



30th Annual Conference

Association of Faculties for the Advancement of Community College Teaching

Program of Peer Presentations



Hand holding Planet. Image by Dennis Ismagilov

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

Update: 12/10/2019



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From your AFACCT Coordinator,

Welcome to the 2020 annual AFACCT conference. Although this is our 30th Annual Conference, AFACCT was actually founded in Maryland in 1984. AFACCT's conferences (including a few regional conferences) have served as venues for full-time and adjunct faculty members from around the state to gather together for professional development. Supported by the Maryland Community College Academic Officers (M4CAO), AFACCT has provided an opportunity for faculty from Maryland's 16 community colleges to share their knowledge, research, expertise, and perhaps most importantly, their companionship.

As you peruse the descriptions of the eighty-five plus peer presentations, panels, and poster displays, you will get a sense of what we are doing in our classes as well as our professional concerns. Also, as in the past, the conference hosts the annual meeting of the Maryland Mathematics Association of Two-Year Colleges (MMATYC), the Maryland Collegiate STEM Conference planning committee, and the Faculty Assembly/Senate Leaders of Maryland Community Colleges. This year, for the first time, we will also be host to the Fulbright Scholars and the NEXUS Institute for Quantitative-Improving Undergraduate Education Consortium (NIQB-IUSE).

The keynote speeches, peer presentations, panels, discipline meetings, and poster displays described in this program will give all faculty members, beginning instructors as well as veteran professors; some exciting new ideas as we begin the new year and the spring semester for 2020.

Keynote speakers are always an important component of every AFACCT conference. On the first day of the conference, Thursday, January 9, 2020, the speaker is Dr. Tony Hawkins, the Provost and Executive Vice President for Academic Affairs of Frederick Community College. The keynote speaker on Friday, January 10, 2020 is David J. Smith, JD, President of the Forage Center for Peacebuilding and Humanitarian Education, Inc.

My thanks go to all the AFACCT campus representatives who got the word out to their faculty colleagues about this very special AFACCT conference. And, of course, a special thanks to Jason Spiegelman, our AFACCT host at the Community College of Baltimore County, who did a wonderful job of arranging for all the rooms and of course the conference meals.

May you all have a great conference experience and a fruitful academic year,

George Mateja, AFACCT Coordinator

The Facts 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. AFACCT 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).



The CCBC Catonsville campus. (Photo by Clark Vandergrift/Courtesy CCBC)

AFACCT 2020 Program of Presentations

The AFACCT Board of Representatives: 2019-2020 Visit the AFACCT website: www.afacct.org	
Allegany	John Bone, Multimedia Technology, jbone@allegany.edu
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Maryland Council of Community College Chief Academic Officers (M4CAO)	Jack McLaughlin, M4CAO Liaison to AFACCT, Interim Vice President of Instruction, The Community College of Baltimore County, jmc@ccbcmd.edu

Conference Notes...

Poster/PowerPoint/Web Site Displays: Poster sessions and vendor displays are scheduled together in the North Foyer of the Mathematics and Science Hall. Presenters will be available at their display tables to answer your questions during two session times: Thursday (Session 2a) from 12:45 p.m. – 1:45 p.m., and again on Friday afternoon (Sessions 6a) from 12:45 p.m. – 1:45 p.m.

Meals: Breakfasts and lunches are included in the AFACCT conference fee. We are committed to offering exceptional food service 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:

- **M4CAO:** The Maryland Council of Community College Chief Academic Officers will meet on Friday, January 10, 2020 (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.
- **MMATYC:** The Maryland Mathematics Association of Two-Year Colleges will meet during sessions 3 and 4 on Thursday, January 9, at 1:55 – 4:00 p.m. (Room MASH 127). Contact Laura Ott, lfeinman@cbbcmd.edu, for more information.
- **Maryland Collegiate STEM Conference:** Will meet for lunch in HTEC 231 from 11:35 a.m.-12:35 p.m. on Friday, January 10, 2020. A host will assist the group to their lunch room.
- **NIQB-IUSE Consortium:** The NEXUS Institute for Quantitative Biology-Improving Undergraduate Education Consortium will meet for lunch in HTEC 232 from 11:35 a.m.-12:35 p.m. on Thursday, January 9, 2020. An AFACCT host will assist the group to their lunch room. Contact Laura Ott, leott@umbc.edu, for more information.
- **Faculty Assembly/Senate Leaders of Maryland Community Colleges:** The Faculty Assembly/Senate Leaders of Maryland Community Colleges will meet during session 6.5 (12:45-1:45) in MASH 227. Contact Herb Ziegler, hziegler@chesapeake.edu, for more information.

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.

AFACCT 2020 Program of Presentations

Presenter Gifts: Each registered and attending peer presenter and co-presenter is entitled to a special gift in appreciation for the work done to prepare their presentation. Visit the Conference 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 Conference 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 session evaluation forms.

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 Conference Registration Desk when you hand in your conference evaluation forms.



