



# **Proceedings**

## **The Thirtieth Annual Conference**

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

### **Global Learning: Reflecting on the Past, Looking to the Future**

**January 9 and 10, 2020**

**Hosted by the  
Community College of Baltimore County, Catonsville Campus  
800 South Rolling Road  
Baltimore, Maryland 21228-5317**

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# AFACCT Conference 2020 Proceedings

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**Hawkins, Tony, Ph.D.** Provost and Executive Vice President for Academic Affairs,  
Continuing Education and Workforce Development; Frederick Community College  
Keynote Address Day #1: January 9, 2020

*“Exploring the Global Learning Opportunities at Community Colleges”*

Tony D. Hawkins, Ph.D. has diverse and varied educational experiences as an administrator, a faculty member, and a student. He is currently the Provost and Executive Vice President of Academic Affairs, Continuing Education, and Workforce Development at Frederick Community College in Maryland. Prior to assuming this assignment, he was the college-wide dean of humanities at Montgomery College (MD) and performed other administrative duties at the Takoma Park/Silver Spring and Germantown campuses of Montgomery College and Hudson County Community College in Jersey City, NJ. Dr. Hawkins held the faculty rank of Associate Professor of Speech Communication and Theater at Prince George’s Community College (MD), teaching courses in Human Communication, Theater, and Radio, Television, and Film production.

Born and raised in the Washington, DC metropolitan area, Dr. Hawkins earned his Bachelor’s degree from Towson State University, Master’s from University of Georgia, Certificate of Advanced Study from Harvard University’s Graduate School of Education, and Ph.D. in Educational Leadership from New York University.

His research interests include exploring the relationships between community colleges and their secondary school partners, issues of access and equity, and the impact of education policy on urban community colleges. He has presented on the achievement gap, the connection between student and academic affairs, and classroom assessment techniques. He is also a certified workshop leader in Facilitative Leadership by Interactive Associates.

[Click for video](#)

**Smith, David J., JD, MS.** President, Forage Center for Peacebuilding and Humanitarian Education, Inc.

Keynote Address Day #2: January 10, 2020

*“Global Learning: Uncovering Success Stories and Planning a Course for the Future”*

Over the past 30 years, David J. Smith has cultivated many skills and worn many different hats: a Fulbright Scholar, an educator, trainer, practitioner, and consultant in areas of conflict resolution (mediation, negotiation and facilitation), peacebuilding, and global affairs. David supports educators, youth and professional groups in developing institution-wide initiatives and student activities that promote civic, conflict and peacebuilding awareness. He has worked with groups and individuals in need of career coaching, mediation and conflict engagement assistance. He has worked with over 500 colleges throughout the United States and has given approximately 600 talks on international education, peacebuilding and conflict resolution.

David’s most recent projects include being the founding President of the Forage Center For Peacebuilding and Humanitarian Education, Inc., a 501c3 not for profit that offers experiential learning opportunities for students and professionals; an Educational Consultant and Peacebuilding Trainer for the David J Smith Consulting; and, a Senior Manager for the United States Institute of Peace.

He has taught at Harford Community College, Goucher College, Towson University, Georgetown University, Drexel University, and the School for Conflict Analysis and Resolution at George Mason University. Also, he is the author of *Peace Jobs: A Student’s Guide to Starting a Career Working for Peace* (Information Age Publishing, 2016) and was the editor of *Peacebuilding in Community Colleges: A Teaching Resource* (USIP Press, 2013).

David earned a B.A. in political science and urban affairs from American University School of Public Affairs, an M.S. from the George Mason University Institute for Conflict Analysis and Resolution, and a J.D. from the University of Baltimore - School of Law.

[Click for video](#)

**Brunson-Pitt, Eve.** Health Sciences Howard Community College:

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## *Matchless: Service Learning that Saves Lives*

Session 4.1: January 9, 2020

**BACKGROUND:** Stem cell donors save thousands of lives annually; however, for people of color, it can be difficult and next to impossible to find a suitable match. Stem cell donors are needed to provide bone marrow (hematopoietic stem cells) to patients undergoing treatment for life-threatening diseases: lymphoma, leukemia, or sickle cell anemia. For Caucasian patients, 75 percent will find a suitable donor. However, for Hispanics, and African Americas, their chances of finding compatible donors dwindle to 37 percent.

