



CONTENTS

- 1 **A Note From Your Coordinator**
Dr. Coleen Weil
Wor-Wic Community College
- 2 **Keynote Speaker Jayme Adelson-Goldstein**
- 3 **Keynote Speaker Evan Evans**
- 3 **Frederick Community College**
Host of the 23rd Annual AFACCT Conference
- 4 **Wor-Wic Faculty Member Writes His Own Text**
Interview by Coleen Weil
5. **MarylandOnline's Certificate for Online Adjunct Teaching (COAT) Faculty Training Project**
Bobbi Dubins

A Note From Your Coordinator

Dr. Coleen Weil
Wor-Wic College
Salisbury, Maryland
cweil@worwic.edu



Welcome to *Communitas*, the official publication of the Association of Faculties for Advancement of Community College Teaching (AFACCT). I hope you are all having a wonderful school year; it is so refreshing to see such an excited group of nursing students in my classes. They have completed their practical nursing year, successfully passed their state board exams (NCLEX-PN), and are thoroughly excited to continue their registered nursing year. We are also looking forward to the 23rd Annual AFACCT Conference. This year's theme for the conference is "Flipped, Blended, Mobile, Collaborative, and Flexible Approaches to Teaching and Learning."

As student demographics change and technology in the classroom becomes more pervasive, many faculty members are reevaluating teaching modalities. In 2008, Jonathan Bergmann and Aaron Sams made some changes in

their teaching strategies to help students who missed class keep up with everyone else. They video recorded their classes and posted them online. This was the beginning of their "flipped classroom." In general, faculty lecture during class and then provide homework for the students. If a concept was missed, it was very difficult for the students to complete their homework assignments. With the "flipped classroom," students can watch the instructional video at home on their computer, and the homework is done in class when students have access to the instructor and can actually ask questions as they arise.

This combination of online and face-to-face instruction has also been referred to as blended learning. Other teaching strategies, such as case studies, clickers, games, and concept mapping, may increase the flexibility of instruction. Many of these strategies can enhance collaborative learning, which has been demonstrated in

continued on pg. 2.....



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

Published
2-3 times a year:
September
November
May

See the AFACCT website at
<http://www.afacct.csmd.edu/>

Staff

Dr. Coleen Weil
Executive Editor
Dr. Marc Steinberg
Managing Editor
Dr. Richard Siciliano
Editorial Staff Member

Send articles to
Dr. Marc Steinberg at
msteinberg@chesapeake.edu

We invite you to submit articles on your classroom teaching/learning successes, current educational topics that you want to share, and your professional achievements. Send photos related to your article and one of yourself for publication. We invite articles from all disciplines.

Weil, continued from...1

multiple studies to enhance learning.

Our two keynote speakers will share their expertise in these areas of “blended” education. Evan Evans, from Frederick Community College, has a passion for the “flipped classroom.” He gave an excellent presentation at the 22nd Annual AFACCT Conference related to his experience “flipping” his math classes. His keynote presentation this year is “Teaching and Learning in a New Paradigm.” Our second keynote speaker is Jayme Adelson-Goldstein, from Northridge, CA. Jayme has had 30 years of experience as classroom instructor, program coordinator, professional development specialist, teacher educator, materials writer, and curriculum developer. She has had many publications, including the *Oxford Picture Dictionary* (Oxford University Press). Her keynote address will be “Flipping, Flexing and Blending: Facilitating 21st Century Group Learning.”

With its annual two-day conference, held just before the start of the spring/winter semester, AFACCT provides Maryland community college faculty members the opportunity to develop their professional skills, increase their knowledge, share their research and expertise with other faculty professionals, network, and meet with others in their teaching disciplines. Last year’s conference, held at Montgomery College - Rockville, boasted over 370 registrants and 100 presenters, including six poster presentations.

Keynote Speaker Jayme Adelson- Goldstein

Over the past 30 years, Jayme Adelson-Goldstein has worn many hats: classroom instructor, program coordinator, professional development specialist, teacher educator, materials writer, and curriculum developer.

Ms. Adelson-Goldstein’s plenaries and workshops model active learning strategies while focusing on topics such as group dynamics, differentiated instruction, and vocabulary development.

