



29th Annual Conference

Association of Faculties for the Advancement of Community College Teaching

Program of Peer Presentations



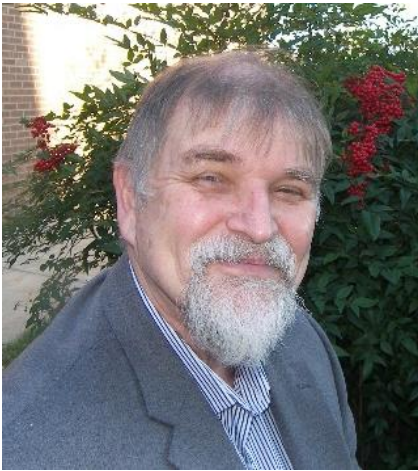
Learning for Life and Critical Thinking in the Era of Web 3.0

January 10 and 11, 2019

Hosted by Cecil College
One Seahawk Drive
North East, Maryland 21901

Updated: January 7, 2019

From your AFACCT Coordinator, *George Mateja*



On behalf of the Association of Faculties for the Advancement of Community College Teaching (AFACCT), I warmly welcome you to the 2019 AFACCT Annual Conference held at Cecil College in North East, MD.

This conference is the 29th conference AFACCT has held since its inception in 1984. AFACCT is a faculty-run and faculty-organized association of full-time and adjunct faculties of the Maryland community college system. If you teach in a Maryland community college, then you are an AFACCT member. AFACCT's conferences enable the Maryland community college faculty to join in a professional development activity. This conference is designed for us to collectively exchange our thoughts and techniques as well as exchange ideas to explore current and future directions in higher education. That is, this provides us with a way to celebrate what we, as a professional community, have achieved. Part of our vision is to create and contribute even greater value to the Maryland and global communities.

We have an exciting program for 2019 that will allow our members to reflect upon and celebrate our accomplishments, renew friendships, and further develop our professional networks. I hope you will have a productive and fun-filled time at this conference.

Our theme this year is "Learning for Life and Critical Thinking in the Era of Web 3.0." Thursday's keynote speaker, Dr. Dee Kanejiya, is the founder and CEO of Cognii, Inc. a leading provider of artificial intelligence-based educational technologies. Friday's keynote speaker is Wes Anthony, the Director of the Kellogg Institute of the National Center for Developmental Education of Appalachian State University. Additional information about each speaker is provided in this program.

On Thursday afternoon, during sessions 3 and 4, the conference hosts the annual business meeting of the Maryland Mathematics Association of Two-Year colleges (MMATYC). For more information about MMATYC, contact Lisa Feinman at lfeinman@cCBCmd.edu.

To put a conference of this scale together is not a small task. Therefore, I would like to thank the Maryland Council of Community College Chief Academic Officers (M4CAO) for sponsoring and

supporting the conference; Dr. Mary Bolt, President of Cecil College for her guidance; Dr. Christy Dryer for her assistance in organizing the conference; Professor Richard Siciliano, the AFACCT Coordinator and Webmaster, for editing the conference program and providing web support for the organization; and the College of Southern Maryland for hosting the AFACCT website for the past several years. Many thanks are due to Heidi Neff Chuffo who enabled us to use PayPal in the registration process. Special thanks also goes to the conference host, Brandie Biddy of Cecil College for her unflagging work to put this conference together, as well as Professors David Baum and Christine Mirbaha for their meticulous work in reviewing and editing the presentations for publication in the program. I also thank the AFACCT campus representatives whose efforts helped to build this conference. Lastly, and most importantly, I would like to thank all of you, our conference participants, for your contributions that are the very foundation of our conference.

Best wishes for a successful conference and academic year.

- *George Mateja*



About AFACCT: Our Goals...

The Association of Faculties for the Advancement of Community College Teaching is an association of and for Maryland community college faculty members. It was established in 1984 with the following goals:

- to provide opportunities for professional growth and development of members of Maryland community college faculty by the effective use of statewide resources;
- to foster and improve teaching excellence by promoting the sharing of ideas, instructional materials and strategies;
- to maximize the impact and effectiveness of available funds for professional development;
- to open new lines of communication among faculty members with similar disciplines and interests;
- to sponsor discipline and cross-discipline conferences;
- to publish a directory of faculty members in the Maryland Community Colleges; and to promote the exchange of faculty among Maryland Community colleges.

AFACCT's decisions are made by a board of representatives consisting of one voting member from each Maryland community college who serves as a liaison. A Coordinator and an Assistant Coordinator, elected by the Board, serve with direction from the Maryland Council of Community College Chief Academic Officers (M4CAO).

AFACCT 2019 Program of Presentations

The AFACCT Board of Representatives: 2018-2019	
Visit the AFACCT website: www.afacct.csmd.edu	
Allegany	
Anne Arundel	Margaret Wyatt, Nursing, mlwyatt@aacc.edu
Baltimore City	Grace E. McNeal, Nursing, gmcneal@bccc.edu
Carroll	Jennifer Greenwood, Mathematics, , JGreenwood@carrollcc.edu
Cecil	Brandie Bidy, Mathematics, bbidy@cecil.edu
Chesapeake	Shannon Fleishman, Sociology, sfleishman@chesapeake.edu
Baltimore County - Catonsville	Jason Spiegelman, Psychology, jspiegelman@ccbcmd.edu
Baltimore County - Dundalk	George Mateja, Biology (AFACCT Coordinator), gmateja@ccbcmd.edu Christine Mirbaha, Mathematics, (AFACCT Secretary), cmirbaha@ccbcmd.edu
Baltimore County - Essex	John Cramer, Economics, jcramer@ccbcmd.edu
Frederick	Lora Diaz, English, LDiaz@frederick.edu
Garrett	Jack DuBose, English, jack.dubose@garrettcollege.edu
Hagerstown	Paul Jozik, Physics, pjozik@hagerstowncc.edu
Harford	Heidi Neff, Art & Design, HNeff@harford.edu (AFACCT Treasurer)
Howard	Carol Howald, Mathematics, chowald@howardcc.edu
Montgomery - Germantown	
Montgomery - Rockville	Zeporia Smith, Education, Zeporia.smith@montgomerycollege.edu
Montgomery - Takoma Park/Silver Spring	Wanda York, wanda.york@montgomerycollege.edu
Prince George's	E. Lynn Mackesy-Lloyd, Mackesel@pgcc.edu
Southern Maryland	Richard J. Siciliano, English, Communication, and Languages; (AFACCT Assistant Coordinator, Webmaster), rjchs@csmd.edu Joy Syring, English, Communication, and Languages, jsyring@csmd.edu
Wor-Wic	Larry Blasco, English, lblasco@worwic.edu Lucinda Stanley, Business and Office Technology, lstanley@worwic.edu
Maryland Council of Community College Chief Academic Officers	Jack McLaughlin, M4CAO Liaison to AFACCT, Interim Vice President of Instruction, The Community College of Baltimore County, jmclaughlin@ccbcmd.edu

Facts about the 2019 AFACCT Conference at Cecil College...

Registration: The foyer of the Technology Center; second floor.

Poster/PowerPoint/Web Site Displays: Poster sessions and vendor displays are scheduled together in room D211. Presenters will be available at their display tables to answer your questions during two session times: Thursday (Session 3): 1:55 - 2:55 p.m., and on Friday (Session 7), 1:55 -2:55 p.m.

Meals: Breakfasts and lunches are included in the AFACCT Conference fee. We are committed to offering exceptional food service included in the cost of registration, with healthy choice options for both breakfasts and hot lunches.

Meetings of Maryland Educational Organizations: On both days, in conjunction with the AFACCT Conference, several Maryland organizations are holding meetings for their members:

- **MMATYC:** The Maryland Mathematics Association of Two-Year Colleges will meet during sessions 3 and 4 on Thursday, January 10, at 1:55 – 4:00 p.m. (Room D412). Contact Lisa Feinman, lfeinman@ccbcmd.edu, for more information.
- **M4CAO:** The Maryland Council of Community College Chief Academic Officers will meet on Friday, January 11, 2019 (starting at 8:30 a.m.). Contact Eugenia Howell, Senior Administrative Assistant to Jack McLaughlin, Interim Vice President of Instruction at The Community College of Baltimore County, and AFACCT Liaison; ehowell@ccbcmd.edu, Phone: 443-840-1021.
- **MCSC:** Organizational Committee of Maryland Collegiate STEM Conference (MCSC) will be attending the conference and holding an organizational meeting in room E103 of the Physical Education Building (PE) on Friday Jan. 11, 2019.

Conference Giveaways and Door Prizes: At every AFACCT conference, many attendees win a door prize. AFACCT is giving away theater tickets, golf outings, books, gift baskets representing a college's local treats, ball caps, clothing, and other merchandise from Maryland community colleges. Each day, winners are drawn at random from the list of attendees, and their names will be posted on the Information Board at the Conference Registration desk. Come and see if you are a winner, and pick up your prize before you leave for the day. Unclaimed prizes on Thursday will be re-entered for the Friday drawing. Some of the premium prizes are listed on the Donor Page on the AFACCT website and on the [donor's page](#) of this program.

AFACCT 2019 Program of Presentations

Presenter Gifts: Each peer presenter and co-presenter is entitled to a special gift in appreciation for the work done to prepare their presentation. Visit the Registration Desk after your presentation.

Conference Evaluation: To enable the AFACCT Board of Representatives to continue to offer quality conferences, please fill out a conference evaluation along with individual evaluations for each session you attend. At the end of the conference, hand in your evaluations at the Registration Desk and pick up your AFACCT mug as a token of our appreciation for helping us make the next conference even better. Please remember to put the full session number and the speaker's name on your evaluation form.

The AFACCT Mug: What has become a welcomed custom at each annual conference is the coveted AFACCT beverage mug, suitable for hot coffee, tea, and even big enough for soup. Every conference attendee gets one, so ask for yours at the Registration Desk when you hand in your conference evaluation forms.



Vintage AFACCT mug, circa 1994

AFACCT 2019 Program of Presentations

<p>A campus map of Cecil College appears at the back of the printed program available at the conference.</p>	<p>Presentations: Classrooms in Technology Center (TC); 2nd, 3rd and 4th Floors</p>	<p>Keynote Addresses: Milburn Stone Memorial Theatre</p>
<p>Parking You may park in any available parking space. No parking permits are needed. (See the FAQs at the end of the Program for details)</p>	<p>Vendors & Posters: Technology Center (TC); D221</p>	<p>*Coffee, tea, and water will be available adjacent to the registration area.</p>
<p>Registration Technology Center (TC); 2nd Floor Lobby</p>	<p>Breakfast: Technology Center (TC); D208</p>	<p><i>Elevators are in each building.</i></p>
	<p>Lunch: Physical Education Complex (PE)</p>	

Conference Program at a Glance				
Thursday, January 10, 2019				
8:00 a.m. - 9:30 a.m.		Registration in the Foyer of Technology Center; 2nd Floor Breakfast: TC Room D208		
<u>Session 1 Presentations</u>		Discipline	Presenter	Room
9:00 a.m. – 10:00 a.m.	1.1	Faculty Governance	Ugah	D214
	1.2	Science, Engagement	Newtoff	D216
	1.3	Gen Ed., Adult Education	Beckford-Barclay, Zimmerman, ...	D218
	1.4	Library: Academic Research	Irtenkauf & Burke	D219
	1.5	Nursing, Communication	Smith	D307
	1.6	-	---No Presentation---	D304
	1.7	-	---No Presentation---	D305
	1.8	-	---No Presentation---	D306
	1.9	Active Learning Software	Huddleston	D412
	1.10	Critical Thinking, Bullshit	Tengwall	D414
	1.11	Group Project Design	Mead	D416
	1.12	-	---No Presentation---	D423
Thursday, January 10, 2019 10:15 a.m.-11:25 p.m. Milburn Stone Memorial Theatre		<ul style="list-style-type: none"> • Welcome –George Mateja, AFACCT Coordinator • Welcoming remarks: Dr. Mary Way Bolt; President of Cecil College • Introduction of keynote speaker by George Mateja, AFACCT Coordinator • Keynote address: Dr. Dee Kanejiya; Founder and CEO of Cognii, Inc. 		
Lunch: 11:35 p.m. – 12:35 p.m. Physical Education Complex		During lunch, conference participants are invited to meet with colleagues in their disciplines.		