**PROJECT DESIGN:** In 2017, the Medical Laboratory Technician faculty collaborated with Be The Match™ to design an annual service learning opportunity to engage students in raising awareness of the need for more diversity among stem cell donors. The assignment included several activities in which students approached the community to assist them in recruiting 100 new donors with more than 65 percent of the new recruits being people of color. Students created a marketing plan, submitted biweekly journals and authored an outcome assessment report that chronicled their efforts in realizing their goal. The assignment melded a unique blend of science and social issues, resulting in an active, self-directed learning experience.

**RESULTS:** As a result of their efforts, student's recruited more than 250 new donors for be the Match. Of the 250 new registrants, seven individuals were successfully matched to patients waiting to receive stem cell transplants. As a result of the student's efforts they were able to save the life of these individuals. This is a classic case of service learning that saves lives.



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**Donahue, John.** Behavioral & Social Sciences, Harford Community College:  
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## *(More) Contemporary Social Problems: Implementing and Updating an OER*

Session 6a.1: January 10, 2020

Poster

Nena Craven and John Donahue presented on work they have done as part of the OER Grant Program for Faculty. Their task was to update the social problems OER, *Social Problems: Continuity and Change*, an OER which has become woefully out-of-date, considering the nature of a social problems course which needs constant revision. The presenters discussed the need for OER texts in social science beyond basic introductory texts, including the desire and need for students to save money on textbooks, and the needs of instructors to constantly supplement their materials. The presenters also discussed starting their project with a survey of their Social Problems students, asking about their needs in a textbook and how often they have used theirs. With that data, the presenters chose which sections of each chapter to revise, and which subject matter could be added to new chapters. The process is still ongoing.

**Gross, Janet.** Community College of Baltimore County, [jgross@cbbc.md.edu](mailto:jgross@cbbc.md.edu) and  
**Chambers, Melissa.** Community College of Baltimore County, [mchambers@cbbc.md.edu](mailto:mchambers@cbbc.md.edu)

## *What Students Get Out of Global Education*

Session 4.10. Thursday, January 9, 2020

Presenters Janet Gross and Melissa Chambers gave an overview of a variety of ways faculty could introduce the world to their students, focusing on the idea of one goal with many options depending on faculty interest and available resources. Options ranged from the inclusion of an assignment or unit in the course focused on cultural diversity to showcase the global nature of our student population and give students a window into each others' cultures all the way to planning and leading a study abroad trip outside the US. Other options presented included officially "globalizing" an entire course which would be so designated in the course catalog and could be used by students seeking to earn a global diversity certificate. In addition, faculty could participate in a study abroad led by another faculty member to get a first-hand experience of the process before committing to developing their own program. The presenters also shared feedback from students commenting both on a month-long unit on cultural diversity and on study abroad programs, typically up to 10 days in duration. Students have shared positive feedback on all forms of global education, commenting that such learning opportunities opened their minds, were a valuable experience, and made them eager to learn more about the world or a particular culture.



**Hayek, Connie.** School of Health Professions, Community College of Baltimore County, [chayek@ccbcmd.edu](mailto:chayek@ccbcmd.edu).

## *The Science of Learning for Students and Faculty*

Session 1.9: January 9, 2020

This session discussed research-based learning strategies incorporated into healthcare programs at CCBC. Students see immediate results and long-term improvements in learning in rigorous healthcare programs. The “Missing Manual” of effective learning strategies has been shared with students, faculty, and tutors through workshops, incorporated into coursework, and utilized in one-on-one sessions with students. Students who have “learned how to learn” reported feeling more confident, showed improvement in their grades, and most importantly, have an increased understanding of the material being taught. Participants were provided with details of strategies and resources that can be incorporated in the classroom immediately. The attendees were: 1) provided with a list of valuable 'science of learning' resources (on-line and in print) for both students and teaching professionals; 2) provided with a variety of mechanisms for sharing information with students and faculty; and, 3) received information on specific, scientifically proven effective learning strategies that can be immediately incorporated into teaching.