Her most recent projects include developing an electronic Community of Practice on Task-based and Project-based-learning housed on Florida’s Tech Net, a virtual teacher’s workroom for multilevel instructors with the California Adult Literacy Professional Development Project (CALPRO), and a training and certification program on differentiated instruction for the Centre for Workplace Literacy in Singapore.

She co-teaches Teaching and Assessing Adult Learners for TESOL’s online teacher certification program and provides online workshops for the Outreach and Technical Development Network (OTAN). She has authored several texts, including the *OPD* and *Listen First*, and she is the series director of the adult ESOL basal course *Step*

continued on ... 3

Adelson-Goldstein - continued from ... 2
Forward: Language for Everyday
Life.

Adelson-Goldstein is a lifelong advocate of adult education and is honored to be the 2012-2013 adult-level chair for TESOL's California affiliate.

Keynote Speaker Evan Evans

Evan Evans is passionate about emerging technologies and how they facilitate learning. He is currently working on his dissertation from Morgan State University; he is studying the effect video podcasts has on student learning.

Mr. Evans is a project ACCESS Fellow and has presented at multiple national and international conferences, including London, U.K. and Leeuwarden, The Netherlands.

He is on a never-ending quest to build the ideal learning-centered classroom and infuse emerging technologies when appropriate. He believes that a teacher needs to build relationships with every student because learning best takes place in a trusting and safe environment. It is his goal to create such an environment and develop such relationships with each of his students.

Evan Evans has several articles published in refereed journals, including *The Ohio Journal of School Mathematics* and *The Bridges Organization: connections between art and mathematics*.

Frederick Community College

Frederick Community College (FCC) will host the 23rd annual AFACCT conference in 2013. Founded in 1957, FCC, a public, open-admissions community college in Frederick County, is centrally located in Maryland. It is about an hour drive from Baltimore and Washington, DC. Frederick Community College is represented on the AFACCT Board by Maria Ammar and Ted Taft.

Classes for Frederick Community College first began September 18, 1957, when students took evening classes that were held at Frederick High School (FHS). The first graduating class was in 1959. The college later moved from FHS to offer classes on North Market Street in 1966, and to its current location in 1970. In its 55-year history, Frederick Community College has grown from 77 to 17,000 students registered this past year in the academic and continuing education/customized training divisions. The mission of the college is a comprehensive one that meets a diversity of human and community needs, while maintaining high-quality educational programs at affordable costs.

The campus has been on Opossumtown Pike since 1970 and now has ten buildings. A three-story Enrollment Services Building was recently completed at the

center of campus, and a parking deck to help alleviate congestion was just opened at the beginning of the fall semester. The Monroe Center, which houses FCC's Advanced Workforce Training Center, is located just 3.5 miles from the main campus. Home to the Construction Management and Building Trades Institute, this newly-renovated facility opened in Spring 2009 and is the largest construction training facility in Maryland. Students can get training for a new career in the Building Trades, Health Care, or Culinary Arts. The Advanced Workforce Training Center contains state-of-the-art labs, classroom space, and equipment for the building trades.

In addition, the new Mt. Airy College Center, a partnership between Carroll, Frederick, and Howard Community Colleges, provides affordable health care programs in a convenient location. The new state-of-the-art center offers credit degree programs, non-credit allied health courses, certification preparation, and continuing professional education in a number of high-demand health care occupations. All courses will be available to students from Carroll, Frederick, and Howard Counties at in-county tuition rates. The specific offerings are coordinated by each sponsoring college at the Mt. Airy location.

A comprehensive community college, Frederick Community College provides transfer,

continued on pg. 4.....

Frederick, continued from 4....

career, continuing education, and cultural programs to residents of Frederick County, one of Maryland's fastest growing areas. Over 60 percent of the county's college-bound graduates select FCC for postsecondary education. FCC awards associate degrees and certificates in 75 fields of study. Continuing education and customized training programs offer professional development, business, general interest, allied health programs, and contract training for area businesses. The college provides academic and career counseling, transfer and placement services, a comprehensive distance learning program, and tutorial services.

Heading Frederick Community College is Doug Browning, the college's newly-appointed president. FCC has about 1000 full- and part-time employees and continues to be a leader regionally and nationally in innovative programs and approaches to serving students.