Vintage AFACCT mug, circa 1994

AFACCT 2020 Program of Presentations

<p>A campus map of the Community College of Baltimore County (CCBC) appears at the back of the printed program available at the conference.</p> <p>Parking: You may park in any available parking space. No parking permits are needed.</p> <p>Registration: Technology Center (TC); 2nd Floor Lobby</p> <p>Public Safety: College Services Building 2nd Floor Contact number: 443-840-1111</p>	<p>Presentations: The presentations will be in the following classrooms:</p> <p>Classroom and Laboratory Building (CLLB): Ground and 1st Floors</p> <p>Mathematics and Science Hall (MASH): Ground, 1st and 2nd Floors</p> <p>Vendors & Posters Mathematics and Science Hall (MASH): North Lobby</p> <p>Breakfast: CCBC Center for the Arts; Exhibit/Lounge area</p>	<p>Keynote Addresses: CCBC Center for the Arts (ARTS)</p> <p><i>Elevators are in each building.</i></p> <p><i>*Coffee, tea, and water will be available adjacent to the registration area.</i></p> <p>Lunch: Student Services Center (SSRV)</p>
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Conference Program at a Glance				
Thursday, January 9, 2020				
8:00 a.m. - 9:30 a.m.		Registration in the Foyer of The Mathematics and Science Hall; Ground Floor Breakfast: Center for the Arts, Upper Lounge		
Session 1 Presentations		Discipline	Presenter	Room
9:00 a.m. – 10:00 a.m.	1.1	Aid Worker Challenges	Smith and Choudhary	MASH032
	1.2	Global Online Education	Parsons and Carter	MASH034
	1.3	Earth Science, Photography	Ludwikoski	MASH036
	1.4	Global Education in Science	Rajkumar, Gorski and McNamara	MASH226
	1.5	Mathematics of Music	Stiffler	MASH227
	1.6	Professionalization Initiatives	Ghimire	CLLB120
	1.7	Pedagogy: Philosophy	Plants	CLLB121
	1.8	Career Program Tools	Burney	CLLB122
	1.9	Healthcare Learning Strategies	Hayek	CLLB125
	1.10	Nursing: Ethics	Hoepfer and Hider	CLLB128
	1.11		---No Presentation---	CLLB129
	1.12		---No Presentation---	CLLB124
	1.13		---No Presentation---	CLLB033
	1.14	Open Educational Resources	Rhea, Hamilton, Parker and Trueba	MASH127
Thursday, January 9, 2020 10:15 a.m.-11:25 p.m. CCBC Center for the Arts		<ul style="list-style-type: none"> Welcome –George Mateja, AFACCT Coordinator Welcoming remarks: Dr. Sandra Kurtinitis; President of the Community College of Baltimore County Introduction of keynote speaker by Jason Spiegelman, AFACCT Conference Host Keynote address: Dr. Tony Hawkins; Provost and Vice President for Academic Affairs at Frederick Community College. 		
Lunch: 11:35 p.m. – 12:35 p.m. Student Services Building		During lunch, conference participants are invited to meet with colleagues in their disciplines.		

AFACCT 2020 Program of Presentations

Thursday, January 9, 2020				
Session 2 Presentations		Discipline	Presenter	Room
12:45 p.m. – 1:45 p.m.	2.1	Fulbright Panel Discussion	Smith, Morefield, Ismailov, Stinavage	MASH032
	2.2	NIQB Collaboration	Ott, Takacs, Clayton and Jones	MASH034
	2.3	Pedagogy: Grit	Virostek	MASH036
	2.4	Pedagogy: Active Learning	Drake and Bailey	MASH226
	2.5	Exercise and Brain Function	Reed and Reed	MASH227
	2.6	Lesson Plan Development	Robell	CLLB120
	2.7		---No presentation---	CLLB121
	2.8	ESOL techniques	Schlueter	CLLB122
	2.9	Global learning techniques	Powell	CLLB125
	2.10	Mathematics strategies	Mason	CLLB128
	2.11	Global learning Initiatives	Tarek	CLLB129
	2.12	Online Library Guides	Wang and Sambuco	CLLB124
	2.13		---No presentation---	CLLB033
	2.14	Mathematics: Global Learning	Xhane and Leitherer	MASH127
12:45 p.m. – 1:45 p.m.	2a.1	Updating OER's	Craven and Donahue	MASH North Lobby
	2a.2	Collaborative Healthcare	Gill and Cano	
	2a.3	Global Learning Pedagogies	Moore	
	2a.4	CNA to LPN to RN	Proctor and Levings	
	2a.5	Online Physical Education	Kelly and Augustitus	
Session 3 Presentations		Discipline	Presenter	Room
1:55 p.m. – 2:55 p.m.	3.1	NIQB: Modules Development	Ott, Newtoff, McNamara, Leips, ...	MASH032
	3.2	Fulbright Inspired Scholarship	Hounkpati	MASH034
	3.3	Facebook: Career Networking	Horner, Heid and Wastler	MASH036
	3.4	Global Myth Busters	Diaz, Hirai and Thompson	MASH226
	3.5	STEAM Arts Implementation	Hengen and Krometis	MASH227
	3.6	Classroom Community	Trueba	CLLB120
	3.7	Lessons from a Golf Pro	Green	CLLB121
	3.8	Citizen Science	Clark	CLLB122
	3.9	Political Sci.: Global Learning	Dedie	CLLB125
	3.10	Habits of Boring Teachers	Lowrie and McGinnis	CLLB128
	3.11	Global Competency and Ethics	Yu and Cripps	CLLB129
	3.12	LMS Best Practices	Wilson and Miller	CLLB124
	3.13		---No presentation---	CLLB033
	3.14	MMATYC Winter Meeting	Mirbaha	MASH127
Session 4 Presentations		Discipline	Presenter	Room
3:05 p.m. – 4:05 p.m.	4.1	Healthcare: Service Learning	Brunson-Pitt and Carrion	MASH032
	4.2	Science: Global Issues	Jaworski and Minkovsky	MASH034
	4.3	English: Skills Needs	Donnelly	MASH036
	4.4	Pedagogy: Digital Media Use	Washington, Rudham and Kenny	MASH226
	4.5		---No presentation---	MASH227
	4.6		---No presentation---	CLLB120
	4.7	Global Learning: ESOL	Miller, Scott, Tucker and Neunaber	CLLB121
	4.8	Technology: Cloud Use	Noone and Comet	CLLB122
	4.9	Critical Thinking Skills	Miller, Robert	CLLB125
	4.10	Global Education Benefits	Gross and Chambers	CLLB128
	4.11	Graphic Novel Use	Williams and Simms-Clark	CLLB129
	4.12	Internet Technology	Wilson and Powell	CLLB124
	4.13		---No presentation---	CLLB033
	4.14	MMATYC Winter Meeting	Mirbaha	MASH127