**Kelley, Cynthia.** Harford Community College, [ckelley@harford.edu](mailto:ckelley@harford.edu)

## *Developing Online Physical Education Courses*

Session 2a.5: Friday, January 9, 2020

As the number of colleges offering online degrees increased, it quickly became apparent that there was a need for online physical education classes. A critical step in developing an online physical education course had been verification of exercise completion. Instructors struggled with how to verify that a student had completed the workout; a struggle that had not been present in traditional face-to-face classes. Another important area that needed to be considered was how to convey skill acquisition. How could an instructor determine if students were using the correct technique or the performing the proper required activity? How was that information conveyed to the student? Both verification of exercise completion and skill acquisition have been assessed through the use of cell phone apps. A camera app was used to take selfie videos that showed correct technique. These videos also served to verify student identity. Also, the MapMyFitness app was used to determine location, length of workout and pace. Another challenge with online physical education courses was the need to stay student centered, which in part required a high level of personal feedback. Offering feedback after each completed workout helped achieve this student-centered approach despite the often impersonal online atmosphere.

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**Cassiday, Cody.** Community College of Baltimore County, [ccassiday@ccbcmd.edu](mailto:ccassiday@ccbcmd.edu)

## *On Gamification and Kinesthetic Learning: Winsanity Edition!*

Sessions 6.2: January 10, 2020

In this session, participants learned how to adapt the popular Netflix gameshow Winsanity to their specific content area to maximize student participation and buy-in for optimal efficacy of classroom gamification. Winsanity offers a simple concept, where contestants are asked, over several rounds, to place numerical statements in order.

The presenters began with background information on the emergence of Winsanity as an in-class kinesthetic exercise to help promote number sense for students in developmental math courses. Attendees participated in an in-session example of the game and launched into a discussion on what problems may arise and what adaptations would need to be made for their specific student population.

The presenters categorized valid Winsanity adaptations as those that consider an orderable curricular topic as well as those that address student participation, incentives, and time limits. Attendees considered the possibility of students playing in small groups, with or without time limits, with groups working synchronously or asynchronously. Additionally, attendees considered games being incentivized per game as opposed to per round, with incentives being intrinsic or extrinsic. Specific adaptations for a wide range of topics were provided by the presenters and the participants.

**Miller, Rose.** College of Southern Maryland: [rmmiller2@csmd.edu](mailto:rmmiller2@csmd.edu)

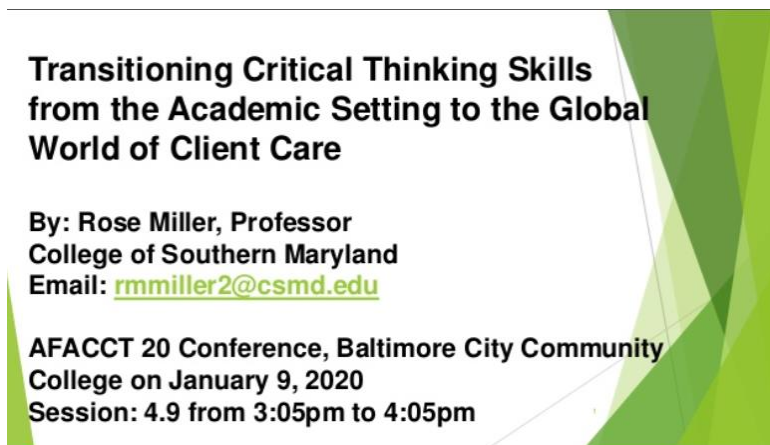
## *Transitioning Critical Thinking Skills from the Academic Setting to the Global World of Patient Care*

Session 4.9. January 9, 2020

The presentation discussed novice nurses and the lack of critical thinking skills these novice nurses have when attempting to make clinical judgements on clients' deteriorating conditions. The presentation included tips on when and how to teach critical thinking skills to nursing students in order to prepare students to make these crucial clinical judgments as novice nurses.