Frederick Community College was named one of 120 community colleges eligible to apply and compete for the 2012 Aspen Prize for Community College Excellence. The competition encourages efforts to improve student success and graduation rates, to support effective community college leaders, and to assist colleges in sharing successful programs and practices. An expert panel has identified FCC, along with 119 other community colleges,

as eligible to apply for the prize based on institutional performance, improvement, and equity on student retention and completion measures.

~

Wor-Wic Faculty Member Writes His Own Text-- Interview by Coleen Weil

About a year ago, I attended a very intriguing professional development presentation at Wor-Wic Community College. During our annual professional development day, several faculty members presented unique and different strategies that they were finding helpful in the classroom. Jim Kelley teaches Introduction to Programming at Wor-Wic. His experience is extensive, with over 37 years in the computer industry before coming to Wor-Wic.

Jim holds an AA in Liberal Arts, a BS in Marketing, and an MBA in Data Processing Management. His computer background has included repair, operations, programming, sales, training and management, in the arenas of banking, medical education, computer manufacturing, and insurance. He has programming expertise in several languages and

has worked in systems development of operating systems and support utilities.

During this professional development seminar, Jim talked to us about basic programming and a book he had self published to enhance student learning. He uses a simple programming software called Alice. Alice was actually developed by Randy Pausch, a Professor of Computer Science and Human-Computer Interaction and Design at Carnegie Mellon University. Pausch was the Carnegie Mellon professor who gave "The Last Lecture" after receiving a terminal diagnosis related to pancreatic cancer.

Jim describes Alice as a three dimensional programming environment that contains tutorials to teach basic programming. It works with drag and drop technology that allows students to create videos, movies, and/or cartoons. He had been

collaborating with his son, a teacher at Pokomoke High School. Someone with no computer background can run through the tutorials and learn the basics of programming language. "Some of our computer majors are computer challenged," claims Jim,

and Alice offers them a simple introduction with instant results leading to a sense of security and satisfaction. Jim said that he was able to teach the program to his 12 year old granddaughter in two hours!

continued on ... 6



MarylandOnline's Certificate for Online Adjunct Teaching (COAT) Faculty Training Project ~ Bobbi Dubins, COAT ~ Project Director

The Certificate for Online Adjunct Teaching (COAT) is a professional development course offered by MarylandOnline for instructors who wish to learn how to teach online. Many experienced faculty are interested in moving their teaching online but are not sure exactly how to do it or what would be expected of them in terms of competencies. The COAT course explores online teaching and learning by introducing participants to online learning principles and instructor competencies.

COAT started as a small inter-institutional pilot project in 2008. After several years of research, planning, and development, the COAT course was made available to the public in the fall of 2010. Two years later, more than 350 faculty from across the U.S. and abroad have completed the COAT course, including 60 participants from Australia.

(Figure 1)

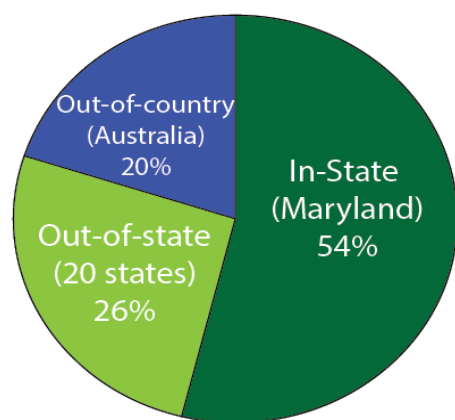


Figure 1

The COAT course focuses on how to facilitate an online course

that has already been developed. (It does not teach instructors how to develop an online course.) The course is carefully planned and executed with well defined course and module objectives (available online). The major topics covered include

1. The importance of and strategies for orienting students to online learning
2. Basic instructional design principles as applied to facilitating an online course
3. Instructor self assessment of technical skills and learning management system skills
4. Pedagogical approaches to teaching online - teaching and learning theories, strategies, and best practices
5. Establishing social processes and presence - creating a positive learning environment, building a learning community, and engaging students in the online classroom
6. Managing online discussions and group work
7. Managing assessment - maintaining assessment integrity, establishing/ implementing appropriate testing strategies, creating and applying grading rubrics, etc.
8. Important legal issues - student privacy (FERPA), accommodating students with disabilities (ADA), and understanding copyright law as applied to online course materials

9. Identifying important policies, procedures, and support services at your institution - what instructors need to ask their institution before teaching online.