AFACCT 2020 Program of Presentations

Friday, January 10, 2020				
8:15 a.m. - 9:30 a.m. Registration in the Foyer of The Mathematics and Science Hall; Ground Floor				
Breakfast: Center for the Arts, Upper Lounge				
Session 5 Presentations		Discipline	Presenter	Room
9:00 a.m. – 10:00 a.m.	5.1	Technology in Education	Bartlett Jr. and Spiegelman	MASH032
	5.2	Global Online Education	Parsons and Carter	MASH034
	5.3	Humanities: Civil Rights	Tittle and Brock-Cancellieri	MASH036
	5.4	Resilience in Education	White and White	MASH226
	5.5	Online: Active Learning	Brown	MASH227
	5.6	Test Anxiety Discussion	Noratel and Thompson	CLLB120
	5.7	Faculty Assumptions in Class	Miller, Robert	CLLB121
	5.8	Global Service Learning	Goldenberg	CLLB122
	5.9	Mathematics: Global Learning	Palaniswamy and Kebede	CLLB125
	5.10	English: Linguistic Nativism	Yoo	CLLB128
	5.11	Public Safety Issues	Shusko and Carter	CLLB129
	5.12	Student Values and Success	Berry	CLLB124
	5.13	Technology: SCROM 1.2 use	Luna	CLLB033
	5.14	Healthcare: Service Learning	Choudhary, Snyder and Bielefeldt	MASH127
Friday, January 10, 2020 10:15 a.m. – 11:25 a.m.		<ul style="list-style-type: none"> Welcome –George Mateja, AFACCT Coordinator Introduction of keynote speaker by Jason Spiegelman, AFACCT Conference Host Keynote address: David J. Smith M.S. J.D. 		
Center for the Arts				
Lunch: 11:35 a.m. – 12:35 p.m.		During lunch, conference participants are invited to meet with colleagues in their disciplines.		
Student Services Building				
Session 6 Presentations		Discipline	Presenter	Room
12:45 p.m. – 1:45 p.m.	6.1	Fulbright Panel Discussion	Bochey, Fenyvesi, Hounkpati, Smith	MASH032
	6.2	Gamification: Winsanity	Luman and Cassiday	MASH034
	6.3	Project Based Learning	Bamiduro	MASH036
	6.4	Visual Arts: OER's	Ball	MASH226
	6.5	Faculty Meeting	Ziegler	MASH227
	6.6	Spanish: Teaching Gestures	Mulryan	CLLB120
	6.7	Climate Studies: Resources	Wyant	CLLB121
	6.8		---No presentation---	CLLB122
	6.9	Creative Commons Use	Postles	CLLB125
	6.10		---No presentation---	CLLB128
	6.11	Document Accessibility	Saunders	CLLB129
	6.12	Microsoft: One Note	Wilson	CLLB124
	6.13	OER: Computational Notebooks	Burgin	CLLB033
	6.14		---No presentation---	MASH127
Poster Session 12:45 p.m. – 1:45 p.m.	6a.1	Updating OER's	Craven and Donahue	MASH North Lobby
	6a.2	Collaborative Healthcare	Gill and Cano	
	6a.3	Global Learning Pedagogies	Moore	
	6a.4	CNA to LPN to RN	Proctor	
	6a.5	Online Physical Education	Kelly and Augustitus	

AFACCT 2020 Program of Presentations

Session 7 Presentations		Discipline	Presenter	Room
1:55 p.m. – 2:55 p.m.	7.1	Preparing Student Leaders	Mirbaha	MASH032
	7.2	Technology and Reading	Larhmaid	MASH034
	7.3		---No presentation---	MASH036
	7.4	Capabilities Theory	Cedrone	MASH226
	7.5	Native American Programs	Mowles	MASH227
	7.6		---No presentation---	CLLB120
	7.7	Creating Active Learners	Luman, Jaworski and Witman	CLLB121
	7.8	Enhancing Visual Literacy	Simms-Clark and Dyett	CLLB122
	7.9	Culturally Intelligent Courses	Walker and Adams	CLLB125
	7.10	Intercultural Dialogues	Foss	CLLB128
	7.11	Global Ideas in Discrete Mathematics	Long and Howald	CLLB129
	7.12	Technology: OneDrive Use	Wilson	CLLB124
	7.13		---No presentation---	CLLB033
	7.14	Technology: Flipgrid	Guethler	MASH127

Session 8 Presentations		Discipline	Presenter	Rooms
Friday, 3:05 – 4:05 p.m.		---	No presentations are scheduled.	All



The Hilton Center on the CCBC Catonsville campus

Program of Peer Presentations

Day 1: Thursday, January 9, 2020

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: MASH 032): 9:00 a.m. – 10:00 a.m.

