PROCEEDINGS

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The Role of the Community College in Achieving the Goals of the Maryland Plan for Higher Education

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College of Southern Maryland

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Conference Coordinator, Chair

Richard Siciliano..**College of Southern Maryland**

Site Coordinator

Richard Siciliano..**College of Southern Maryland**

Proceedings Editor

Stan Kajs..**Chesapeake College**

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Surviving College: Promoting Numerical Literacy in English Language Learners & Minority Students

Dr. Roseli Ejzenberg, Professor

Saul Goldberg, Instructional Assistant

Montgomery College, Rockville Campus

Our presentation fit AFACCT's 20th Annual Conference theme centered around attaining Maryland's Goals for Higher Education by specifically addressing the needs of our student body's Diversity (Goal 3) within the framework of Student-Center Learning (Goal 4).

We started the presentation by discussing the definition of Numeracy and its importance in promoting equity in college success. Numeracy or Numerical Literacy starts at the lower end of a continuum of mathematical literacy leading to college–level academic mathematical skills. It is the ability to process, understand, produce, and critically manipulate numerical (including graphic) information and transfer these skills to academic and non–academic tasks (Ejzenberg, 2007). Numeracy is not just about numbers; it is a whole way of thinking and approaching the world, and it "is intrinsically linked to language" (Kerka, 1995).

Although there are some math universals such as addition and multiplication, numerical/mathematical literacy skills can be culture, country, and language–specific. On one hand, reading, language, and writing difficulties affect math performance. On the other hand, innumeracy affects success not only in math and science courses but also in understanding college–level academic lectures and performing the tasks required in other disciplines. In fact, the literature points out that innumeracy can be a "gate keeper' to success in college and in the workplace. For these reasons, regardless of the discipline a professor teaches, it is important to be sensitized to the students' real numerical ability and to incorporate some relatively simple procedures and tasks to develop numeracy, not only in English Language Learners and minority students but also in many other community college students whose success is hindered by deficiencies in this area.

In addition, we discussed in the presentation survival strategies the students need to learn and instructional techniques professors can easily incorporate into their curricula to develop students' academic numeracy (see Power Point presentation). We demonstrated activities to be done both inside and outside of the classroom at NO ADDITIONAL COST to professors, their institutions, or students. The secret lies in using sound websites and publicly available instructional materials (compiled with the help of Mr. Goldberg). We also showed the progression in which such activities can be implemented . The Power Point file includes an appendix listing a) Teacher–Friendly Websites, (b) Textbooks and Related Literature, and (c) a list of Lesson Plans/ Instructional Modules available upon request. This is the topic of Dr. Ejzenberg's sabbatical project currently in progress (Spring 2010).

Surviving College:
Promoting Numerical Literacy
in English Language Learners & Minority Students

Dr. Roseli Ejzenberg, Professor
Department of Reading, ESL, and Linguistics
roseli.ejzenberg@montgomerycollege.edu

Saul Goldberg, Instructional Assistant
Academic Computing Team
saul.goldberg@montgomerycollege.edu

Montgomery College, Rockville Campus.

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The Role of Cultural Competency
in Community College Education

Shani Fleming

Community College of Baltimore County

Towson University

Cultural Competence

As defined by the Maryland Judiciary "culture is the shared values, traditions, norms, customs, arts, history, folklore, and institutions of a group of people" (Maryland Judiciary 2009). Cross, Bazron, Dennis, and Isaacs express competence as "having the capacity to function effectively as an individual and an organization within the context of the cultural beliefs, behaviors, and needs presented by consumers and their communities" (Cross et. al. 1989).

Cultural Competence in Health Care

The demographics of the U.S. population are changing rapidly. Culturally competent care should improve health outcomes and patient satisfaction. It is also one of the strategies suggested to reduce major health disparities within the United States.

Integration into College Curriculum

Incorporating Cultural Competence in education will create an atmosphere of awareness and which will improve the quality of learning and education. An integrated curriculum should include key topics and approaches that introduce and explore issues related to diversity throughout various courses. Students will be prepared with the skills needed to improve health outcomes by reducing health disparities in addition to improving work relations among health care professionals from different cultural backgrounds.