Application of critical thinking strategies were discussed for theory, laboratory simulations and clinical. Five critical thinking strategies were discussed for application in theory classes, six strategies were discussed for applying critical thinking in laboratory simulations and fifteen strategies were discussed for applying critical thinking in clinical practice.

Three important tips were discussed when utilizing the fifteen strategies in clinical. First, no more than three students per group, second, always find time to discuss the critical thinking activities in post conference and third, use the agencies forms and real patient data for a realistic experience.



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**Stacie Miller, Elena Neunaber, Cheryl Scott, and Sherry Tucker.** The Community College of Baltimore County.

## *Bringing the World to Learning Community Classrooms*

Session 4.7: January 9, 2020

In this presentation, faculty from the Community College of Baltimore County (CCBC) shared how they have infused global education into their learning communities. After introductions and an ice-breaker using M&Ms, Stacie Miller, CCBC's Learning Community Coordinator, shared some of the general concepts of the interdisciplinary nature of learning communities and how these concepts are applied at CCBC. Cheryl Scott, who teaches the English component of an English/Communications Studies learning community, described the integrated activities on international literature used in these classes, such as Kate Evan's *Threads from the Refugee Experience*, CCBC's Community Book Connection book. Elena Neunaber, an ESOL faculty member who teaches an ESOL learning community combined with Sociology, discussed the students' Service Learning project and the corresponding integrated activity. Finally, Sherry Tucker, a Communications Studies professor, shared how her ESOL/Communication Studies learning community had an Intercultural Dialogue with a Hip Hop Dance class, where the students explored cross-cultural perspectives of Hip Hop. Presentation attendees explored ways of integrating global education material between difference disciplines and gained ideas on applying Global Education activities and curricula into their own classrooms.

**Mirbaha, Christine.** Community College of Baltimore County, [cmirbaha@cbbc.md.edu](mailto:cmirbaha@cbbc.md.edu) and  
**Feinman, Lisa.** Community College of Baltimore County, [lfeinman@cbbc.md.edu](mailto:lfeinman@cbbc.md.edu)

*Maryland Mathematical Association of Two-Year Colleges  
(MMATYC) Annual Business Meeting*

Sessions 3.13 and 4.13: January 9, 2020

The Maryland Mathematical Association of Two-Year Colleges (MMATYC) held its winter meeting during a scheduled double session. President Lisa Feinman led the recap of MMATYC and AMATYC (American Mathematical Association of Two-Year Colleges) news and events for 2019, followed by 2020 business. A new president (Mike Long from Howard Community College) was elected since Lisa has taken over the administrative duties of Project ACCESS for AMATYC. Updates on the various committees and the upcoming MMATYC 2020 Spring Conference at Laurel Center run jointly by Anne Arundel Community College and Howard Community College were covered, as well. Please contact either Christine Mirbaha or Lisa Feinman if you would like more information. Thanks!

**Mulryan, Sandra.** Community College of Baltimore County, [smulryan@cCBCMD.edu](mailto:smulryan@cCBCMD.edu)

## *Using Video to Teach Gestures Commonly used in Spanish-speaking Countries*

Session 6.6: January 10, 2020

Although students learn to express themselves verbally in foreign language classes, they often receive no training in producing or understanding nonverbal cues. The best way to teach gestures is through a video so students can see the hand movements and associate them with the spoken words. For this project, it was determined that this would be particularly effective if the gestures were shown in an authentic context. Therefore, this video was filmed in front of the famous Casa Rosada in Buenos Aires, Argentina. Different versions of the video were made to accommodate different levels of Spanish. Activities were created for the students to complete before, during, and after watching the video.

In this session an overview of types of nonverbal communication was given. The steps in creating the project were discussed. Participants were presented with a list of vocabulary words to help them understand the video. Attendees learned gestures used by many Spanish speakers via a video and completed sample activities used to teach them. Participants were shown how to adapt the lesson to different levels of Spanish. Attendees of this presentation learned 1) the importance of nonverbal communication in Spanish, 2) the production and identification of gestures used by many Spanish speakers, and, 3) how, through example, to adapt a project to different levels of Spanish.