David J. Smith, Forage Center for Peacebuilding and Humanitarian Education, Inc., Rockville, Maryland, david@foragecenter.org. Co-presenter: **Lena Choudhary**, Nursing Program, Montgomery College, lena.choudhary@montgomerycollege.edu.

Learning How to Respond to Internally Displaced People/Refugees

This presentation will familiarize attendees with a student activity designed to provide students with an understanding of the challenges and work of humanitarian aid workers caring for refugees or internally displaced people due to violence, war, poverty, or natural disasters such as hurricanes, earthquakes, fires, or tsunamis. This workshop will enable its attendees to: 1) gain empathy for people in crisis; 2) understand the priorities of people in crisis; and, 3) learn about career avenues in humanitarian and other international fields.

Session 1.2 (Room: MASH 034) 9:00 a.m. – 10:00 a.m.

Michael H. Parsons, Community College Leadership Development, Morgan State University michael.parsons@morgan.edu. Co-presenter: **Miriam J. Carter, Ed. D.**, Department of Higher Education, Ministry of Human Resource Development, Government of India, Mumbai, mjcarter@gmail.com.

Learner Behavior in On-Line Learning: An International Perspective

On-line learning has become a universal strategy for connecting diverse students. The presenters will review an international study on learner behavior and present strategies for engaging this increasing population in need of service. The presentation have an international base. During this presentation the attendees will: 1) Review existing research on diverse behaviors identified in a review of international on-line learners; 2) Examine the roots of this behavior; and, 3) Present strategies for successfully engaging these learners. Also, the attendees will participate in identifying proven positive behaviors and engagement strategies.

Session 1.3 (Room: MASH 036) 9:00 a.m. – 10:00 a.m.

David Ludwikoski, Physical Science, Community College of Baltimore County,
dludwikoski@ccbcmd.edu.

***Mixing Business with Pleasure: Using Vacation Photos to Bring the Global Perspective
to Physical Science Classes***

Using images from various national parks and other areas around the world, the presenter will illustrate various geologic features and settings for earth science and physical geology classes to help students conceptualize earth processes. Images for astronomy classes will also be featured. The images permit the presenter to bring a first-hand perspective to the content, based on personal experience. Attendees will learn what it was like to experience active geologic processes (*i.e.*, Kilauea 2018) and how effective first-hand accounts of the instructor bring the world of science directly to the students and make it seem more real and alive to them.

Session 1.4 (Room: MASH 226) 9:00 a.m. – 10:00 a.m.

Lakshmi Rajkumar, Biology, Community College of Baltimore County, lrajkumar@ccbcmd.edu. Co-presenters: **Ewa Gorski**, Biology, Community College of Baltimore County egorski@ccbcmd.edu, **Sean McNamara**, Biology, Community College of Baltimore County, smcnamara@ccbcmd.edu.

Building Future World Citizens: Integrating Global Education into Science

The presenters will share their approaches to incorporate global issues in science. Discussion topics will focus on improving student awareness of health problems that cut across national boundaries, such as understanding disease transmission in crowded areas like refugee camps, and relating them to concepts covered in science courses. The attendees will learn how to: 1) increase student and audience awareness of global health issues by creating a course assignment in cooperation with Library Services; 2) integrate debate into science classroom, while having students discuss sensitive topics in a civil manner; and, 3) incorporate the use of CCBC Library Services to procure reliable sources of information and research effectively, through the Research Assistance Program (RAP).

Session 1.5 (Room: MASH 227) 9:00 a.m. – 10:00 a.m.

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

That Sounds Familiar: Analyzing Pop Songs' Similarity

This presentation will examine similarity within pop music and other genres. We will begin with a look at the similarities of pop songs in the United States, as well as worldwide. We will look into why pop songs sound familiar and how that familiarity is used to sell you music, even if it's music you don't like. Attendees will understand how pop music is influenced by math and science.

Session 1.6 (Room: CLLB 120) 9:00 a.m. – 10:00 a.m.

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

Professionalization among Community College Faculty and its Impact on Teaching Effectiveness

Professional development activities help to create a global learning environment for community college faculty. Professorial professionalization activities primarily focus on the professional and personal growth of two-year college faculty members, although their ultimate role is to enhance the quality of student learning experiences. Professionalization offerings tend to emphasize various ways in which teacher/teaching effectiveness is affected rather than the positive impact on student learning. Attendees will discuss several professionalization initiatives, including the benefits to students. Also, a model where faculty become conduits of nuanced perspectives for community college students will be proposed.

Session 1.7 (Room: CLLB 121) 9:00 a.m. – 10:00 a.m.

Nicholas Plants, Humanities, Prince George's Community College, plantsnr@pgcc.edu.

