interested and for keeping class time exciting. Via email after the conference, participants were provided with the complete set of all 'top tens' created within the session.

Click here for a compilation of the "Top Ten" lists…

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Debra Poese, Montgomery College, Debra.Poese@montgomerycollege.edu

STEM Teaching Pathways: Building and Sustaining a Learning Assistant Program

[Session 4.4] January 5, 2017

Learning Assistants (LAs) are recruited as support in STEM classrooms and laboratories, where they "try on teaching" and work with faculty mentors to enhance student engagement. In this community college model, students are also connected to LA programs and Noyce Scholar programs at partner four-year institutions. Participants saw how the LAs, their faculty mentors, and the field of STEM education all benefit from this collaboration.

Attendees at the presentation heard how LAs are recruited to assist in STEM classrooms and labs with an emphasis on faculty mentorship and reflection on teaching for the LAs, including viewing videos of Learning Assistants in action in various classrooms and labs; discussed lessons learned in the adaptation of the LA model to the community college; and asked questions on all aspects of the program including funding, logistics, demographics and staff support for possible use in their own institutions.

John Wilson, College of Southern Maryland, johnw@csmd.edu

Oars Against the Current: Using Technology to Improve Faculty Mentoring

[Session 3.11] January 5, 2017

This presentation gave an overview of the College of Southern Maryland's faculty mentor program for new faculty members, which pairs experienced faculty mentors with newly-hired faculty with the goal of helping partners to develop their teaching skills and knowledge of the college's resources. Participants learned how technology can make it easier to improve the program. Finally, those involved in other mentor programs shared ideas for how to improve mentoring programs generally. Attendees discussed how to improve faculty mentoring, described best practices from their faculty mentoring program, and compared and contrasted ways to gather and review feedback from those who use the program.

Click above for PowerPoint

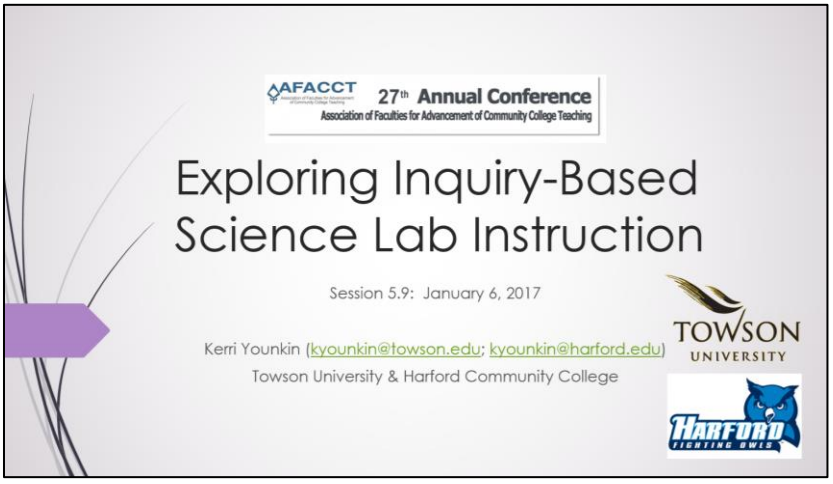
Or, click here for a PDF version of the slide show (with notes)…

Kerri Younkin. Towson University and Harford Community College, kyounkin@towson.edu

Exploring Inquiry-based Science Lab Instruction

[Session 5.9] January 6, 2017

STEM education programs have incorporated inquiry-based instruction (IBI) to improve student engagement, learning and retention in STEM programs. What defines IBI? How does it look in a college lab class? What are the benefits and challenges of IBI, and how are the challenges overcome? Attendees in this presentation participated in a model enzyme lab activity offered in four different levels of IBI, learned to identify and differentiate between the four levels of IBI, explored scaffolds in IBI and their uses to support student learning, and discussed the benefits and challenges involved in implementing IBI.



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