AFACT 2019 Program of Presentations

<u>Session 2 Presentations</u>		<i>Discipline</i>	<i>Presenter</i>	<i>Room</i>
12:45 p.m. – 1:45 p.m.	2.1	Computer Technology	Tarek	D214
	2.2	Research, Critical Thinking	Ghimire	D216
	2.3	-	---No presentation---	D218
	2.4	Pedagogy, Assessments	Horton & Dawson	D219
	2.5	-	---No presentation---	D307
	2.6	Classroom Cellphone Use	Hall	D304
	2.7	Dev Math Pathway	Long, Bunyard, ...	D305
	2.8	Mathematics, Music	Stiffler	D423
	2.9	Academic Rigor	Bryant	D412
	2.10	ESL, Fake News	Bonner & Thompson	D414
	2.11	OER 3.0, Student Success	Radhakrishnan & Harvey	D416
	2.12	Best Practices, Learning Management Systems	Wilson, Burgin, Baker	D306
<u>Session 3 Presentations</u>		<i>Discipline</i>	<i>Presenter</i>	<i>Room</i>
1:55 p.m. – 2:55 p.m.	3.1	Web Resources	D'Agostino	D214
	3.2	-	---No presentation---	D216
	3.3	Science; Gamification	Kram & Newtoff	D218
	3.4	Pseudo-science, Critical Thinking	Noratel & Rafferty	D219
	3.5	-	---No presentation---	D307
	3.6	Critical Thinking, Logic	Lanier	D304
	3.7	Cellphone Photography	Olaniyi	D305
	3.8	Online Pre-lab Quiz Use	Prentice	D423
	3.9	MMATYC Winter Meeting	Feinman	D412
	3.10	STEM, Pollinator Gardens	Billeter	D414
	3.11	M.O.S.T Initiative, Chem.	Cotton & Hamilton	D416
	3.12	Faculty Mentoring	Wilson, Burgin, Klinger	D306
Posters	3.A	Sociology, Web 3.0	Nix-McCray	D221
	3.B	Business, OERs	Zimmerman & Stitt	D221
	3.C	STEM, Math, OERs	Lang	D221
<u>Session 4 Presentations</u>		<i>Discipline</i>	<i>Presenter</i>	<i>Room</i>
3:05 - 4:05 p.m.	4.9	MMATYC Winter Meeting	Feinman	D412
	4.13	M.O.S.T. Initiative	Bishop	D106

Friday, January 11, 2019

8:15 a.m. - 9:30 a.m. Registration in the Foyer of Technology Center (TC); 2nd Floor Breakfast: TC Room E208				
<u>Session 5 Presentations</u>		<i>Discipline</i>	<i>Presenter</i>	<i>Room</i>
Friday, 9:00-10:00 a.m.	5.1	Developmental Ed.; Math.	Morton, Edlin, Bidy, Drach	D214
	5.2	English; Cellphone Use	Orsi	D216
	5.3	STEM; Ecological Research	Roper & Warwick	D218
	5.4	Faculty Governance	Ugah	D219
	5.5	-	---No Presentation---	D307
	5.6	-	---No Presentation---	D304
	5.7	-	---No Presentation---	D305
	5.8	Multidiscipline, E-programs	Burgin	D306
	5.9	Multidiscipline; E-research	Lutwyche	D412
	5.10	Internet Simulations and Data	Wyant	D414
	5.11	Group Project Design	Mead	D416
	5.12	Ethics	Turner	D423

AFACCT 2019 Program of Presentations

Friday, January 11, 2019 10:15 a.m. – 11:25 a.m.		<ul style="list-style-type: none"> Welcome –George Mateja, AFACCT Coordinator Introduction of keynote speaker by George Mateja, AFACCT Coordinator Keynote address: Wes Anthony; Director of the Kellogg Institute 		
Milburn Stone Memorial Theatre				
Lunch: 11:35 a.m. – 12:35 p.m. Physical Education Complex		During lunch, conference participants are invited to meet with colleagues in their disciplines.		
Session 6 Presentations		<i>Discipline</i>	<i>Presenter</i>	<i>Room</i>
Friday, 12:45 – 1:45 p.m.	6.1	English; E-tool, Hypothesis	Siddiqui	D214
	6.2	Psychology; Resiliency	Parsons & van Cleef	D216
	6.3	Stem; Teaching Research	Bergstrom	D218
	6.4	Engagement; GenZ Learners	Chamberlain, Rhea, Shrader, Ifill	D219
	6.5	OER Adoption Outcomes	Burnside, Berlyn, Flewelling, ...	D307
	6.6	English; Visual Rhetoric	Kulikowski	D304
	6.7	OneNote Use	Wilson	D305
	6.8	Senate Leadership Discussion	Ziegler	D307
	6.9	E-research; Museums	Leopardi & Prendergast	D412
	6.10	Self-exploration	Luman	D414
	6.11	English; Grading Essays	Schlueter	D416
6.12	Math.: Tidbits and Teasers	Tokoly & Long	D423	
Session 7 Presentations		<i>Discipline</i>	<i>Presenter</i>	<i>Room</i>
Friday, 1:55 – 2:55 p.m.	7.1	Physics without Calculus	Baum	D214
	7.2	Gen-Z; Trends and Needs	Oniya, Sr.	D216
	7.3	STEM; Computational Tools	Luna	D218
	7.4	Arts Online: Studio & Survey	Chamberlain & Ciccarelli, ...	D219
	7.5	Faculty, MHEC Policy Faculty	Siciliano, Dow, Cook-Hayes	D307
	7.6	Governance	Ugah	D304
	7.7	PowerPoint Use Secrets	Wilson	D305
	7.8	Math.; Technology Use	Mirbaha	D306
	7.9	English; E-source Evaluation	Kempert	D412
	7.10	Online Platforms; Mindtap	Bianca & Vogelsong	D414
	7.11	Contemplative Practices	MacLellan, Briggs, Diop, Leu	D416
	7.12	Learning Communities	Miller, Scott, Pucino, Jones	D423
Friday, 1:55 – 2:55 p.m. Posters	7.A	Sociology, Web 3.0	Nix-McCray	D221
	7.B	Business, OERs	Zimmerman & Stitt	D221
	7.C	STEM, Math, OERs	Lang	D221
Session 8 Presentations		<i>Discipline</i>	<i>Presenter</i>	<i>Room</i>
Friday, 3:00 – 4:00 p.m.		---	No presentations are scheduled.	E106

Program of Peer Presentations

Day 1: Thursday, January 10, 2019
Session 1: 9:00 a.m. – 10:00 a.m.

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and the room schedules posted on each presentation room door.

Session 1.1 (Room TC D214): 9:00 a.m. – 10:00 a.m.

Chima Ugah, Business and Technology Department, Baltimore City Community College,
Cugah@bcc.edu.

College Governance: Faculty Matter

The governance structure of each Maryland community college is unique. Currently, the governance of the community colleges is challenged because of the effects of dynamic population shifts and the influence of technological changes in education. Consequently, the boards of trustees of each community college are calling for changes in governance based on the current trends in higher education and the state of Maryland's Academic Programs policies. Our faculties are in the forefront of this change and, being experts in their respective fields, have roles to play in their institutional governance. The attendees of this session will examine the faculty roles in institutional governance and discuss ways in which they can affect their institution's governance structure.

Session 1.2 (Room TC D216) 9:00 a.m. – 10:00 a.m.

Kiersten Newtoff, Chemical and Biological Sciences, Montgomery College,
kiersten.newtoff@montgomerycollege.edu.

Streamlining Your Engaging, Interactive, and Collaborative Course into the Online Environment

Although there has been an explosion of active and collaborative learning techniques over the past decade, very few discussions have been held on how to implement these innovative teaching tools into online courses. The tools used in an online course are vastly different than those in a face-to-face course. How do we streamline these two different teaching modes to do similar activities without making more work for ourselves? We will explore using teaching tools such as jigsaws, videos, and discussion boards in both face-to-face and online classrooms. Attendees will modify activities in their face-to-face course to use online, and convert online exercises to use in their face-to-face course.

Session 1.3 (Room TC D218) 9:00 a.m. – 10:00 a.m.

Gayona Beckford-Barclay, Business Studies, the Community College of Baltimore County (CCBC), gbeckford@ccbcmd.edu. Co-Presenters: **Nancy Zimmerman**, Business Studies, CCBC, Business Studies, nzimmerman@ccbcmd.edu; **Paul Taylor**, Teacher Education, CCBC, ptaylor3@ccbcmd.edu

Are You Treating Your Adult Students Like Children?

Adults learn in a manner different than children do. Incorporating appropriate and effective strategies that meet the learners' needs results in motivated and engaged students who enjoy learning. This interactive session will enhance attendees' understanding of adult learners and how to accommodate their needs. Attendees will be able to distinguish between pedagogic and andragogic learning approaches, and identify and apply adult learning techniques within their courses.

Session 1.4 (Room TC D219) 9:00 a.m. – 10:00 a.m.

Elizabeth Irtenkauf, Library, The Community College of Baltimore County (CCBC), eirtenkauf@ccbcmd.edu. Co-Presenter: **Jill Burke**, Library, CCBC, jburke@ccbcmd.edu.

Seeking Answers in the Post-Truth Era: Connecting Academic Research to Lifelong Learning.

Critical evaluation of claims, lateral research, and reflective self-awareness are key skills our students need in order to navigate today's politically charged, often overwhelming information landscape while in school and beyond. This session will present how the CCBC librarians revised their institution's information literacy standards, as well as strategized to modernize information literacy competencies and objectives in courses and programs across the college. Attendees will discuss applications to various disciplines using the newly developed competencies and rubric criteria, as well as activities designed to promote lifelong transferability of information/media literacy skills.

Session 1.5 (Room TC D307) 9:00 a.m. – 10:00 a.m.

Deanna Smith, Physical Therapy Assistant Program, Cecil College, smit3368@cecil.edu.

The Importance of Direct Appropriate and Accurate Communication between Physical Therapists and Nurses in the Acute Care Setting.

Patient safety is the number one priority in the current healthcare climate. One initiative identified in The Joint Commission's National Patient Safety Goals 2018 is to improve medical staff communication as it relates to patient safety within the acute care setting. This session will explore initiatives designed to educate health care students regarding various nursing and physical therapist communication issues in acute care settings. Potential consequences of poor communication that may lead to adverse outcomes will be discussed. Attendees will gain a

perspective on the discipline-specific plans of care that are often contradictory in nature and temporally competitive.

Session 1.6 (Room TC D304) 9:00 a.m. – 10:00 a.m.

No Presentation

Session 1.7 (Room TC D305) 9:00 a.m. – 10:00 a.m.

No Presentation

Session 1.8 (Room TC D306) 9:00 a.m. – 10:00 a.m.

No Presentation

Session 1.9 (Room TC D412) 9:00 a.m. – 10:00 a.m.

Miriam Huddleston, Integrated Business and Applied Technology, Harford Community College, mhuddleston@harford.edu.

Active Learning Using Kahoot, a Free Polling Software

Active learning helps students engage with the course material, develop a deeper understanding of the concepts being taught, as well as encourage students to analyze and apply material being discussed. Some active learning strategies include brainstorming, think-pair-share, case studies, discussions and many others. Kahoot, a free survey and quiz application, can be used as part of most active learning strategies. Instructors can engage the class in a discussion, assign a case study or similar think/pair/share activity and use Kahoot to either survey or assess students' understanding of the course materials and determine if there are any concepts that need to be discussed. During this presentation, the attendees will be introduced to several active-learning strategies; share examples of engaging class discussions using Kahoot; and learn how to use Kahoot, build a quiz, and gather feedback and results.

Session 1.10 (Room TC D414) 9:00 a.m. – 10:00 a.m.

David Tengwall, History/Philosophy, Anne Arundel Community College, dltengwall@aacc.edu.

Calling Out Bullshit: The Art of Deceptive Misrepresentation

The world has become over-saturated with bullshit. This presentation is a brief synopsis of a course developed to provide a rough account of what bullshit is, and is not. Using information from journals, newspaper articles, and YouTube videos, this course examines the phenomenon of bullshit from economic, social, and political perspectives. This course also explores the analytical strategies for evaluating and verifying what bullshit is in these areas, as well as its global implications. Successful students of this class define and recognize bullshit, demonstrate

vigilance for information containing bullshit, and understand the overall effects of bullshit. Attendees of this presentation will learn about the concept of “bullshit” as covered in this course and will be provided with the tools and knowledge to create a course of their own.

Session 1.11 (Room TC D416) 9:00 a.m. – 10:00 a.m.

Kathryn J Mead, Academic Affairs, College of Southern Maryland, kmead@csmd.edu.

An Experiment in Every Student's "Favorite" Assignment:

Forming Groups for a Group Project

Many of our courses include a group project assignment that represents a significant portion of each student's grade. Students tend to dread group projects for many reasons, including the way the groups are formed. For the first major group project of my career as an adjunct instructor, I wanted to find a method that was deliberative and active – not random, nor completely student-selected, nor totally at my discretion. Join me as I describe how I found an approach that appealed to me (using some basic technology), applied that approach to my First Year Seminar class, and kept track of the results. Attendees will discuss methods of forming groups for group projects, compare and contrast the success of various methods of forming groups for group projects, and apply the method that most appeals to them based on assessment of its success.



January 10, 2018
Day 1 Keynote Address: 10:15-11:25 a.m.
Milbourn Stone Memorial Theatre

Dee Kanejiya, CEO, Cognii, Inc.



Dee Kanejiya is the founder and chief executive officer of [Cognii, Inc.](#), a leading provider of Artificial Intelligence-based educational technologies. Dr. Kanejiya started *Cognii* out of his passion for developing innovative technologies with a real social impact. He has over 18 years of experience in technology and business development in the areas of artificial intelligence, natural language processing, machine learning, and cognitive science. Prior to starting *Cognii*, he was part of the core technology teams at artificial intelligence companies such as Nuance Communications and Vlingo Corporation, pioneers in the virtual assistant technology for smartphones. He studied Electrical Engineering at Indian Institute of Technology, Delhi, India, earning a M.S. and Ph.D. degrees with a focus on speech

recognition and educational technology for automatic grading of students' essay answers. His post-doctoral research at Carnegie Mellon University and Karlsruhe Institute of Technology, Germany focused on developing spoken language translation systems and automatic lecture transcription systems.

Dr. Kanejiya believes that access to quality education played a key role in his personal and professional journey from a childhood carpenter and a kite-seller to the CEO of a leading Artificial Intelligence company in the education sector. He is therefore committed to improving the quality and affordability of education with the help of advanced technologies. As an innovation leader, he is frequently invited to academic institutions and education technology conferences to speak on the topic of *AI in Education*.