Kaleidoscope Communities

Katherine James

Montgomery College

The Maryland State Plan for Higher Education is comprised of five comprehensive and far-reaching goals, all of which address the most important challenges facing Maryland community college faculty members in today's world. Goal 3 focuses on Diversity and recognizes that the state's greatest resource is its diverse citizenry. By committing to ensuring equal access to high quality postsecondary education for all, educators can enable postsecondary students of heterogeneous backgrounds to demonstrate excellence in academic achievement, thus opening many opportunities for success in careers and in our society. In order for students to pursue such achievement, instructors must recognize that the continuous fluidity of our craft and the ways in which we carry out the delivery and interaction with the learners will influence and directly impact their success in reaching their life goals; we must ensure equity for all students and close specific gaps that impede their progress.

Social Networking: (Use or Abuse?) & How Can I Teach This?

Dr. Judith Kizzie

Howard Community College

My session covered the following four broad areas related to teaching and social media: Why bother? (what's the impact); What is it? (how do I explain it?); Teaching considerations (how to use social media in teaching and examples of same); Resources (handout). Through the magic of cloud computing, participants could follow the presentation PowerPoints either on the 'big' screen or on their own individual lab computer screens.

Greatly enriching this session were the contributions of each of my diverse participants, who ranged from tech experts to tech newbies. They shared such social media concerns as: how to balance social vs educational goals, online teacher privacy, increased peer communication through social media, ethics, and student attention spans; and some described their own classroom projects using social media.

Going Global by Using Local: Suggestions for Internationalizing the Curriculum

Dennis C. McCornac

Associate Professor of Economics

Anne Arundel Community College

The effort by academic institutions to meet the demands of an increasingly global and complex economic environment requires educating students to succeed in the worldwide marketplace. While the proliferation of study abroad opportunities for both students and faculty, as well as the expansion of arrangements such as partnering and visiting lectureships, are all positive developments, the current dire straits of the economy may put a damper on the ability of faculty, students and institutions to participate in these endeavors. Nevertheless, globalization is an inevitable phenomenon and with the advancements in communication, technology, and transport is expected to proceed at an even greater pace in the future. Thus,

Thus, Going Global by Using Local may need to become the next popular phrase for university internationalization efforts as institutions find that the most cost effective method of pursuing the globalization trend is to rely on the increasing diversity of the classroom. The use of at–home internationalization, e.g., engaging students and faculty with international experience as well as involving international students both in class discussion and in efforts to develop curriculum, are all important methods designed to foster internationalization of the classroom. This diversity can facilitate broader cultural understandings and provide benefits to all participants.

Using Creativity in the Business Classroom: A Student–Centered Learning Approach

Latrice Morrison

Howard Community College

University of Phoenix

The presentation addressed creative methods and ideas for teaching business students business and leadership concepts, while at the same time applying student-centered learning strategies. The techniques that were shared were birthed from instructor observations about the fears and predispositions students have regarding what business actually. Today's students are witnessing first had all the "bad" things occurring in the world around them regarding business practices, ethics, and the economy; and it is becoming more critical that instructors find ways to get students excited and engaged. The solution:"make it fun" without students even realizing they are learning. Approaches that were shared were how to use today's modern students love of technology to create amusing simulations that require their participation, as well as using the things they love like music and videos to get them thinking about business ethics and the role they play in social responsibility, as well as to teach them economic strategies through games and business theories through candy.

General Education Meets the Challenge

Dr. Nicholas Plants

Associate Professor of Philosophy

Prince George's Community College

Maryland's Plan for Higher Education calls for postsecondary education in the state to be supported by intrinsic motives like personal enrichment as well as extrinsic ones such as economic benefit. This stipulation raises the important conceptual question of how we as faculty are to balance these differing motives for learning. This paper shows that despite economic and cultural assumptions to the contrary, intrinsic and extrinsic motives for learning are not mutually exclusive. While it is the case that the two are quite often in opposition, they need not be so and certainly do not preclude one another. Intrinsic and extrinsic motives for learning can and should be balanced, and are so within our general education programs. As faculty, we can and should have a direct hand in the establishment and maintenance of this balance, no less than of these programs themselves. Doing both by thinking through the conceptual question of how to balance intrinsic and extrinsic motives further enables us to address the economic and cultural challenges that often make it even more difficult for our students to learn in a balanced manner.

What to Know If You Use PowerPoint in Class

John Wilson

College of Southern Maryland

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