**Noone, Veronica.** Community College of Baltimore County, [vnoone@ccbcmd.edu](mailto:vnoone@ccbcmd.edu) and  
**Comet, Paulette.** Community College of Baltimore County, [pcomet@ccbcmd.edu](mailto:pcomet@ccbcmd.edu)

## *Global Learning in the Cloud: How to Effectively Share Resources with Students*

Session 4.8: January 9, 2020

The *Global Learning in the Cloud: How to Effectively Share Resources with Students* session focused on The Why, What and How of using Cloud Technologies in the classroom. Student's today expect easy access to every file, assignment, presentation, and note available to them from any device and the cloud makes that possible. The group discussed the pros and cons of using Office 365 and Google Drive. Example activities were shared using both platforms including a global diversity project using Google Maps and Google slides as well as a collaborate Excel classroom activity using Office 365.

# Global Learning in the Cloud: **How to Effectively Share Resources with Students**

## Agenda

*Click above for Sway Presentation*



**Jaworski, Anna.** Community College of Baltimore County and  
**Minkovsky, Natasha.** Community College of Baltimore County

## *Local Issues: Global Connections*

Session 4.2: January 9, 2020

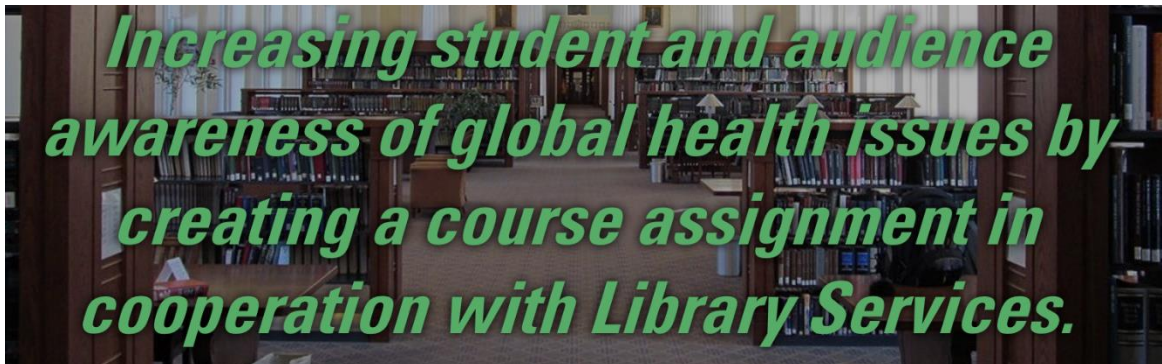
Materials presented at the session highlighted use of small sets data and case studies in a science classroom to promote learning of basic concepts along with acquisition of critical thinking skills, as well as understanding of interconnectedness of people and processes occurring locally and globally. Characteristics of good cases, such as relevance to student lives and engaging characters were discussed. Possible information sources of ideas for writing cases were suggested. They include news articles, video segments, fiction (novels, cartoons, TV dramas), advertisements, historical events, and real medical cases published in scientific journals. Two cases written by the presenting faculty for a Microbiology class: a measles case and an HIV-Toxoplasmosis infection case along with the description of an assignment and a grading rubric were discussed. Two case studies for an Environmental Science class included “Caribou Conservation Conundrum” adopted from the University at Buffalo National Center for Case Studies Teaching in Science, and a case exploring solutions to the waste problem in Baltimore developed by a CCBC faculty. Use of the real-time data on air quality and sea level rise to analyze local problems with global implications were also discussed. Presentation of the Environmental cases included description of the pre-class assignments, structure and organization of the in-class work. Challenges and tips for a successful use of case studies in a science classroom were explored.