Lunch is served in Physical Education Complex
Thursday, 11:35 – 12:35 p.m.

During lunch, conference participants are invited to meet with teaching colleagues.

Day 1: Thursday, January 10, 2019
Session 2: 12:45 p.m. – 1:45 p.m.

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and the room schedules posted on each presentation room door.

Session 2.1 (Room TC D214) 12:45 p.m.-1:45 p.m.

Ahmed Tarek, Engineering, Physical & Computer Sciences, Montgomery College,
Ahmed.Tarek@montgomerycollege.edu.

Computing Student Success at Montgomery College in the Web 3.0 Era

Computing Student Success at Montgomery College (MC) is deeply rooted in the Web 3.0 era. The success of the Computer Science and Information Systems students at MC has evolved; the innovative technologies the Web 3.0 offers have resulted in a rapid and efficient communication among the faculty and between faculty members and the student body. The presentation will share the success stories of our students and the innovative pedagogy that the MC faculty employ in the Web 3.0 era. The attendees of this presentation will discuss the contributions of Web 3.0 technologies to the MC student success, discuss innovative and active learning strategies that are now possible in the Web 3.0 era, and compare and contrast the inter-faculty cooperation and collaborations currently possible with the traditional means of pedagogical delivery.

Session 2.2 (Room TC D216) 12:45 p.m.-1:45 p.m.

Bishnu Ghimire, English, Communication, and Languages, College of Southern Maryland,
bghimire@csmd.edu.

Research and Critical Thinking for Life.

This presentation will focus on the need for basic research and critical thinking skills in everyday life. The role of these otherwise seemingly esoteric topics have become more relevant in public life given the kind of assault on fundamental decency of our society and the nature of truth in our discourse. We will discuss how research and critical thinking are no longer the domains of the academic world alone. The attendees will explore the role of truth in our daily decision-making,

discuss how academic knowledge is applicable in our daily lives, and discuss how basic research and critical thinking are civic duties.

Session 2.3 (Room TC D218) 12:45 p.m.-1:45 p.m.

Joe Burgin, Technical Studies, College of Southern Maryland, joeb@csmd.edu.

Computational Notebooks; They Are Not Just for STEM.

Learn about ‘Computational Notebooks,’ the emerging platform of choice for reproducible research, open collaboration, publishing, live interactive demonstrations, presentations, and interactive/auto-graded class assignments. Attendees will survey several typical Computational Notebook use cases and edit a free Computational Notebook sample.

Session 2.4 (Room TC D219) 12:45 p.m.-1:45 p.m.

Cynthia Horton, Nursing, Cecil College, chorton@cecil.edu. Co-Presenter: **Lauren Dawson**, Nursing, Cecil College, ldawaon@cecil.edu.

***Grab and Go: Teaching Tips and Tricks to Start the New Year
in Engaging and Assessing Student Learning***

This interactive session will provide several different teaching methodologies to add to your repertoire for the New Year. The following methods will be discussed and demonstrated: writing ‘Bio Poems’ as an icebreaker; using a familiar objects, such as an apple, to learn how to write factual documentation; and ParticiPoll, an electronic response system to assess student learning. Each methodology will be briefly discussed with questions to follow. Attendees will be able to apply several teaching tools to the classroom to enhance student engagement.

Session 2.5 (Room TC D307) 12:45 p.m.-1:45 p.m.

No Presentation

Session 2.6 (Room TC D304) 12:45 p.m.-1:45 p.m.

Katana L. Hall, English, Humanities, Visual and Performing Arts, Baltimore City Community College, khall@bcc.edu.

Flip the Script: Incorporating Student Cell Phone Use into Course Activities

Do you want your students to stop reaching for that cellphone inappropriately during class lectures? Simply flip the script. Incorporate the use of their personal technology into course activities on a regular basis. You will find in a very short time that students are adept at posting blurbs, hashtags, and selfies onto their social media accounts, but don’t ask them to locate how to cite a lecture using MLA formatting rules on that same device. When it comes to locating critical research data on their cellphones many students still struggle. Do not despair; this session will

present seven creative activities that stimulate information literacy acumen effectively. By the end of the presentation the attendees will know how to design constructive activities for personal cellphones in the classroom to supplement instruction, assess how effectively students use technology to answer simple research questions, and identify ineffective student choices made while conducting research using the cellphone.

Session 2.7 (Room TC D305) 12:45 p.m.-1:45 p.m.

Mike Long, Mathematics, Howard Community College (HCC), mlong@howardcc.edu. Co-Presenters: **Guy Bunyard**, Mathematics, HCC, gbunyard@howardcc.edu; **Greta Holtackers-Cannon**, Mathematics, HCC, gholtackers-cannon@howardcc.edu; and **Allison Bell**, Mathematics, HCC, abell@howardcc.edu.

The Developmental Mathematics Pathway:

What Has Worked? What Has Not Worked? Where Are We Going?

Constant consideration is given to thoughtful shortening of the developmental mathematics pathway. Howard CC's Mathematics Division has been focused on this and has come up with some innovative ideas. In this session, four key questions that have helped to shape and inform the shortening of the developmental pathway in mathematics at HCC will be discussed: where have we come from, what are we doing now, what are we thinking about for the future, and how have we assessed the pathway? Successful and inventive ideas for shortening the pathway include 'the Flexible Learning Program', 'on-demand instruction', and 'fast tracking'. Participants will learn how the developmental pathway has evolved at HCC from face-to-face to computer based to a blend of the two; the metrics that have been used to measure student success and how the division has responded to quantitative and qualitative data indicating a need for action in the courses in the developmental pathway; and what the innovative strategies of 'Flexible Learning Program', 'on-demand instruction', and 'fast tracking' are, and how they have been implemented effectively to shorten the developmental pathway.

Session 2.8 (Room TC D423) 12:45 p.m.-1:45 p.m.

Greg Stiffler, Mathematics, Community College of Baltimore County. gstiffler@ccbcmd.edu.

Why Do I Like this Song? Are Songs Really Sounding Alike?

Why does that song stick in my head? Is there a reason I like certain songs more? And why do popular songs sound similar? Using research into music, mathematics, and pattern recognition, this presentation will look into questions like these that puzzle us and fill our Spotify lists.

Attendees will examine and understand the reasons some songs stick in our head and why we are attracted to certain musical types, using mathematics as a basis; and listen to music to find the

beats of popular songs and to see how some of the most popular songs of various decades sound similar.

Session 2.9 (Room TC D412) 12:45 p.m.-1:45 p.m.

Maria I. Bryant, Arts, Humanities, Social Sciences, and Education, College of Southern Maryland, mariab@csmd.edu.

Critical Thinking About Academic Rigor

This session explores the meaning of academic rigor as applied in the field of social sciences with a focus on sociology. The session explores the rhetoric about rigor in college classrooms and the challenges faced by instructors to fulfill ideas of academic excellence, access to education, and the impact of technological innovation in the classroom. Attendees will compare and contrast definitions of academic rigor and identify strategies for measuring academic rigor, apply and analyze examples of academic rigor in face-to-face courses and online learning, and discuss their experiential knowledge about academic rigor.

Session 2.10 (Room TC D414) 12:45 p.m.-1:45 p.m.

Philip Bonner, E-Learning, Innovation, and Teaching Excellence, Montgomery College, philip.bonner@montgomerycollege.edu. Co-Presenter: **Caroline Thompson**, Maryland English Institute-University of Maryland and Prince George's Community College, cthomp18@umd.edu.

Helping ESL Students Distinguish News from Fake News: The Truth is Still Out There!

In a political age when the truth seems relative and we are left to our own devices to discern fact from fiction, doing so can be especially challenging for non-native speakers of English. It is arguably one of our duties, as professors, to assist these learners in discerning the truth in the media and in social media. This hour-long workshop explores ways we can contribute to our ESL students' repertoire of skills in sifting for truth. By the end of the presentation, the participants will be able to convey to their students a few simple techniques for identifying fake news, assist their students in understanding bias in reporting, help their students develop 'a critical eye' for everything they read, and create in-class activities that allow their students to practice these skills.

Session 2.11 (Room TC D416) 12:45 p.m.-1:45 p.m.

Malathi Radhakrishnan, Natural and Physical Sciences, Baltimore City Community College, MRadhakrishnan@bcc.edu. Co-Presenter: **Jeremy Harvey**, Instructional Technologist, Baltimore City Community College jharvey@bcc.edu.

Open Educational Resources 3.0: OER + Personalized Learning Tech = Student Success

To date the Open Educational Resources (OERs) movement has been focused primarily on saving students money by reducing textbook costs. More recently, work in this space has begun to shift

to combining OERs with personalized learning technologies as a means to reduce cost while at the same time to improve student academic success. This presentation will share examples and lessons learned from the “OER 3.0” work taking place at Baltimore City Community College through the Maryland Open Source Textbook (M.O.S.T.) initiative. Technology will be demonstrated and initial student impact research findings shared with Q&A to follow. Attendees at this session will leave being able to explain the benefits and challenges of combining personalized learning technologies with Open Educational Resources, and locate OER-based courses being supported by the Maryland Open Source Textbook initiative.

Session 2.12 (Room TC D306) 12:45 p.m.-1:45 p.m.

John Wilson, Business, Technology and Public Services, College of Southern Maryland (CSM), johnw@csmd.edu. Co-Presenters: **Joe Burgin**, Business, Technology and Public Services, CSM, JoeB@csmd.edu; **Sharon Baker**, Health Sciences Division, CSM, SBaker2@csmd.edu.

Faculty Best Practices for Learning Management Systems in a Web 3.0 World

In this session, presenters will share best practices while adding your best practices to the list. We do not all use the same learning management systems (LMS), but we can share what we have found works best. Some best practices are not dependent on the LMS, like putting information where students will need it when they need it. Most LMS systems have the same tools so good techniques work everywhere. The presentation begins with an overview of how we are capturing the best practices and how to access what we have found. Then, everyone will be able to share their best practices. Attendees will share their best practices for using a learning management system, learn what CSM faculty consider their best practices for using a learning management system, and take a survey to add their best practices to review the results later.

Day 1: Thursday, January 10, 2019

Session 3: 1:55 p.m. – 2:55 p.m.

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and the room schedules posted on each presentation room door.

Session 3.1 (Room TC D214) 1:55 p.m. - 2:55 p.m.

Alfred T. D'Agostino, Physical Sciences, Community College of Baltimore County, adagostino@cCBCmd.edu.

Use of Web Resources and Discussion Board for Collaborative Learning.

Collaborative learning environments provide students with opportunities to develop and enhance their critical thinking, problem solving, and writing skills. This session investigates how, through guided small group activities and discussion board posting, students in an introductory chemistry

course interacted in ways that increased their quantitative reasoning skills, as well as their ability to analyze information and develop a reasonable solution to an environmental problem. Attendees will discuss non-discipline specific materials, methods and rubrics that can be used in face-to-face and online settings to improve learning; and explore the role technology plays in student mastery of these skills as well.

Session 3.2 (Room TC D216) 1:55 p.m. - 2:55 p.m.

---No Presentation---

Session 3.3 (Room TC D218) 1:55 p.m. - 2:55 p.m.

Brian Kram, Natural Sciences and Engineering, Prince George's Community College, krambw@pgcc.edu.

Co-Presenter: **Kiersten Newtoff**, Biology, Montgomery College-Germantown Campus
kiersten.newtoff@montgomerycollege.edu.

***How to Encourage Students to UNPLUG -- Using Nontraditional Pedagogy:
Learning Using Games***

Gamification: Similar to the flipped classroom, the term is often discussed with little guidance on how to implement it. In this session, attendees will preview and play educational games we designed for a non-majors introductory biology classroom. Furthermore, we will lift the shroud to illuminate the game design process and discuss how these concepts can be applied in other courses and disciplines. A *gamification toolkit* will be provided to help design and use educational games in the classroom. Attendees will discuss the benefits and challenges of implementing gamification in the classroom, and create a game plan for one of their own courses using the *gamification toolkit*.

Session 3.4 (Room TC D219) 1:55 p.m. - 2:55 p.m.

Elizabeth Noratel, Biology, Community College of Baltimore County, enoratel@ccbcmd.edu.

Co-Presenter: **Stephanie Rafferty**, Physical Science, CCBC, srafferty@ccbcmd.edu.

Pseudo-Science and Information Literacy in 100-Level Science Courses

Students often get their science news from social media sources. Because of this, many science students have encountered pseudo-science through various social media and other sources. So, how do we, as instructors, use these ideas as learning experiences in our classrooms? In this session, we will examine how pseudo-science notions hinder our students' understanding of real science. Attendees will explore solutions involving infusing information literacy into instruction and strategies for emphasizing real science concepts versus popular pseudo-science ideas.

Session 3.5 (Room TC D307) 1:55 p.m. - 2:55 p.m.

--- No Presentation---

Session 3.6 (Room TC D304) 1:55 p.m. - 2:55 p.m.

Angela Lanier, E-learning, Innovation, and Teaching Excellence, Montgomery College,
angela.lanier@montgomerycollege.edu.

Extending the Branches to Student Thinking, Reflection, and Creation

Branching can be a powerful tool to promote student learning in the Web 3.0 era. Using skip logic, branching scenarios can engage students in critical thinking about the plethora of information they encounter on the web, encourage reflection on how they process what they encounter, and create learning objectives that apply what they learn. In this presentation, participants will review examples of branching activities and discuss the benefits, uses, and challenges of each. In addition, participants will use a basic template to sketch a branching activity for further development. At the end of this session, participants will be able to identify opportunities for which branching could be used in a course, adapt or create basic branching scenarios using accessible tools, and facilitate student use or development of branching activities.