It's important to note that the course is taught fully online in an asynchronous format – there is no required real-time instruction, although an optional real-time orientation is conducted.

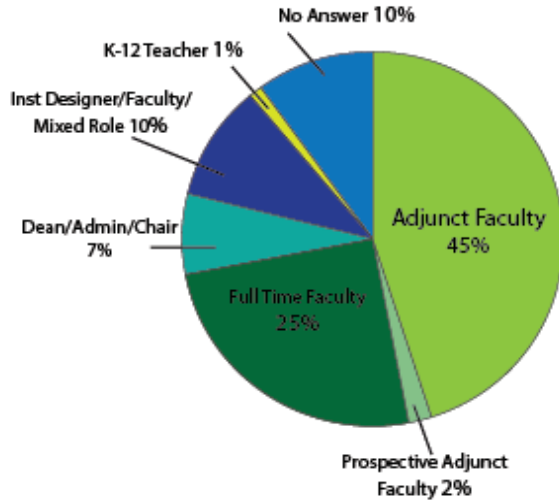
Feedback from those who completed the course has been overwhelmingly positive: 90%-95% of respondents strongly agreed or agreed that the course met their needs to prepare them to teach online (95%), the instructor provided a positive model on how an online course should be facilitated (90%), the course met or exceeded their expectations (93%), they would recommend the 9-week cohort training to a colleague (91%), the overall course objectives included what they wanted to study in order to prepare to teach online (92%), and the course helped them understand what a quality online course can look like (95%). A strength of the course is the experience of online learning from a student's perspective. Many participants who have never taken an online course comment on the value of this aspect of the course.

The pilot project focused on adjunct faculty because they typically have less access to on-campus training than their full-time counterparts. However, a number

continued on ... 6

COAT, continued from 5

of full-time faculty members enrolled in the course, as well as academic administrators and instructional designers. (A number of academic administrators/chairs enrolled in the course to see if it met their school's needs and subsequently recommended the course to their faculty.) (Figure 2)



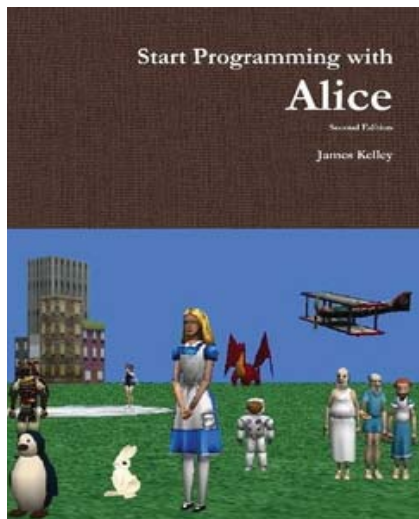
Given COAT's growth from a small pilot project in 2008 to an international project in 2012, there is clearly a need for quality, affordable, and fully online training for college

instructors. COAT plans to continue meeting this need and to consider additional professional development offerings in the future. COAT invites suggestions or comments. Please contact Bobbi Dubins, COAT Project Director, at bdubins@allegany.edu.

For additional information or to sign up for periodic project updates, see the COAT website at <http://www.marylandonline.org/coat>

Kelley, continued from 4

According to Jim, the book, *Start Programming with Alice*, has been designed to provide lots of "hands-on" experience and offers ideas to create new activities. "The purpose is to teach the principles of programming without the encumbrance of syntax errors." Not only does it serve as a simple, hands-on description of the program, the



teach a specific portion of the class, and the students aren't paying for material they may never need. To upload a book you need to have a

FREE username and password. Jim uploaded a Word document and lulu.com created a PDF. Everything is menu driven. The author then selects a cover style, personalizes it with text and/or pictures, and in Jim's words, "voila, another

book is born."

To preview a copy of Jim Kelly's book, *Start Programming*
VOLUME 21 • ISSUE 1

with Alice: www.lulu.com For more information on Alice: <http://www.alice.org/>