**RajKumar, Lakshmi.** Community College of Baltimore County, [lrajkumar@ccbcmd.edu](mailto:lrajkumar@ccbcmd.edu)

*Increasing student and audience awareness of global health issues by creating a course assignment in cooperation with Library Services*

Session: 1.11, January 9, 2020

The presentation was a small inkling of how the classroom can be the place of global reform, to be more inclusive, and bring change. The purpose of including student presenters was to show how young people can be involved in social causes. Schools and colleges have a social responsibility to introduce young minds to the problems and crisis happening in their world now. With social awareness, solutions to global problems would come from the hearts and minds of our next generation. CCBC's intention is to inspire students to have global and social awareness. Since the refugee crisis is a global issue that is affecting millions across the world, we would like our students to be aware of the happenings in our world. This initiative also proved that many departments at CCBC come together to achieve the above mentioned goal. Collaboration with Library services was very valuable since the librarians extended their research expertise to the students. The one-on-one interaction helped the students learn to effectively submit a stellar assignment.



*Click above for SWAY presentation*

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## *Exercise and the Brain*

Session: 2.5, January 9, 2020

Aerobic exercise physically remodels the brain for peak human performance in all dimensions of wellness including in particular the physical and cognitive domains.

Exercise improves cognition on three levels; improves alertness, attention, and motivation; prepares and encourages nerve cells to bind to one another, which is the cellular basis for logging new information; and third, spurs the development of new nerve cells from stem cells in the hippocampus. It has immediate effects on brain health including increased levels of neurotransmitters including dopamine, serotonin and noradrenaline. Long-term benefits due to increased cardiorespiratory endurance includes changes to the brain's anatomy, physiology, and function. The hippocampus increases its volume and also improves long-term memory and the pre-frontal cortex function improves to foster better focus and attention. Exercise has protective effects on brain health which is imperative to consider since the prefrontal cortex and the hippocampus are most susceptible to neurodegenerative diseases such as Alzheimer's disease, Parkinson's and dementia.

Centenarians are individuals living over 100 years, but the goal is not just to have longevity but also improved quality of life. While exercise improves the physical and intellectual dimensions of wellness, centenarians also have strong development in the spiritual and social dimensions crediting a strong support network and a sense of purpose linked to their quality of life.

Lesson plans across disciplines and content areas should implement strategies to increase movement in the classroom and exercise on campus, discuss the benefits of exercise on human performance and cognition, and foster a sense of community and student engagement to build relationships improve student success, retention and completion.

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## *Toss the Textbooks, Beat the Book Buying Barriers...go OER*

Session: 1.14, January 9, 2020

The high cost of college textbooks has caused four faculty members from different disciplines (health and wellness, biology, English, and chemistry) at one area community college to turn to the use of open educational resources (OER) to help lower the cost to students. Because one size does not fit all four different approaches to acquiring OER for use in the classroom were pursued. The presentation highlighted different paths and discussed ways the audience could utilize OERs in their own courses.

The first approach involved adopting an existing textbook. The second approach involved creating supplemental work such as quizzes and interactive materials using Softchalk on Weebly, a free website. The third approach utilized the institution's library data bases to locate and store all required reading and media resources. The fourth approach involved creating a custom textbook through the reuse of OER from a variety of sources. The various approaches to shift from publishers' resources to OER showed that faculties with the support of their institution can ensure all students are given a fair chance to succeed. Another aspect of these OERs is that faculty have the ability to edit content at will. When fully implemented, the use of OER will have a significant impact on student learning.

**Virostek, Mary.** Carroll Community College of Baltimore County, [mvirostek@carrollcc.edu](mailto:mvirostek@carrollcc.edu)

*Grit: What is it and how do we teach it? A discussion of Angela Duckworth's "Grit, the Power of Passion and Perseverance"*

Session: 2.3, January 9, 2020

This book talk started with participants taking Angela Duckworth's Grit Scale on paper rather than on their phones. Then they were given the point values associated with their answer. After adding up all the points and dividing by 10, they had a grit score and could compare their results to her data. Next, they found their passion versus perseverance score showing them their grit as of right now with explanations of how grit scores can change as one matures. After looking at a couple of definitions in different dictionaries, they watched a 3-minute YouTube video by Angela Duckworth explaining her take on the book. Thinking about what educators do every semester in evaluating and changing courses, attendees thought about the steps taken to change curriculum and how those same steps could help students. After reading through some quotes in the book, the discussion went to what does deliberate practice look like and how it is used in their area of expertise. Finally, the room split into thirds with each third reading a responding to one of three different topics from Duckworth's Character Lab.