Session 3.7 (Room TC D305) 1:55 p.m. - 2:55 p.m.

Olaniyi Areke, Arts, Humanities, Social Science, and Education, College of Southern Maryland,
oareke@csmd.edu;

Using a Mobile Phone to Film like a Pro

In this workshop, participants will learn how to use a mobile phone to film like a professional cameraperson. The use of composition, camera angles, and movements to tell stories in creative ways will be emphasized. Whether it is a short documentary, a news story, or a 30-second public service announcement, it is imperative that one learns these techniques to make the video look professional without spending a lot of money on expensive video camera. The presenter will showcase one of his student's news stories that was shot entirely with a mobile camera and will discuss the production techniques used to achieve the quality work. Participants will learn how to use composition, camera angles, and movements to produce a professional quality video with a mobile phone; practice, record and have their work critiqued during the workshop; and acquire the knowledge to teach their students how to use mobile phones to record professional-quality videos.

Session 3.8 (Room TC D423) 1:55 p.m. - 2:55 p.m.

Linda Prentice, Chemistry, Community College of Baltimore College, lprentice@ccbcmd.edu.

Using Online Prelab Quizzes to Facilitate Understanding and Preparation.

What is your biggest frustration about laboratory assignments? Is one of them that students come unprepared? Is it that you spend 30 minutes describing the lab and then someone asks a basic question about what you just went over? Do you give your students pre-lab assignments? Do you have them do them online? Come and learn how to use the online platform for your class to help your students be more prepared for lab. Make your job easier and help your students be more prepared for lab by using online quiz preparation for the lab. Attendees will discuss how to help students be better prepared for lab assignments; describe how they could use online quizzes in their own labs and using their own online platforms; and apply this information to making lab preparation smoother and easier.

Session 3.9 (Room TC D412) 1:55 p.m. - 2:55 p.m.

Lisa Feinman, Mathematics, Community College of Baltimore County, feinman@ccbcmd.edu.

MMATYC Winter Business Meeting

This is the annual winter meeting for the Maryland Mathematical Association of Two-Year Colleges (MMATYC). Membership is not required; all mathematics faculty members are welcome to attend. We will inform attendees on upcoming elections. Please note, to vote in the election you must be a member. Several officers and other members will present updated information in their particular area. This meeting continues into the next session in the same room. Attendees will gain insight on what MMATYC does and how they can get involved.

Session 3.10 (Room TC D414) 1:55 p.m. - 2:55 p.m.

Paul Billeter, Science, College of Southern Maryland, paulb@csmd.edu.

Bee-Campus USA. Save the Pollinators!

Rebel against Tech 3.0. Be a Luddite and Social Insect Warrior. This low-tech/high-dirt initiative gets you outdoors away from mind-numbing computers and devices. Bee-Campus USA mobilizes campuses to restore pollinators. Pollinators are responsible for one in three bites of our food and for the reproduction of 90% of the world's wild plant species. Sadly, pollinator populations are in crisis. By establishing healthy habitat, high in native plants and low in pesticides, BC-USA works to restore native plants and their pollinators. The College of Southern Maryland is the first two-year Maryland college affiliated with BC-USA. Learn how to join the crusade. Attendees will learn what the CSM community is doing to restore pollinators in Southern Maryland, and how to recruit on their campuses to reverse the decline of pollinators.

Session 3.11 (Room TC D416) 1:55 p.m. - 2:55 p.m.

C. Eric Cotton, Chemistry, The Community College of Baltimore County (CCBC), ccotton2@ccbcmd.edu. Co-Presenter: **Pauline Hamilton**, Chemistry, CCBC, phamilton@ccbcmd.edu.

***Out in the Open - Reflections on Adopting and Adapting Web-Based
OER Content for General Chemistry***

Based on the work supported by a Maryland Open Source Textbook program grant, the presenters will discuss Open Education Resources (OER) adoption and adaptation in the General Chemistry classroom. A brief discussion and general overview of OER will precede a more detailed discussion on this project. The presentation will cover the textbook and course slides, learning management system (LMS) based quizzes and tests, alternative homework assignments, and changes to pedagogical approach. Particular attention will be given to the digital and web-based aspects of the adoption and adaptation process. Further discussion will include an overview of open resources for chemistry courses. Attendees will learn about OER licensing schemes, choosing an OER resource, what supplemental resources are available for OER adoption, and how to integrate the LMS into automated grading schemes usually provided by publishers. All course materials for General Chemistry and Blackboard-based assessments will be made available for the attendees to use.

Session 3.12 (Room TC D306) 1:55 p.m. - 2:55 p.m.

John Wilson, Business, Technology and Public Services Division, College of Southern Maryland, johnw@csmd.edu. Co-Presenters: **Joe Burgin**, Business, Technology and Public Services, CSM, JoeB@csmd.edu; **Mary Beth Klinger**, Business, Technology, and Public Services, CSM, marybethk@csmd.edu

***Faculty Mentoring in the Web 3.0 Era: Promoting Critical Thinking Faculty
Through Mentoring and Institutional Support***

Education 3.0 presents unique challenges in terms of learning, knowledge, teaching, and technology. This presentation explores how faculty mentoring can meet those challenges and support faculty in this new era. How can we best prepare community college educators to be innovative and critical thinkers, as well as encourage flexible learning and teaching practices? We will review the Faculty Mentoring Program at the College of Southern Maryland and ask others to share how their colleges approach mentoring. The goal of this session is to emerge with concrete ideas and plans for supporting best practices in faculty mentoring throughout Maryland's community college system. Attendees will be presented with an overview of Education 3.0; introduced to the Faculty Mentoring Program at CSM, an institutional system for mentoring and supporting faculty; formulate a list of best practices that all community colleges within Maryland

can adopt to support faculty mentoring at their respective institutions; and be asked to take a survey on mentoring at their college and review the results during and after the conference.

PowerPoint–Poster–Website Displays: Session 3 (A,B,C)
Thursday, January 10, 2019 (Room D221)
1:55 p.m. – 2:55 p.m.

The following poster sessions are scheduled together in TC D221. Each display consists of a table set up with a subject-related display of either a poster, website, or PowerPoint slide show, or a combination of all three. Conference participants may visit during both conference days to view the displays and discuss the displays with the presenters. Displays are available during Session 3 (Thursday) from 1:55 a.m. – 2:55 p.m., and Session 7 (Friday) from 1:55 a.m. – 2:55 p.m.

Session 3A: POSTER SESSION 1:55 p.m. – 2:55 p.m. (Room D221)

Nelda Nix-McCray, Social Sciences, The Community College of Baltimore County,
nnix@ccbcmd.edu.

All Sociology All of the Time: Endless Possibilities with Web 3.0

Students are entering our institutions with an expectation that they will have complete and seamless access to course materials beyond the classroom. In addition, students want to see the connection between what they are learning inside the classroom to real life social experiences. Thus, instructors can embrace the benefits of Web 3.0 as they develop educational content that is exciting, engaging, and energized across multiple platforms. This presentation will feature sociological assignments and projects that connect students, all of the time, using several devices. Attendees will discuss the importance of developing educational content that integrates the benefits of Web 3.0, and examine current course content and develop strategies to enhance student experiences with Web 3.0.

Session 3B: POSTER SESSION 1:55 p.m. – 2:55 p.m. (Room D221)

Nancy Zimmerman, Business Studies, The Community College of Baltimore County,
nzimmerman@ccbcmd.edu. Co-Presenter: **Melissa Stitt**, Coordinator, Education, Justice and Law, mstitt@ccbcmd.edu.

Open Education Resources: The Good, the Bad, and the Ugly

Two business professors will share their experiences using various types of open education resources, including vendor support software, for accounting and management. This information is also applicable to other disciplines. Participants will be included in the discussion allowing them to share their experiences and address concerns and will learn the strengths and weaknesses of using Open Educational Resources.

Session 3C: POSTER SESSION (Room D221)

Frederic Lang, Mathematics, Howard Community College, flang@howardcc.edu.

Piloting STEM Calculus I at HCC Using the Adaptive OER Platform Knewton alta

Open Educational Resources (OER) courses offer an opportunity to significantly reduce student textbook costs. However, development of such a course can require significant faculty time and institutional resources. For this reason, low-cost commercial options may offer viable alternative solutions. In spring 2019, the Howard Community College (HCC) Mathematics Department will implement a pilot in STEM Calculus I using the web-based OER platform Knewton alta, an adaptive technology that should greatly benefit students who often struggle because they lack mastery of prerequisite objectives. If this pilot is successful, HCC's Mathematics Department plans to extend implementation to Calculus II and III by the fall 2019 semester. Attendees will expand their understanding of OER options in mathematics, especially Knewton alta, and learn how Knewton alta will be implemented at HCC in STEM Calculus 1, and possibly other mathematics courses.

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and/or the room schedule posted on each presentation room door.

Day 1: Thursday, January 11, 2018

Session 4: 3:05 p.m. – 4:05 p.m.

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and the room schedules posted on each presentation room door.

Session 4.09 (Room TC D412) 3:05 p.m. – 4:05 p.m.

Lisa Feinman, Mathematics, The Community College of Baltimore County,

lfeinman@ccbcmd.edu.

Maryland Mathematical Association of Two-Year Colleges (MMATYC)

Annual Business Meeting

This is the annual winter meeting for the Maryland Mathematical Association of Two-Year Colleges (MMATYC). Membership is not required; all mathematics faculty members are welcome to attend. We will inform attendees on upcoming elections. Please note, to vote in the election, you must be a member. Several officers and other members will present updated information in their particular area. This meeting continues into the next session in the same room. Attendees will gain insight on what MMATYC does and how they can get involved.

Session 4.13 (Room TC D106) 3:05 p.m. – 4:05 p.m.

M. J. Bishop, William E. Kirwan Center for Academic Intervention, University System of

Maryland, mjbishop@usmd.edu.

The Maryland Open Source Textbook (M.O.S.T.) Initiative: Improving Affordability, Access, AND Achievement with OER

The M.O.S.T. initiative's statewide mandate is to scale adoption of "openly licensed, fully accessible" instructional materials as a means to improve access, affordability, and achievement for Maryland students. To fulfill this mandate, M.O.S.T. provides a range of services and resources, including faculty grants, professional development, and a catalog of ready-to-adopt Open Educational Resources (OER) courses. Following a brief introduction to OERs, this session will share examples of how Maryland community colleges are scaling the use of OERs, an overview of available faculty services and resources and a sneak-peak at initiatives planned for the coming year. Attendees will be able to explain what Open Educational Resources are and how they can benefit students, find and take advantage of the faculty resources and services M.O.S.T. provides to community college faculty, and implement OER scaling strategies at their institutions to increase impact on students.

Day 2: Friday, January 11, 2019
Session 5: 9:00 a.m. - 10:00 a.m.

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and/or the room schedule posted on each presentation room door.

Breakfast: Technology Center, Room D208

Session 5.1 (Room TC D214): 9:00 a.m. – 10:00 a.m.

Barbara M. Morton, Mathematics, Cecil College, bmorton@cecil.edu. Co-Presenters: **Anne E. Edlin**, Mathematics, Cecil College, aedlin@cecil.edu; **Brandie L. Biddy**, Mathematics, Cecil College, bbiddy@cecil.edu; and **Allan D. Drach**, Mathematics, Cecil College, adrach@cecil.edu.

Developmental Mathematics 3.0

Using advancements in adaptive learning platforms, Cecil College was able to transition from a traditional three-course developmental sequence (Arithmetic, Beginning Algebra, and Intermediate Algebra), where each course was 4 credits, to a more streamlined sequence. As a result, many students now take only one 4-credit course (Beginning and Intermediate Algebra Combined) before transitioning into Statistics or Finite Math. Students whose major requires Pre-calculus need an additional 2-credit course (Advanced Intermediate Algebra). Join us as we present our experiences changing this sequence and some insights that may be applicable to your own institution's courses. Attendees will hear an alternative model to the pathways model and learn the strengths and weaknesses of using adaptive learning platforms.

Session 5.2 (Room TC D216) 9:00 a.m. – 10:00 a.m.

Clarence H Orsi, English, Cecil College, clarenceharlanorsi@gmail.com

"Stop Texting! Stop Texting! (They Don't Wanna Think Anymore!)" --

Dispatches from a Cell Phone-Free Classroom

Research suggests that students focus and perform better in class when not distracted by their phones. Applying such wisdom practically, however, is often difficult. This presentation will recount one English professor's humble experiment with a 'cell phone free zone' using incentives rather than punishment. Rather than offering a one-size-fits-all solution to the problem of technology distraction, this presentation will explore the results of one pedagogical strategy and review recent research into habits of learning. Attendees will learn a strategy for creating a cell phone free zone, review recent research into technology distraction and learning, and have the opportunity to discuss their own approaches to cell phones in class.

Session 5.3 (Room TC D218) 9:00 a.m. – 10:00 a.m.

Ebony Roper, Science and Technology, Cecil College, rope0331@cecil.edu. Co-Presenter:
Christine Warwick, Biology, Cecil College, cwarwick@cecil.edu.

Microbiological and Environmental Investigation of Water Purification:

A Multipoint View of Sampling, Data, Analysis, and Reporting.