The Paradox of the End: One Way to Look Into the Future

Whether you are an optimist or a pessimist, looking into the future is daunting precisely because whatever else it is, the future is unknown to us. We commonly respond to this lack of knowledge by making plans for how we want the future to go, that is, by setting and working to achieve goals through which we hope to make the future conform to our desires. One of the paradoxes we often encounter along the way, however, is that we tend to experience a lack of meaning after we achieve our goals. "What now?" we ask; even if we respond by setting new goals, do we just set ourselves up for a future encounter with meaninglessness after we have achieved our new goals? So goes what philosophers refer to as the 'paradox of the end.' Like most paradoxes, we can learn a great deal by thinking through the paradox of the end. Doing so while focusing on its implications for teaching and learning, as well as on its specific implications for the future of general education, will be the aim of this presentation. This presentation explores the pedagogical implications of the paradox of the end, especially its implications for general education. Attendees will: 1) learn how this paradox impacts our students and ourselves as educators who help prepare our students for the future *via* their general education courses; and, 2) discuss this paradox, including their own ways of responding to it, in an exploratory way that will enable us all to better appreciate both how daunting, and rewarding, looking into the future can be.

Session 1.8 (Room: CLLB 122) 9:00 a.m. – 10:00 a.m.

Lester Burney, Human Services Counseling, Community College of Baltimore County,
lburney@ccbcmd.edu.

Creating High Impact Experiential and Skills-Integrated Internships for Career Programs

This workshop will provide attendees with the tools for creating ‘high impact’ and challenging skills application and integration into the internship experience for students near completion of their career programs. Faculty and site supervisors work collaboratively to reset the paradigm of simply providing exposure and instead create internships based on immersion and demonstration of classroom skills acquired that can lead to employment upon completion. Attendees will: 1) learn how to integrate students into diverse work settings where in-class theories and skills can be directly applied; 2) develop internship to employment track partnerships for high performing students; 3) create quality assurance assessments for student evaluation of program effectiveness and indicators for improvement; and, 4) effectively use department and program resources to create a ‘ready to work’ student for career designated certificate and degree programs.

Session 1.9 (Room: CLLB 125) 9:00 a.m. – 10:00 a.m.

Connie Hayek, School of Health Professions, Community College of Baltimore County,
chayek@ccbcmd.edu.

The Science of Learning for Students and Faculty

This session will discuss 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” report feeling more confident, show improvement in their grades, and most importantly, have increased understanding of the material being taught. Participants will be provided with details of strategies and resources that can be incorporated in the classroom immediately. The attendees will: 1) be provided with a list of valuable 'science of learning' resources (on-line and in print) for both students and teaching professionals; 2) be provided with a variety of mechanisms for sharing information with students and faculty; and, 3) receive information on specific, scientifically proven effective learning strategies that can be immediately incorporated into teaching.

Session 1.10 (Room: CLLB 128) 9:00 a.m. – 10:00 a.m.

Donald Hoepfer, Philosophy Carroll Community College dhoepfer@carrollcc.edu. Co-presenter:

Geraldine Hider, Humanities, Carroll Community College, ghider@carrollcc.edu.

The Legacy of Nursing Ethics: The Nightingale Pledge and its Relevance Today

Today, the Nightingale Pledge is treated as a ceremonial part of nurse pinning events, but its significance as an ethical guide in daily nursing practice is typically overlooked. This presentation examines the Nightingale Pledge as an aspirational statement to serve those who are ill, the public, and nurses who strive to make a difference. We will describe the context of the creation of the Pledge and locate its principles within the development of nursing codes of ethics. Then we will examine how the pledge and a code of ethics combine to contribute to professional integrity and ethical assessment in nursing education. Attendees will: 1) be able to examine an ethical situation using an Ethical Assessment Model; 2) interpret the Nightingale Pledge as an ethical guide; and, 3) apply the Nightingale Pledge and the Ethical Assessment Model to teaching in a community college setting.

Session 1.11 (Room: CLLB 129) 9:00 a.m. – 10:00 a.m.

No Presentation

Session 1.12 (Room: CLLB 124) 9:00 a.m. – 10:00 a.m.

No Presentation

Session 1.13 (Room: CLLB 033) 9:00 a.m. – 10:00 a.m.

No Presentation

Session 1.14 (Room: MASH 127) 9:00 a.m. – 10:00 a.m.

Patricia L. Rhea, Health and Wellness, Community College of Baltimore County, prhea@cCBCmd.edu.

Co-presenters: **Pauline Hamilton**, Chemistry, CCBC, phamilton@cCBCmd.edu; **Nancy Parker**, Academic Literacy, CCBC, nparker@cCBCmd.edu; **Encarni Trueba**, Biology, CCBC, etrueba@cCBCmd.edu.

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

The future is clear...students do not want to pay outrageous costs for text books. According to the US Public Interest Group, 65% of students report that they do not purchase a textbook during their college career because of affordability, and 94% of those felt that it hurt their grade. For us, it is important to explore the promise of open educational resources (OER) to allow students to have the required course materials from day one. How is this done? Do not panic! Learn how three faculty members created three very different OERs. The attendees will: 1) learn how three faculty members created very different OERs; 2) compare and contrast several implementations of OERs; and, 3) discuss ways in which they might utilize OERs in their classes.

January 9, 2020
Day 1 Keynote Address 10:15-11:25 a.m.
The Center for the Arts

Dr. Tony Hawkins

Provost and Executive Vice President for Academic Affairs, Continuing Education and Workforce Development; Frederick Community College

Keynote Address:

“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.

Lunch is served in the Student Services Center

Thursday, 11:35 – 12:35 p.m.

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

Day 1: Thursday, January 9, 2020

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: MASH 032) 12:45 p.m.-1:45 p.m.