Cecil County experiences regular flooding events with several days of undrinkable water. The Cecil College Environmental Science (ES) and Microbiology (MB) classes propose to conduct a joint water purification project employing current web-based research techniques, as well as current applied field and laboratory techniques to clean a potentially contaminated system. This project will enable our students to use cloud-based technology, perform an in-depth study, apply practical skills, and share data with other students while addressing a real-world challenge on clean drinking water availability. Ideally, the attendees will be encouraged to explore methods of project integrations within their own schools or departments, and provide feedback on the proposed experiment.

Session 5.4 (Room TC D219) 9:00 a.m. – 10:00 a.m.

Chima Ugah, Business and Technology Department, Baltimore City Community College, Cugah@bcc.edu.

College Governance: Faculty Matter

The governance structure of each Maryland community college is unique. Currently, the governance of the community colleges is challenged because of the effects of dynamic population shifts and the influence of technological changes in education. Consequently, the boards of trustees of each community college are calling for changes in governance based on the current trends in higher education and the state of Maryland's Academic Programs policies. Our faculties are in the forefront of this change and, being experts in their respective fields, have roles to play in their institutional governance. The attendees of this session will examine the faculty roles in institutional governance and discuss ways in which they can affect their institution's governance structure.

Session 5.5 (Room TC D307) 9:00 a.m. – 10:00 a.m.

No Presentation

Session 5.6 (Room TC D304) 9:00 a.m. – 10:00 a.m.

No Presentation

Session 5.7 (Room TC D305) 9:00 a.m. – 10:00 a.m.

No Presentation

Session 5.8 (Room TC D306) 9:00 a.m. – 10:00 a.m.

Joe Burgin, Technical Studies, College of Southern Maryland, joeb@csmd.edu.

Computational Notebooks; They Are Not Just for STEM.

Learn about ‘Computational Notebooks,’ the emerging platform of choice for reproducible research, open collaboration, publishing, live interactive demonstrations, presentations, and interactive/auto-graded class assignments. Attendees will survey several typical Computational Notebook use cases and edit a free Computational Notebook sample.

Session 5.9 (Room TC D412) 9:00 a.m. – 10:00 a.m.

Lisa Lutwyche, English, Cecil College, llutwyche@cecil.edu.

Intellectual Curiosity and the Cyber Rabbit-Hole

When is it as important to ask a question as it is to find the solution? When we assign research to our students, we are fully aware that they already spend most of their time using internet sources to inform every aspect of their lives. While we strive to guide, and even limit, their searches, perhaps we should consider the merits of following leads and threads they might not have anticipated. Where is the line between falling down a rabbit-hole and yielding to genuine intellectual curiosity? How do we foster genuine curiosity in students who believe they have already seen it all? Attendees will discuss ways to encourage students to explore their natural curiosity through online searches and will brainstorm lesson plans that will offer students limited restraints.

Session 5.10 (Room TC D414) 9:00 a.m. – 10:00 a.m.

Gail Wyant, Physics and Geosciences (Science), Cecil College, gwyant@cecil.edu.

From the Internet to the Classroom: Using Simulations and Real-Time Data

A growing body of research suggests a number of positive outcomes from exposing students to simulations and real-time data found on the internet as a part of their courses. This presentation will summarize some of these findings while providing demonstrations of these methods for physics and geoscience courses. Additionally, participants will be given access to resources for using simulations and real-time data in their own classes. Attendees will discuss the pros and cons of preceding lecture and/or lab activities with simulations and real time data, compare and contrast with traditional methods, and discuss potential applications for their disciplines.

Session 5.11 (Room TC D416) 9:00 a.m. – 10:00 a.m.

Kathryn J. Mead, Academic Affairs, College of Southern Maryland, kmead@csmd.edu.

An Experiment in Every Student's "Favorite" Assignment:

Forming Groups for a Group Project

Many of our courses include a group project assignment that represents a significant portion of each student's grade. Students tend to dread group projects for many reasons, including the way the groups are formed. For the first major group project, this adjunct faculty member wanted to find a method that was deliberative and active -- not random, nor completely student-selected, nor totally at her discretion. This session describes how she found an approach that appealed to her (using some basic technology), applied that approach to a First Year Seminar class, and kept track of the results. Attendees will discuss methods of forming groups for group projects, compare and contrast the success of various methods of forming groups for group projects, and apply the method that most appeals to them based on assessment of its success.

Session 5.12 (Room TC D423) 9:00 a.m. – 10:00 a.m.

Michelle P. Pacheco Turner, Philosophy, Humanities & Ethics, Harford Community College,
mpachecoturner@harford.edu.

Exploring Ethics and One's Social Responsibility in the Technology Realm

This presentation will identify various ways of ethical considerations in an online and classroom environment, as well as explore how to address the use of technology and one's social responsibility in an ethical framework. Attendees will learn ways to apply ethics to everyday life and consider the pros and cons of existing parameters in place from an educational perspective to combat potential unethical practices among students on a social forum.

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and/or the room schedule posted on each presentation room door.



January 11, 2019
Day #2 Keynote Address, 10:15-11:25 a.m.
Milburn Stone Memorial Theatre

Wes Anthony



As the sixth Director of the Kellogg Institute of the National Center for Developmental Education of Appalachian State University, Wes Anthony is also the first since Dr. Hunter Boylan to be a member of the Kellogg Institute faculty. Mr. Anthony is the author of two novels, over 50 professional presentations, and has engaged in scholarly publishing throughout his career, and most recently co-authored, along with Hunter Boylan and Patti Levine Brown, "[The Perfect Storm of Policy Issues and Their Impact on Developmental Education](#)" (*NADE Digest*, 2017).

Wes Anthony has served as President of the North Carolina Association for Developmental Education, and is head of its Professional Liaison Committee. He will serve as the Exhibits Coordinator for the 2019 and 2020 NADE Conferences. He also serves the North Carolina community college system as a member of the Advisory Board for their Reinforced Instruction for North Carolina's Student Excellence Program.

Friday, 11:35 – 12:35 p.m.

Lunch: Physical Education Complex

During lunch, conference participants are invited to meet with colleagues in their academic disciplines.

Day 2: Friday, January 11, 2019

Sessions 6: 12:45 p.m. - 1:45 p.m.

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and/or the room schedule posted on each presentation room door.

Session 6.1 (Room TC D214) 12:45 p.m. – 1:45 p.m.

Rahila A. Siddiqui, Humanities, Prince George's Community College, siddiqra@pgcc.edu.

Engaging Students through “Hypothesis”, an Online Annotation Tool

This workshop will introduce *Hypothesis*, a free online annotation tool to engage your students in reading. This tool promotes student collaboration and understanding of text through online group discussions embedded in texts and transforms reading into a social task without taking away from what students are actually learning. Rather than assigned another boring reading assignment, students are encouraged to think critically and make connections with what they are reading as they improve their comprehension using the research-proven skill of annotation. Attendees will create a free Hypothesis account and navigate through the website, engage in an online activity to improve their understanding of how Hypothesis may be used in the classroom, and share ideas on how they can implement Hypothesis in their classes.

Session 6.2 (Room TC D216) 12:45 p.m. – 1:45 p.m.

Michael H. Parsons, Community College Leadership, Morgan State University, michael.parsons@morgan.edu. Co-Presenter: **Paul van Cleef**, Student Success Center, Prince George's Community College-Upper Marlboro, paven1@morgan.edu.

Preparing for Critical Thinking in the Web 3.0 Era

“What is happening to our students? They don't think the way we do.” This concern is echoed consistently in higher education. The issue is as much about personal perceptions and behaviors as it is about technology: faculty need to practice resiliency strategies in addition to mastering the latest technology. Social psychologists Al Siebert and Remus Serban have developed a personal/team design that allows faculty to thrive under pressure and not act in dysfunctional ways. Participants will complete a resiliency quiz, after which the facilitators will lead a discussion of specific strategies useful to improving personal and group critical thinking.

Attendees will learn their resiliency score *via* completion of the Seibert resiliency quiz; learn strategies for resilient responses to unanticipated student behavior, *e.g.*, critical thinking for engaging learners; and share critical resilient actions that they have used in unusual interactions with learners.

Session 6.3 (Room TC D218) 12:45 p.m. – 1:45 p.m..

Debora F Bergstrom, Science, Frederick Community College, dbergstrom@fcc.edu.

Teaching Research

The tools of research are not limited to those students in the hard sciences and mathematics. Research is about asking the right questions and following through with well-designed testing. Teaching the scientific method using hands-on examples often draws out the curiosity of students and can be highly motivating. The use of the method allows students to explore what they know and take it one step further into the students' unknown. An example of a small project relating body part sizes and relationships will demonstrate this powerful way to teach. Attendees will see a way to walk students through this method in a hands-on application relevant to a specific discipline, and how the connection between generated data and meaningful results creates a higher level of critical thinking and enthusiasm in students.

Session 6.4 (Room TC D219) 12:45 p.m. – 1:45 p.m.

Anne Chamberlain, Communication Studies, The Community College of Baltimore County, achamberlain@ccbcmd.edu. Co-Presenters: **Patricia Rhea**, Health & Wellness, CCBC, prhea@ccbcmd.edu; **Elizabeth Shrader**, Physical Science, CCBC, eshrader@ccbcmd.edu; **Andre Ifill**, Health & Wellness, CCBC, aifill@ccbcmd.edu.

Early College Access: Preparing to Engage the GenZ Learner

Members of the Community College of Baltimore County Senate subcommittee on Early College Access Programs will discuss some of the challenges and some ideas for best practices in working with high schools to establish early college classes and programs. This session will discuss challenges in pedagogy/academic rigor, professional development/training, and administrative challenges in planning and developing programs in partnership with other schools. The attendees will examine ways in which curriculum and course content can be modified to meet the needs of Gen Z learners while maintaining academic standards, explore options for professional development for faculty in preparing to teach Gen Z learners, and describe common administrative challenges that face faculty and programs in developing ECAP programs.

Session 6.5 (Room TC D307) 12:45 - p.m. – 1:45 p.m.

Dana Burnside, Arts & Humanities, Wor-Wic Community College, dburnside@worwic.edu.

Co-Presenters: **Kathleen Berlyn**, Microbiology, Baltimore City Community College; **Colleen Flewelling**, Associate Dean of Academic Assessment and Development, Cecil College; **Anil Malaki**, Natural and Physical Sciences, Baltimore City Community College; and **Marjorie Rawhouser**, Liberal Arts and Engineering, Anne Arundel Community College

Faculty Experiences: Reflections and Perceptions of OER Adoption and Implementation

Those who are considering using Open Educational Resources (OER) will learn from the experiences of faculty from several Maryland community colleges who have adopted and implemented OER. Attendees will explore some of the pros and cons as well as the challenges and opportunities involved with transitioning to lower cost, mostly digital, materials. They will also discuss the motivations for adopting OER, compare the experiences of faculty across disciplines during the OER adoption and implementation processes, and consider questions about the benefits and challenges of using OER.

Session 6.6 (Room TC D304) 12:45 p.m. – 1:45 p.m..

John Kulikowski, English, Communication and Languages, College of Southern Maryland, jkulikowski@csmd.edu

Visual Rhetoric: Seeing is Understanding. Augmenting the Traditional Rhetorical Analysis Assignment with an Image-Based Topic for Analysis

This presentation will examine the usefulness of using an image (an advocacy ad) to teach students the concepts of the traditional rhetorical analysis assignment used in many freshman-level composition courses. While still adhering to all of the standard goals and purpose of the text-based rhetorical analysis, employing a visual prompt can better connect the students to the material we are asking them to learn. This presentation and discussion will focus on the rationale for this change, an examination of the assignment, and the potential advantages for the student in terms of learning and transference. Attendees will compare the use of visual prompts vs. traditional text-based prompts, discuss issues with making this switch, and be able to apply this idea in their own courses to better enable their student's learning.

Session 6.7 (Room TC D305) 12:45 p.m. – 1:45 p.m.

John Wilson, Business, Technology and Public Services, College of Southern Maryland, johnw@csmd.edu.

OneNote: A Tool for Faculty to Help Them Organize in a Web 3.0 World

Faculty can use OneNote to organize their professional and private lives. They can store class rosters, grading notes, and classroom notes in one place. They can also create class notebooks to

share with their students. OneNote is available free for every type of device: Android, Apple and Microsoft. Faculty can use it at home and then when they open it in the office they will see it already updated. It saves every key stroke and synchronizes to all their other devices in real time. Attendees will learn how to create a notebook in OneNote and add sections and pages, how to share a notebook with themselves or with others, and how OneNote notebooks sync with the user and with others in real time.

Session 6.8 (Room TC D306) 12:45 p.m. – 1:45 p.m.

Herb Ziegler, Psychology and Sociology, Chesapeake College, hziegler@chesapeake.edu.

***A Meet, Greet and Discussion on the Common Challenges Facing Faculty Leadership
at Community Colleges in Maryland***

This round table discussion between Faculty Assembly (Senate) leadership of the Maryland community colleges and their faculty will deal with common issues they are facing, such as similar economic and political challenges. These common issues will be discussed, and possible cross-institutional cooperation and solutions will be examined.

Session 6.9 (Room TC D412) 12:45 p.m. – 1:45 p.m.

Alejandro Leopardi, English and Reading, Montgomery College, alejandro.leopardi@montgomerycollege.edu. Co-Presenter: **Michelle Prendergast**, English and Reading, Montgomery College, michelle.prendergast@montgomerycollege.edu

Using Online Artifacts to Enhance Cultural Identity and Engagement

This presentation focuses on the use of museum sites/pages (the Smithsonian pages and Learning Lab are two examples) to conduct virtual tours to increase student engagement. When students understand the internet can be utilized to access important historical artifacts that have impacted our society, it provides them with a better connection to museums and could help encourage them to physically attend those museums. Thus, developing assignments that encourage students to interact with exhibits and artifacts online is a way to develop student understanding of not only specific topics, but also their own role as an academic. Attendees will discuss ways they can implement virtual museum tours into their curricula and will consider opportunities to inspire lifelong learning and engage students in independent inquiry through the integration of museum sites into the English curriculum.

Session 6.10 (Room TC D414) 12:45 p.m. – 1:45 p.m.

Heather Luman, Mathematics, The Community College of Baltimore County,
hluman@ccbcmd.edu.

***Recharge Yourself: How to Prevent and Recover from Instructor Burnout
in the Information Age.***

In the new information age, it seems that the sky is the limit. However, human beings still only have 24 hours in a day and 7 days in a week, and it is all too easy to start feeling overwhelmed by work and life responsibilities. This interactive presentation will provide an opportunity for self-exploration as participants discover which of their needs are, or are not, being met. The presentation will also highlight ways to use technology to reduce workload in the work place so that the instructor can have more down time while still fulfilling his/her responsibilities.

Attendees will learn that as human beings they have a variety of needs: social, emotional, and intellectual. They will participate in self-reflection to determine which of their needs are currently being met in their lives and which are not, participate in brainstorming sessions and consider multiple ways to make sure all their needs are met, and ask themselves whether they have established healthy work/life boundaries and learn how to use technology to establish and maintain these boundaries.

Session 6.11 (Room TC D416) 12:45 p.m. – 1:45 p.m.

Crystal Schlueter, English, Communication and Languages, College of Southern Maryland,
cschlueter@csmd.edu.

Cut Essay Grading Time Drastically.

Ever felt like weeping or ranting about essays you slaved over at which students take one look and ungraciously deposit them in the nearest trash bin? Ever spend hours writing out explanations for every mark on the essays you are returning? Why are you the one doing all that work? Come see how you can be sure the students do the heavy lifting while still getting very specific direction from you. Cut your essay grading time down to a reasonable and freeing 5-10 minutes. Attendees will learn how to use coded corrections in directing students to find and implement corrections in their writing.

Session 6.12 (Room TC D423) 12:45 p.m. – 1:45 p.m.

Loretta Tokoly, Mathematics, Howard Community College, LTokoly@howardcc.edu. Co-Presenter: **Mike Long**, Mathematics, Howard Community College, MLong@howardcc.edu.

Tidbits and Teasers

Got 5-10 minutes left in class? Want to get your students thinking of an application of your topic or to see it in a different way? Want to give them a bit of history behind the concept? Want to

give your students a puzzle to chew on? This presentation is for you. We will present a number of college-level course topics with ties in to other problems, their history or brain teasers: proofs without words for the Pythagorean Theorem, and Sum/Difference angle formulas. If you have some favorite tidbits, bring these to share as well. Attendees will be provided with material to share with their students based on some connections between the material as the textbook presents and interesting applications, other fields of study, or ways of thinking about the material.

Day 2: January 11, 2019
Session 7: 1:55 – 2:55 p.m.

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and/or the room schedule posted on each presentation room door.

Session 7.1 (Room TC D214) 1:55 p.m. - 2:55 p.m.

Dave Baum, Physical Science. The Community College of Baltimore County,
dbaum@ccbcmd.edu.

Solving More 'Calculus-Based' Physics Problems with Trigonometry

There are a number of methods for finding maximums and minimums in physics problems without calculus, including the use of inequalities, geometric constructions, vector algebra, and forcing the discriminant of a quadratic equation to be zero. This presentation continues a discussion from AFACCT 2018 on the use of trigonometric identities, other than those terminating with $\sin(2\theta)$. Examples include the equilibrium depth of a floating object and the terminal altitude of a projectile. Attendees will learn alternate methods for finding the maximums and minimums of several functions.

Session 7.2 (Room TC D216) 1:55 p.m. - 2:55 p.m.

Opeyemi Oniya, Sr., Chemical and Biological Sciences, Montgomery College, Maryland,
Opeyemi.oniya@montgomerycollege.edu.

Bye, Bye Millennials - Here Comes Generation Z

Who are the Generation Z students? How do they differ from the Millennials? What are their socio-cultural and economic idiosyncrasies? What are their needs? What are their goals? What role does technology play in their lives? What changes need to be made pedagogically and technologically to provide the best meaningful education to Generation Z students? As these students begin to populate our classes, community college educators must be prepared to help this future generation. This session will examine strategies for educating Generation Z. Attendees will

share their experiences, what solutions have worked for them, and propose strategies for the future.

Session 7.3 (Room TC D219) 1:55 p.m. - 2:55 p.m.

Juan C Luna, Electrical Engineering Technology, Hagerstown Community College, jcluna@hagerstowncc.edu.

Integrating Computational Tools to Teach Complex Science and Math Subjects.

Science and mathematics education now includes tools that enhance and expand the student learning experience. This presentation will introduce the state of the art of interactive symbolic and numeric computing. It will demonstrate the application of latest tools like *Jupyter Notebook* and other well-known tools like *Mathematica* and *Matlab*. The use of computational tools can improve the assimilation of complex subjects like Calculus and Differential Equations in applied science and technology careers. The introduction of computational tools allows us to teach subjects which, for far too long, required an extensive mathematics background. Attendees will learn some basic features of *Jupyter Notebook* (Python) and compare its application to that of *Mathematica* and *Matlab*, operate the *Jupyter Notebook* with physics and mathematics examples, and cover an introduction to Latex equations nomenclature.

Session 7.4 (Room TC D219) 1:55 p.m. - 2:55 p.m.

Anne Chamberlain, Communication Studies, The Community College of Baltimore County (CCBC), achamberlain@ccbcmd.edu. Co-Presenters: **Deborah Ciccarelli**, Art, Design & Digital Media, CCBC, dciccarelli@ccbcmd.edu; **Melinda Blomquist**, Fine Arts and Humanities, CCBC, mblomquist@ccbcmd.edu; **Dan Lewis**, Fine Arts and Humanities, dlewis7@ccbcmd.edu.

Arts Online: Technology's Limits and Challenges for Survey and Studio Courses

Teaching either fine or performing arts courses in the online environment can be both rewarding and challenging. At the forefront are pedagogical and quality concerns, as well as the use of current and emerging technologies. Our discussion will address these issues by examining the pros and cons, challenges, limitations and possibilities for survey and performance- or studio-based courses in the online environment. Attendees will participate in the discussion by sharing their experiences with teaching online arts courses, and visions for the future of such courses.

Session 7.5 (Room TC D307) 1:55 p.m. - 2:55 p.m.

Richard Siciliano, English, Communication and Languages, College of Southern Maryland, Richs@csmd.edu. Co-Presenters: **Emily Dow**, Assistant Secretary for Higher Education, Maryland Higher Education Commission and the MHEC Liaison to the Faculty Advisory

Council, emily.dow@maryland.gov; and **Angelique Cook-Hayes**, English, Baltimore City Community College, acook-hayes@bccc.edu

The Faculty Advisory Council of Maryland's Higher Education Commission:

How It Serves Maryland Community College Faculty

This presentation will show how the Faculty Advisory Council of the Maryland Higher Education Commission (FAC-MHEC) serves as an advocate and a voice for faculty members at the state level. The FAC consists of elected faculty representatives from all segments of Maryland higher education: community colleges, 4-year public and private colleges, universities, and career schools. The presenters include an FAC representative of Maryland's non-metropolitan community colleges (including Allegany, Carroll, Cecil, Chesapeake, College of Southern Maryland, Frederick, Garrett, Hagerstown, Harford, and Wor-Wic Community College); MHEC's Assistant Secretary of Higher Education; and the FAC representative from Baltimore City Community College. They will review how the FAC contributed to the update of the [*Maryland State Plan for Post-secondary Education*](#), and how faculty representatives are involved with implementing the plan. The presenters will give an overview of some of the resources provided for faculty and policy makers, including online directories of faculty senate/college senate officers, faculty development centers, and online resources on such issues as intellectual property policies, the Maryland's textbook law, and tenure policies at Maryland higher education institutions. Participants will learn the purpose and scope of the FAC; learn about the FAC's expanded membership, whereby every community college will have an FAC faculty representative; access the resources kept on the FAC-MHEC website; discuss their concerns that affect them as higher education faculty; and explain how they can become involved in influencing decisions about policies that affect all higher education faculty members in the state.

Session 7.6 (Room TC D304) 1:55 p.m. - 2:55 p.m.

Chima Ugah, Business and Technology, Baltimore City Community College,
Cugah@bccc.edu.

College Governance: Faculty Matter

The governance structure of each Maryland community college is unique. Currently, the governance of the community colleges is challenged because of the effects of dynamic population shifts and the influence of technological changes in education. Consequently, each board of trustees is calling for changes in governance based on the current trends in higher education and the State of Maryland's Academic Programs' policies. Our faculties are in the forefront of this change and, being experts in their respective fields, have roles to play in their institutional governance. The attendees of this session will examine the faculty roles in institutional governance and discuss ways in which they can affect their institution's governance structure.

Session 7.7 (Room TC D305) 1:55 p.m. - 2:55 p.m.

John Wilson, Business, Technology and Public Services, College of Southern Maryland,
johnw@csmd.edu.

PowerPoint Secrets

There are secrets to PowerPoint you should know. Which program do you open first when creating a new presentation? It is not PowerPoint! This presentation will cover such topics as these: how to create a template that has all the settings you prefer so that you save time when you create a new show, how to save the template and how to use it each time you create a new file, how to import an outline from Word that will create a new slide for each item in the outline, and how to insert images from the Web and do research inside PowerPoint.

Session 7.8 (Room TC D306) 1:55 p.m. - 2:55 p.m.

Christine Mirbaha, Mathematics, The Community College of Baltimore County,
cmirbaha@ccbcmd.edu.

Infusing Technological Skills into Classes with Minimal Disruption to Curriculum

Because so many current college students grew up with computers, teachers tend to assume that their students are computer savvy. They plan instruction believing that students are proficient in the use of word processors, spreadsheets, calculators, etc. Although students may know how to use a smartphone or engage in social media, they are often unable to navigate the programs and apps that their instructors consider necessary for successful student performance. Attendees will discuss encounters with such situations, including solutions they infused into their classes to help students learn necessary technological skills while minimizing the impact on course content delivery. Attendees will describe various issues their students have with technology use in their face-to-face classrooms and online learning environments, learn new ways to assist their students with learning necessary technology skills in an efficient and timely manner, and incorporate ideas discussed during this session in future classes when such situations arise.

Session 7.9 (Room TC D412) 1:55 p.m. - 2:55 p.m.

Kathleen Kempert, English, Frederick Community College, kkempert@frederick.edu.

"But I found it on the internet!" How to Evaluate Information Found Online.

Students spend so much of their time online, but don't necessarily know how to decipher whether the information they find is truthful and quality information or if it was posted just for fun. Attendees will be presented with a classroom lesson used to help determine the criteria that need to be evaluated when using an online source. Attendees will be able to evaluate the quality of a source found online by determining authority, accuracy, objectivity, and currency; as well as use

the information and handouts given during the presentation in order to design a lesson of their own to teach students how to evaluate a website.

Session 7.10 (Room TC D414) 1:55 p.m. - 2:55 p.m.

Kelsey P Bianca, Social Sciences, Cecil College, kbianca@cecil.edu. Co-Presenter: **Candace Vogelsong**, Business, Cecil College, cvogelsong@cecil.edu.

Online Digital Platforms: An Evaluation and Review of Mindtap.

The use of online digital platforms is an increasing trend in higher education. With increasing costs of printed textbooks, e-books and accompanying online learning resources can be a cost-saving addition to coursework for students. This presentation reviews a popular platform (Cengage's *Mindtap*) across different disciplines (Business and Psychology) and different styles of class (online and face-to-face). The presentation includes perspectives of instructors and students and discusses the advantages and disadvantages of using this specific digital platform. This presentation is appropriate to instructors involved in textbook adoption or those anticipating use of *Mindtap*. Attendees will evaluate *Mindtap*, discuss the merits and drawbacks in using this online digital platform, and understand a new cost-saving option for students in textbook adoption.

Session 7.11 (Room TC D416) 1:55 p.m. - 2:55 p.m.

Ann Merck MacLellan, Sociology, the Community College of Baltimore County, amaclellan@ccbcmd.edu. Co-Presenters: **Stephanie Briggs**, English, CCBC, sbriggs@ccbcmd.edu, **Alisa Diop**, Behavioral Sciences, CCBC, adiop@ccbcmd.edu, and **Sara Leu**, Business Studies, CCBC, sleu@ccbcmd.edu.

Contemplative Practices: Implementation and Finding a Home on Campus

College students experience distractions, often technological, that can impede their learning. Contemplative practices in and out of the college classroom can engage faculty and students in their learning and move them towards a deepening of learning experiences. This multidisciplinary group of presenters will share how to implement practices in the Business, English, Psychology, and Sociology classrooms, and how a contemplative community of faculty and staff was developed and has evolved to 'officially' reside at a college. Attendees will practice at least two contemplative practices, discuss how their institution could house this type of community, and learn to apply practices in multiple academic disciplines.

Session 7.12 (Room TC D432) 1:55 p.m. - 2:55 p.m.