David J. Smith, (Moderator) Fulbright Scholar (Estonia 2003), National Capital Area Chapter, Fulbright Association, davidjsmith@davidjsmithconsulting.com. Panelists: **Ashley Morefield**, Fulbright ETA (Cote d'Ivoire, 2018); **Adiar Ismailov**, Fulbright Fellow (from Kyrgyz Republic, 2019); **Andrew Stinavage**, Fulbright ETA (Benin, 2003)

Global Learning through Global Experiences:

Impressions of Fulbright Grantees Living and Working in the U.S.

Since its establishment in 1946, approximately 370,000 professionals have participated in learning and teaching in 160 countries through the Fulbright program. Some 8,000 grants are awarded annually in over 20 varied programs. In this panel, visiting and U.S. based Fulbright grantees will share their stories including impressions of living and working in the U.S. and what "global learning" means to them. Attendees will: 1) learn from international scholars about their views of "global learning"; 2) consider the impact of the Fulbright experience (and other international experiences) on community colleges; and, 3) come to understand how the U.S. is viewed overseas and with international scholars.

Session 2.2 (Room: MASH 034) 12:45 p.m.-1:45 p.m.

Laura Ott, Biological Sciences University of Maryland; Baltimore County, leott@umbc.edu. Co-presenters: **Julie Takacs**, Biology, Anne Arundel Community College, jtakacs1@aacc.edu; **Sybille Clayton**, Mathematics, Anne Arundel Community College, sclayton1@aacc.edu; **Kathryn Jones**, Biology, Howard Community College

Collaboration between 2-year and 4-year Institutions: Curricular Awareness in Common Courses

In 2018, the University of Maryland, Baltimore County (UMBC) and four community colleges (Anne Arundel Community College, Community College of Baltimore County, Howard Community College, and Montgomery College) were awarded a collaborative grant from the National Science Foundation to form a scholarly community to promote student success in the core biology curriculum and develop students' quantitative biology skills. As part of this initiative, faculty from four core biology courses (Intro. Biology

I, Intro. Biology II, Genetics, and Cell Biology) formed curricular alignment teams that explored how biology was taught at each institution to better understand the preparation and experiences of biology students who transfer from 2-year to 4-year institutions. The curricular alignment teams found similarities and differences in the courses' topics and level of coverage, structure, pre-requisites, and student experiences. These findings have the potential to provide increased awareness of biology majors' experiences as they transfer from 2-year to 4-year institutions, and thus serve as a model for collaboration among institutions. Attendees will: 1) compare and contrast similar courses across 2-year and 4-year institutions, examining course structure, topics covered, and the level of instruction; 2) evaluate different approaches to delivering content in similar courses and how this could impact students who transfer from 2-year to 4-year institutions; and, 3) explore tools for comparing and discussing curricula across institutions.

Session 2.3 (Room: MASH 036) 12:45 p.m.-1:45 p.m.

Mary Virostek, Mathematics, Carroll Community College, 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".

We will take Angela Duckworth's Grit Scale and then find our separate passion and perseverance score. Then we will discuss how we might help cultivate a culture of grit at our institution in our students, why this is important and explore parts of her online Character Lab. We will discuss why grit matters and explore how to model, celebrate, and enable grit in our students. Attendees will: 1) discuss how they encourage grit where they work; 2) learn about deliberate practice and compare the components of deliberate practice with their student expectations; and, 3) take the conversation started in the presentation back to their campus to brainstorm ways their departments can increase grit in their students.

Session 2.4 (Room: MASH 226) 12:45 p.m.-1:45 p.m.

Rachel Drake, Business, Technology and Public Service, College of Southern Maryland, rjdrake@csmd.edu. Co-presenter: **Stacie Bailey**, Business, Technology, and Public Service, College of Southern Maryland, slbailey1@csmd.edu.

Classroom Techniques to Freshen New Classes of the Future

Looking into the past at teaching techniques, it is very obvious how stale the content of many courses could be. Looking into the future, teaching hybrids, accelerated courses, *etc.*, the 'same old same old' just won't do. Need some fresh new looks at how to teach the same content? Come see us. We'll be looking at the flipped classroom and active learning techniques to freshen up that stale class. Participants will: 1) engage in active learning scenarios; 2) learn about resources available pertaining to the flipped classroom and active learning techniques; and, 3) understand how to use a flipped classroom.

Session 2.5 (Room: MASH 227) 12:45 p.m.-1:45 p.m.

Nicole Reed, Health, Fitness, Exercise Studies, Anne Arundel Community College, nereed@aacc.edu. Co-presenter: **John P. Reed**, Health and Wellness, Community College of Baltimore County, jreed2@ccbcmd.edu.

Exercise and the Brain: How Fitness Impacts Learning; A Global Perspective

The presentation will include information regarding the connection between exercise and the brain, providing evidence that aerobic exercise physically remodels the brain for peak human performance in all dimensions of wellness. Exercise improves learning on three levels: to improve alertness, attention, and motivation; prepares and encourages nerve cells to bind to one another, which is the cellular basis for logging in new information; and third, it spurs the development of new nerve cells from stem cells in the hippocampus. The attendees will: 1) learn strategies to implement movement in the classroom and exercise on campus; 2) discuss the benefits of exercise on human performance and cognition; as well as 3) implement these activities into their lesson plans and content to improve student success, retention, and course completion across all content areas.

Session 2.6 (Room CLLB 120) 12:45 p.m.-1:45 p.m.