Stacie Miller, Academic Literacy and Languages, the Community College of Baltimore County, smiller@cCBCmd.edu. Co-Presenters: **Cheryl Scott**, English, CCBC, cscott2@cCBCmd.edu; **Amy Pucino**, Sociology, CCBC, apucino@cCBCmd.edu; and **Deborah Jones**, Academic Development, CCBC, djones13@cCBCmd.edu.

Learning Communities: A High Impact Practice Transcending the Traditional Classroom

Learning communities are a high impact practice that strives to increase student learning both within and beyond the classroom. In this presentation, Learning Community faculty from the Community College of Baltimore County will share ways of strengthening collaboration and critical thinking through classroom activities, online assignments, Intercultural Dialogues, and service learning. In addition, the presenters will discuss the pairing of the college's required course titled "Academic Development: Transitioning to College" with other courses, including how this Learning Community combination positively influences student success in blended courses. Attendees will describe the concept of a learning community, will explore ways beyond the traditional classroom that can strengthen student learning, and apply ideas as to how to increase critical thinking and/or collaboration in their classes.

PowerPoint–Poster–Website Displays

Friday, January 11, 2019

1:55 p.m. –2:55 p.m. (Room D221)

The following displays are repeated from Session 3: Thursday, 1:55 a.m. –2:55 p.m.

Poster sessions are scheduled together in building TC, room D221. Each display consists of a table set up with a subject-related display of either a poster, website, or PowerPoint slide show, or a combination of all three. Conference participants may visit during both conference days to view the displays and discuss the displays with the presenters. Displays are available during Session 3 (Thursday) from 1:55 a.m. – 2:55 p.m., and Session 7 (Friday) from 1:55 a.m. – 2:55 p.m.

Session 7A: POSTER SESSION 1:55 p.m. – 2:55 p.m. (Room D221)

Nelda Nix-McCray, Social Sciences, the Community College of Baltimore County, nnix@cCBCmd.edu.

All Sociology All of the Time: Endless Possibilities with Web 3.0

Students are entering our institutions with an expectation that they will have complete and seamless access to course materials beyond the classroom. In addition, students want to see the connection between what they are learning inside the classroom to real-life social experiences. Thus, instructors can embrace the benefits of Web 3.0 as they develop educational content that is

exciting, engaging, and energized across multiple platforms. This presentation will feature sociological assignments and projects that connect students all of the time, using several devices. Attendees will discuss the importance of developing educational content that integrates the benefits of Web 3.0, and examine current course content and develop strategies to enhance student experiences with Web 3.0.

Session 7B: POSTER SESSION 1:55 p.m. – 2:55 p.m. (Room D221)

Nancy Zimmerman, Business Studies, The Community College of Baltimore County, nzimmerman@ccbcmd.edu. Co-Presenter: **Melissa Stitt**, Coordinator, Education, Justice and Law, CCBC, mstitt@ccbcmd.edu

Open Education Resources: The Good, The Bad, and The Ugly

Two business professors will share their experiences using various types of open education resources, including vendor support software, for accounting and management. This information is also applicable to other disciplines. Participants will be included in the discussion allowing them to share their experiences and address concerns and will learn the strengths and weaknesses of using Open Educational Resources.

Session 7C: POSTER SESSION 1:55 p.m. – 2:55 p.m. (Room D221)

Frederic Lang, Mathematics, Howard Community College, flang@howardcc.edu.

Piloting STEM Calculus I at HCC Using the Adaptive OER Platform Knewton alta

Open Educational Resources (OER) courses offer an opportunity to reduce student textbook costs significantly. However, development of such a course can require significant faculty time and institutional resources. For this reason, low-cost commercial options may offer viable alternative solutions. In spring 2019, the Howard Community College (HCC) Mathematics Department will implement a pilot in STEM Calculus I using the web-based OER platform Knewton alta, an adaptive technology that should greatly benefit students who often struggle because they lack mastery of prerequisite objectives. If this pilot is successful, HCC's Mathematics Department plans to extend implementation to Calculus II and III by the fall 2019 semester. Attendees will expand their understanding of OER options in mathematics, especially Knewton alta; and learn how Knewton alta will be implemented at HCC in STEM Calculus 1, and possibly other mathematics courses.

Day 2: January 11, 2019
Session 8: 3:00 – 4:00 p.m.

No presentations are scheduled during this time.

AFACCT Conference Donors and Sponsors

AFACCT wishes to thank all the loyal donors who contributed to this year's conference at Cecil College.

Publishers, Community Organizations, and Friends of AFACCT

- [Heart of the Civil War Heritage Area, Inc.](#)
 - Video DVD: [Maryland's Heart of the Civil War](#)
- [Cengage Publishers](#): Higher Ed eBooks & Digital Learning Solutions: Gift bags.
- [Corner Bakery in Columbia](#): Gift certificates

Maryland Community Colleges

- **Anne Arundel Community College**
 - Sweat shirt, assorted college mementos from the College Store.
- **Carroll Community College**
 - Bluetooth speakers (3), mug, pens
- **College of Southern Maryland**
 - [Fine Arts Center](#) (La Plata, Prince Frederick, and Leonardtown campuses): Two-ticket sets for performances during the 2019 Spring Program
 - CSM clock/pencil holder sets
 - Books (6 copies): *Mindset: The New Psychology of Success: How We Can Learn to Fulfill Our Potential*. By Carol S. Sweck. (Ballantine Books). Donated by the Division of Distance Learning and Faculty Development.
 - Books (6 copies): *Grit: The Power of Passion and Perseverance*. By Angela Duckworth (Scribner). Donated by the Division of Distance Learning and Faculty Development.
- **The Community College of Baltimore County**
 - Tickets to the [Cockpit in Court Summer Theatre](#) (Essex campus) and tickets to the [Dundalk Community Theatre](#)
 - CCBC Barnes and Noble Bookstore: CCBC baseball cap, ceramic mug
- **Frederick Community College**
 - Three sets of two vouchers to the Maryland Ensemble Theater
 - FCC tote bags and pens
- **Wor-Wic Community College**: Pens and note pads.

AFACTT 2019 Program of Presentations

The community colleges listed below donated assorted gift baskets and other items as door prizes, provided by their marketing departments, student services, and bookstores.

- Hagerstown Community College
- Harford Community College



Cecil College, North East, Maryland

FAQs: “Frequently Asked Questions and Answers”

Cecil College

One Seahawk Drive, North East, Maryland 21901

Information Center: 410-287-1000

Q: *Where do I register? Where are the sessions held?*

A: The Conference Registration/Information desk and all peer presentations are in the Technology Center (Building D). The Keynote speakers are scheduled in the Milburn Stone Memorial Theatre (building B) and lunch will be served in the Physical Education Complex (E). An [online campus map is available](#) and is at the back of the conference program.

Q: *What happens if it snows? How will I know if the Cecil campus is closed because of inclement weather?*

A: If the campus is closed, the AFACCT Conference will be closed also. In the event of inclement weather or an incident-related closing, Cecil College will make an early announcement through the following venues:

- Cecil College *e2Campus Alert System*
- College Information Center phone: 410-287-1000
- Facebook and Twitter
- www.cecil.edu. An expanded message may be posted here as required by the circumstance.

Public Media (TV & Radio)

Television: WBAL TV 11 – Baltimore; WMAR TV 2 – Baltimore; WJZ Television 13 – Baltimore; WBFF FOX 45 – Baltimore; WGAL TV 8 – Lancaster

Radio: WDEL/WSTW 1150 AM/93.7 FM – Wilmington; WDSB 94.7 (includes 92.2 FM, 1450 AM, 1410 AM) – Wilmington

Q: *Can I get internet access on the Cecil College campus?*

A: Yes, the campus of Cecil College offers wireless internet access in all open areas and classrooms (No password required). Internet access is available for presenters in each classroom at the podium computers. **To access wireless on the Cecil campus:**

1. In the wireless networks menu of your computer or smartphone, select **CecilPublic**.
2. Once you connect to *CecilPublic*, a login page will appear with the rules and regulations for using the Cecil College computer network.

3. Click *agree* and the network will connect your device to the internet.

Q: *Why isn't the Program of Presentations organized so similar-subject presentations are in different time sessions so that times don't conflict with one another? That would enable us to go to several presentations addressing similar topics.*

A: When presenters submit their proposals, many ask for specific times and dates to give their presentations. In addition, during the annual Maryland Mathematics Association meeting (a two-session time slot on Thursday), no mathematics-related presentations are scheduled since most math presenters will be attending that meeting. That means other disciplines must be scheduled during that time-slot. Once all these special date/time requests fill in our timetable, there is virtually no flexibility for scheduling similar topics at different times.

Q: *If I did not receive confirmation of registration, what do I do to get one?*

A: After you completed the online registration, a **Thank You!** page should have opened as soon as you clicked **Submit**. Check your email for the registration confirmation. If you did not see that **Thank You!** Or, if you did not receive confirmation, your registration was probably not completed successfully. In that case, or if you have any question about your registration, send an email to the AFACCT Coordinator, George Mateja at gmateja@ccbcmd.edu. During the conference, or in an emergency, call his mobile phone 443-823-7868.

Q: *Where do I park at the conference? Do I need to get a parking sticker?*

A: Parking will not be problem. You do not need a parking permit or sticker, and there is ample parking. Lots 1, 2, 4, and 5 are always open, and handicap parking is available in lots 1, 2, and 5. There are a few *permit only* spots in lot 1, but aside from those few permit spots, parking is open to anyone. However, Lot 3 is not open to the public.

Q: *What is the value of the Conference Evaluation? How is it used?*

A: To continue to offer quality conferences, we encourage you to complete them for every session you attend, including the keynote addresses. When future conferences are planned, the recommendations you make are taken seriously and we try to accommodate your suggestions. We try to correct any problems revealed to us, so these evaluations are essential; their value cannot be stressed enough. Please hand in your evaluations at the Registration Desk and pick up your AFACCT mug as a token of our appreciation. Remember to put the full session number and the speaker's name on your evaluation form so your evaluation can be counted.

Final Notes and Reminders

Presenters: Remember to pick up your gift from the AFACCT Registration Table after your presentation. Accept it with the thanks from AFACCT and all your grateful colleagues for sharing your ideas.

Conference Attendees: Remember to complete a conference evaluation along with session evaluations and receive your official AFACCT mug. It's yours as a token of our appreciation for having attended this, the 29th Annual Conference, and for helping to make the next conference even better with your thoughtful evaluations.

AFACCT '19 Conference Proceedings: All presenters are invited to submit their presentation manuscripts for publication in the *29th Annual AFACCT Conference '19 Proceedings*. After giving your presentation, go to the Registration Desk to pick up a copy of *Guidelines for Proceedings*, or go to the AFACCT website www.afacct.csmd.edu for instructions on uploading your presentation. Copies of past years' *Conference Proceedings* are available on AFACCT's website, as well.

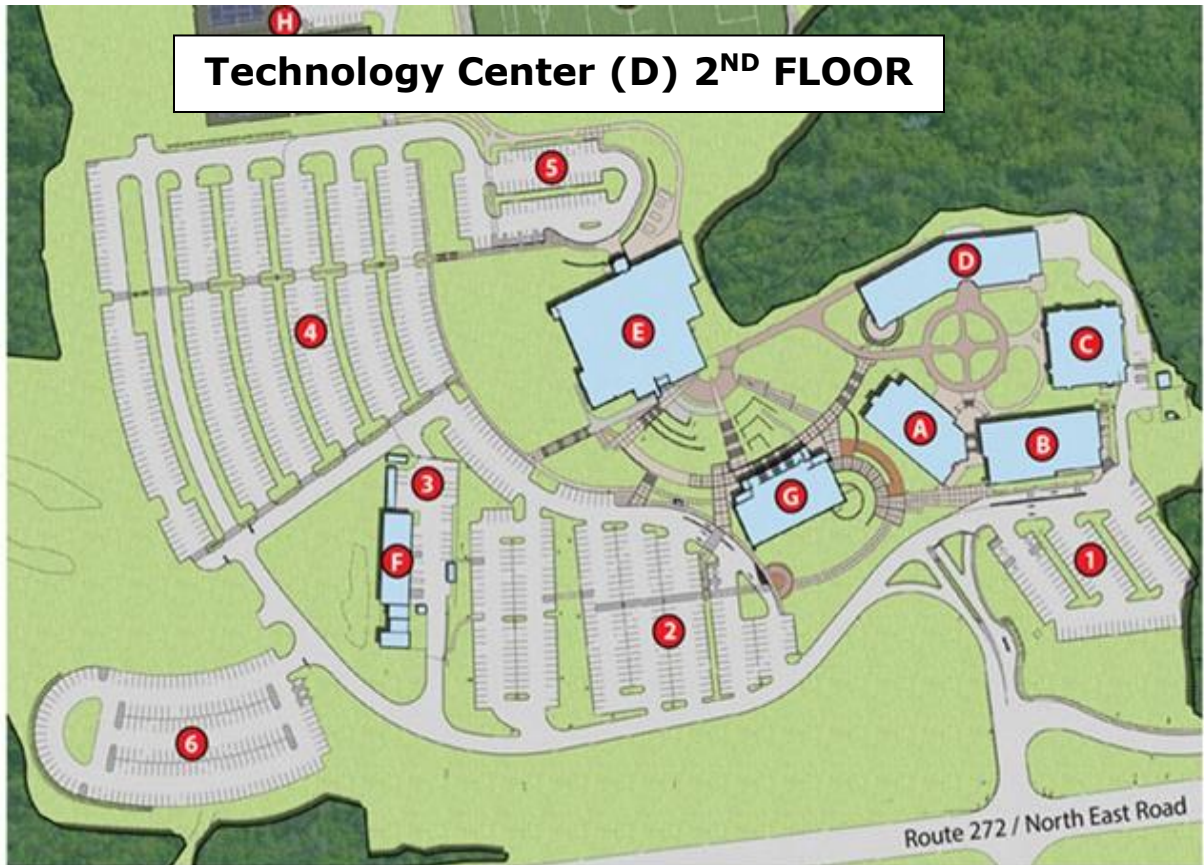
AFACCT Conference 2020: Mark your calendars and plan to attend our next AFACCT Conference on January 9 and 10, 2020, at the **Community College of Baltimore County**, (campus to be determined). The theme is *Global Learning: Reflecting on the Past and Looking to the Future*. Full details will be published on the [AFACCT website](#).



Cecil College

One Seahawk Drive

North East, Maryland 21901; phone: 410-287-1000



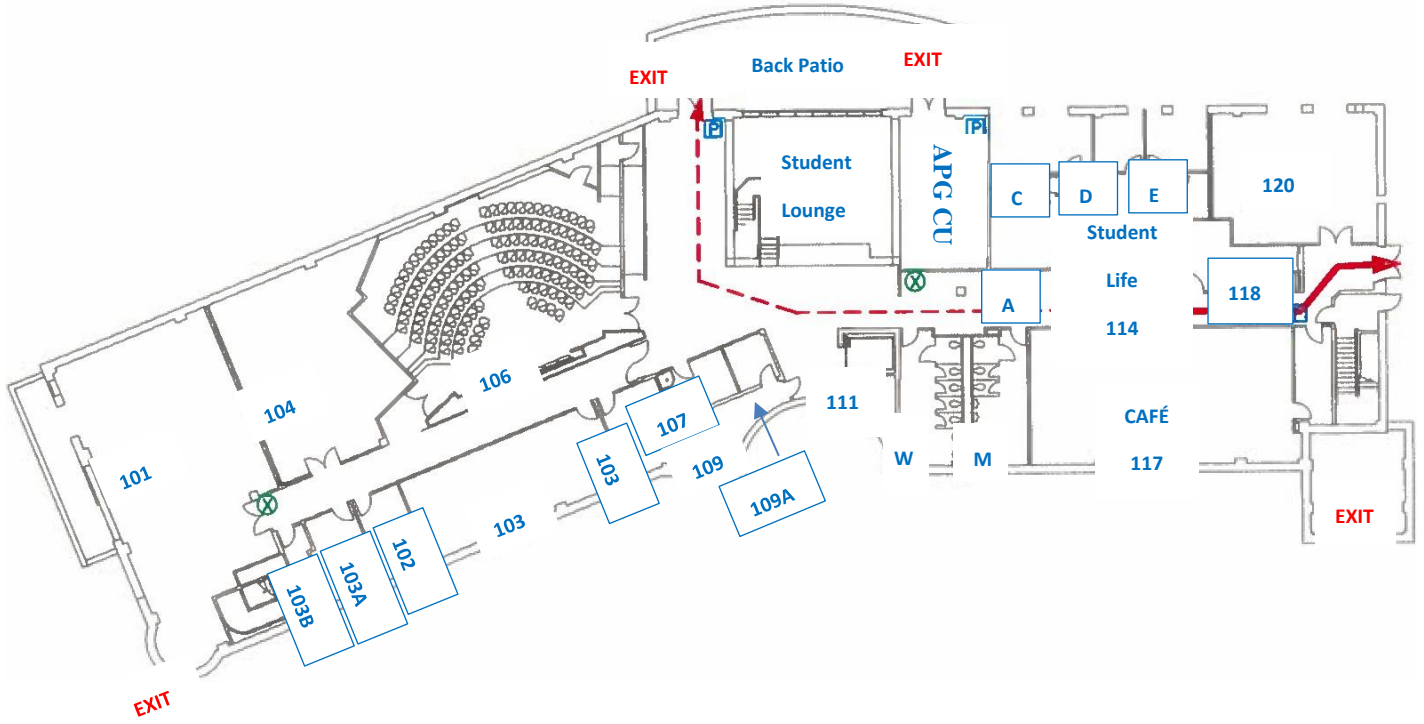
- A Student Services / Library / Administration
- B Milburn Stone Memorial Theatre
- C Arts and Sciences
- D Technology Center
- E Physical Education Complex
- F Facilities Management / Receiving
- G Engineering & Math Building
- H Tennis Courts
- I Baseball / Softball Fields
- J Soccer Field / Walking Track

1 - 6 Public Parking

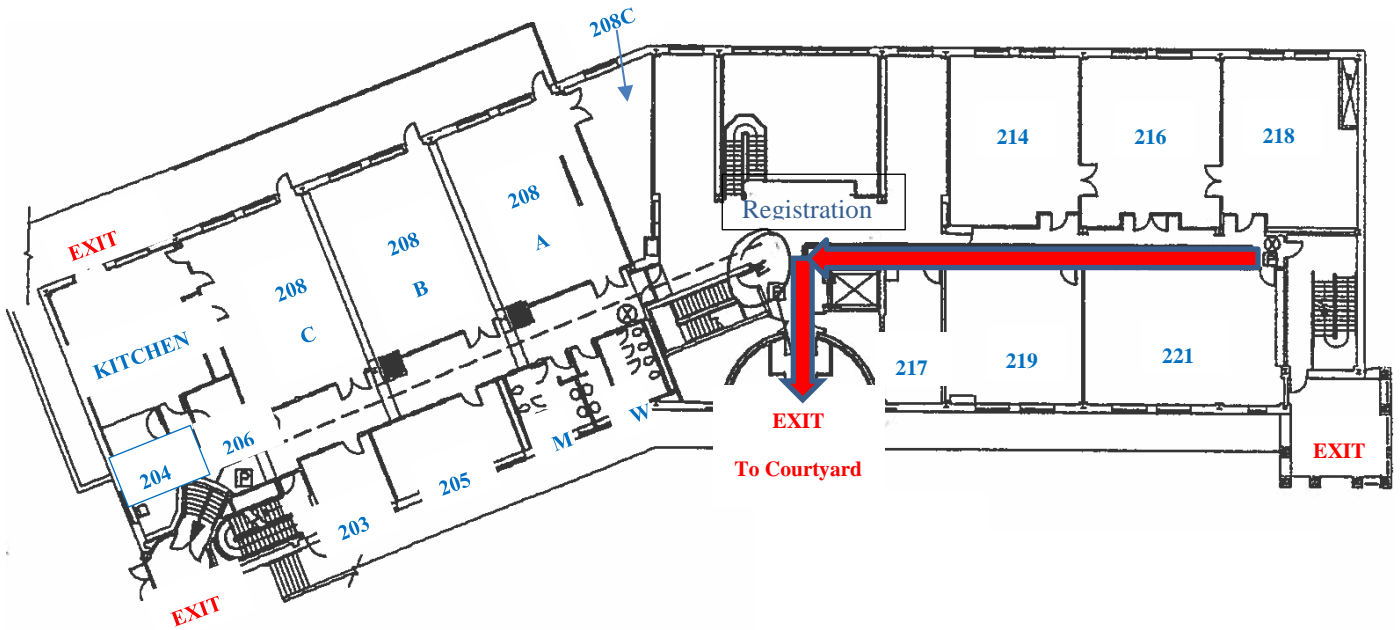
The College Bookstore and Career and Job Placement Services are located across the street from the North East campus in College Crossing at 3135 Joseph Biggs Memorial Highway.

Breakfasts will be provided in the Technical Center (D). Lunch will be provided in the Physical Education Complex (E). Registration and all peer presentations will take place in the Technical Center (D). The Keynote addresses take place in the Milburn Stone Memorial Theatre (B).

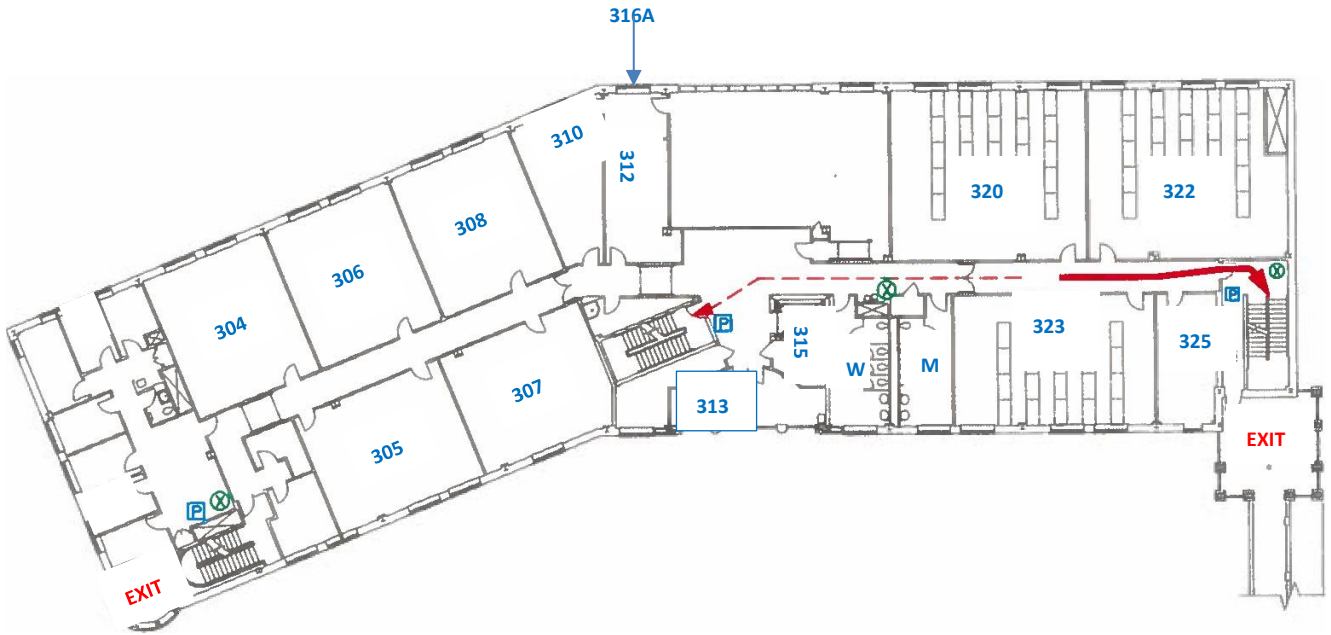
Cecil College Technology Building Floor Plan FIRST FLOOR



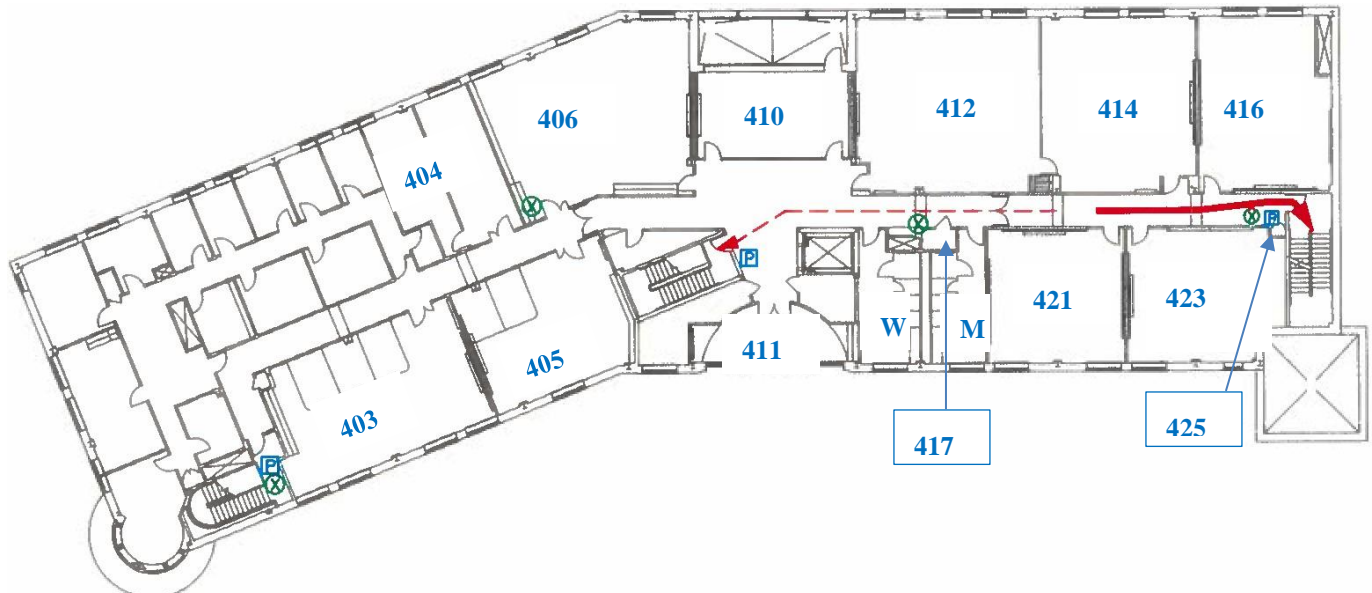
SECOND FLOOR





THIRD FLOOR



FOURTH FLOOR



KEY (ALL Floors):

-  Primary Exit
-  Secondary Fire Exit
- W – Women’s Restroom
- M – Men’s Restroom