Kim Robell, Health and Physical Education, Cecil College, krobell@cecil.edu.

Refresh your Lecture and Increase Student Involvement.

What can you do in your class to increase your students' enthusiasm for course topics? How can you pose a question and get responses from all of your students? During this presentation we will discuss some simple strategies to refresh your lectures that will encourage increased student participation and interaction. Attendees will explore various strategies for verifying student understanding and discover how to incorporate new strategies into your lesson plans.

Session 2.7 (Room CLLB 121) 12:45 p.m.-1:45 p.m.

No Presentation

Session 2.8 (Room CLLB 122) 12:45 p.m.-1:45 p.m.

Crystal J. Schlueter, English, College of Southern Maryland, cschlueter@csmd.edu.

Teaching Second Language Students Effectively in all Disciplines

How do teachers from various disciplines engage English language learners to ensure their best chances at success in a predominately native English speaking class? This workshop will allow teachers from every discipline to join in the discussion and share ideas that engage these often reluctant students, creating a more inclusive academic community for everyone. Attendees will 1) learn best practices for teaching English language learners; 2) discuss which of these practices are most applicable to each discipline; and,

3) share specific successful and not so successful attempts at engaging English language learners in class materials.

Session 2.9 (Room CLLB 125) 12:45 p.m.-1:45 p.m.

Daphne Powell, College of Southern Maryland, dpowell@csmd.edu.

Day One Fun: Global Learning

We strive to prepare our students to participate effectively in a global workforce. It is vital that our students be able to function in an interdependent, highly diverse, and quickly changing world. But when does this start? Make use of ‘Syllabus Day’ to engage students in Global Learning. Through various activities, you can introduce basic information about global concepts, maps, or images from abroad to students to share awareness of global concepts. So, come learn how to leverage engagement on the first day of classes by creating an atmosphere of Day One Fun through Global Learning. Attendees will discuss the importance of addressing Global Learning on Day One, some activities they can use, and how to incorporate technology to share dynamic views of the world

Session 2.10 (CLLB 128) 12:45 p.m.-1:45 p.m.

Joseph C. Mason, Mathematics, Hagerstown Community College, jcmason@hagerstowncc.edu.

Making Computational Math Multi-Dimensional

Exposing students to non-traditional strategies to solve problems will intrigue and excite your students about math. In this session, you will be introduced to several non-traditional computational strategies based on a conceptual understanding, including computational strategies used by other countries. In addition, you will learn how to take computational math from a “memorize algorithm, plug in numbers and chug” in order to answer a question regarding a boring subject to an “analyze the problem and decide on a strategy to solve a problem regarding an intriguing subject. Remember, not everyone thinks the same way!

Attendees will be amazed at what they were never introduced to in their math education and how some non-traditional strategies can increase speed, accuracy, and excitement in computational math. Attendees will learn how exposing students to different strategies will intrigue and excite students about math.

Session 2.11 (CLLB 129) 12:45 p.m.-1:45 p.m.

Ahmed Tarek, Engineering, Physical and Computer Sciences, Montgomery College,

Ahmed.Tarek@montgomerycollege.edu.

The Global Learning Initiatives at Montgomery College - A History of Glory and a Future of Brightness

Montgomery College in Maryland is diverse by its very structure. It encourages and implements equity and inclusion in all of its undertakings. This culture is possible due to the plans and programs that Montgomery College has taken in the past and looks forward to implementing in the future, based upon Global

Education and Global Learning Policies. One such example is Montgomery College's Study Abroad Program, which has involved a large number of faculty members and enthusiastic students. This presentation will highlight these Global Education initiatives at Montgomery College. During this session the attendees will: 1) highlight the Global Education initiatives at Montgomery College; 2) discuss the impact of these Global Learning Initiatives within the college culture, as well as in the surrounding society; and, 3) compare the Global Learning Opportunities at Montgomery College to those of other educational institutions across the nation.

Session 2.12 (Room CLLB 124) 12:45 p.m.-1:45 p.m.

Raymond Wang, James Newpher Library, Community College of Baltimore County, rwang@ccbcmd.edu. Co-presenter: **Debra Sambuco**, Collection Development Librarian, CCBC, dsambuco@ccbcmd.edu.

Globalizing Your General Education Curriculum Resources Using CCBC Online Library Guides

This presentation will explore the use of Online Library Research Guides to globalize CCBC General Education curriculum resources. A number of library research guides created by two CCBC librarians will be showcased using two examples related closely to global education theme: Global Poverty Issues and Asian American Studies. The librarians will demonstrate how faculty can contribute to the Open Educational Resources sharing process, as well as illustrate how librarians can facilitate students' learning from a global perspective. At the completion of this presentation the attendees will understand their role in creating Open Educational Resources and to learn how to locate, curate and use the resources in their classroom.

Session 2.13 (Room: CLLB 033) 9:00 a.m. – 10:00 a.m.

No Presentation

Session 2.14 (Room MASH 127) 12:45 p.m.-1:45 p.m.

Entela K. Xhane, Mathematics, Community College of Baltimore County, exhane@ccbcmd.edu. Co-presenter: **Barbara Leitherer**, Mathematics, Community College of Baltimore County,

The Quest for Global Learning in the Mathematics

Global learning has many obvious intersections in social studies, science, English, world languages and others. One content area that seems at odds when it comes to global learning curriculum is mathematics. Can mathematics be infused with a global approach? This presentation provides insights into global learning and global curricula in mathematics by focusing on the latest global initiatives and achievements at the Community College of Baltimore County. Attendees will: 1) explore strategies to add a global perspective to mathematics courses; 2) define key elements of a globalized course syllabus; and, 3) discuss the existing initiatives about global learning in mathematics, such as systematic faculty development programs and coordinated and collaborated efforts in global education.

PowerPoint–Poster–Website Displays
Thursday, January 10, 2019
12:45 p.m. – 1:45 p.m.

The following poster sessions are scheduled together in MASH North Lobby. 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 2a (Thursday) from 12:45 a.m. – 1:45 p.m., and Session 6a (Friday) from 12:45 a.m. – 1:45 p.m.

Session 2a.1: POSTER SESSION 12:45 p.m.-1:45 p.m.

Nena Craven, Behavioral & Social Sciences, Harford Community College, ncraven@harford.edu. Co-presenter: **John Donahue**, Behavioral & Social Sciences, Harford Community College, jodonahue@harford.edu.

(More) Contemporary Social Problems: Implementing and Updating an OER

Under the auspices of The OER Grant Program for Faculty, Nena Craven and John Donahue are working together to revise a sorely out-of-date Social Problems textbook. While we are currently supplementing the OER text with more up-to-date articles and videos, we would like to have more recent statistics, as well as updated information. We are also hoping to add chapters about social problems as they relate to the use of technology and science as well as ableism. The final product of this collaboration will be an updated version of the current book (*Social Problems: Continuity and Change*). Attendees will: 1) discuss the benefits and challenges of adopting OERs; 2) learn about our grant-funded collaborative project to update an OER. Overall, this information may be used to adopt an OER for their own courses as well as to update projects in other subject areas and at other institutions.

Session 2a.2: POSTER SESSION 12:45 p.m.-1:45 p.m.

Tiffany Gill, Health Sciences, College of Southern Maryland, tgill@csmd.edu. Co-presenter: **Sara Cano**, Nursing, College of Southern Maryland, sicano1@csmd.edu.

***Creating Collaborative Healthcare Educational Experiences to Improve Healthcare
in Southern Maryland***

Collaborative educational experiences threaded into healthcare certificate and degree programs provide opportunities for Medical Laboratory Technology (MLT) students and students from other healthcare disciplines. The goals of such collaborations are to reduce medical errors, increase patient safety, and increase patient laboratory result accuracy. At the College of Southern Maryland MLT students were paired with nursing program students to simulate the processes of emergent and non-emergent blood unit distribution. The effectiveness of this collaborative experience and implications for future collaborations will be discussed. The attendees will: 1) define the purpose of threading collaborative educational

experiences into healthcare certificate and degree programs; 2) describe the Blood Unit Distribution collaborative experience between the Medical Laboratory Technology (MLT) and Nursing programs; 3) evaluate the effectiveness of the Blood Unit Distribution collaborative experience between the MLT and Nursing programs; as well as 4) discuss future opportunities for collaborative experiences between healthcare programs at the College of Southern Maryland.

Session 2a.3: POSTER SESSION 12:45 p.m.-1:45 p.m.

Carol Moore, Global Humanities Institute, Montgomery College, carol.moore@montgomerycollege.edu.

Powerful Pedagogies to Promote Global Learning

The Global Humanities Institute is at the center of Montgomery College's comprehensive effort to provide a 21st century global education for students, faculty and staff. This poster presentation features two model programs that promote global learning and engagement through the curriculum: *Global Classrooms* and the *Introduction to Global Humanities* course. The pedagogy for both of these initiatives is based on student learning outcomes aligned with AAC&U's Global Learning VALUE Rubric. In this poster session, participants will explore these effective models and examine specific examples of curricular content such as global learning outcomes, course design, assignments and syllabi to inform and enhance their own global learning initiatives. At the conclusion of this poster session, participants will be able to: 1) describe two models of global learning in the curriculum at MC; 2) assess the usefulness of the AACU Global Learning VALUE rubric for their own work and 3) consider assignments and projects related to global learning that they might use in their own.

Session 2a.4: POSTER SESSION 12:45 p.m.-1:45 p.m.

Lori Proctor, Continuing Education - Workforce Development, College of Southern Maryland, lproctor2@csmd.edu. Co-presenter: **Sheila P. Levings**, Health Sciences/ Nursing, CSM, splevings@csmd.edu.

CNA to LPN to RN: The Need for a Path of Possibilities

Survey results for completers of a Certified Nursing Assistant/ Geriatric Nursing Assistant program demonstrate that the hopes and ambitions of many who begin with certification reach beyond entry-level training to attain professional status. This research study provides evidence that a community college's joint effort between the Continuing Education Workforce Development division (CWD) and the Academic Affairs division (DAA) validates initiation of a path within the college. This path would allow students starting in a local vocational training program for certification and employment to attain licensure in professional nursing and provide global employment opportunity. Attendees will: 1) see the research questions used with several cohorts of CNA/ GNA course completers; 2) (based on the survey results) describe the attributes of an institutionally-coordinated career path possible at a community college; and, 3) observe an example of a potential timeline for an individual progressing from CNA to LPN to RN.

Session 2a.5: POSTER SESSION 12:45 p.m.-1:45 p.m.

Cindy Kelley, Behavioral and Social Sciences, Harford Community College, Ckelley@harford.edu. Co-presenter: **Ed Augustitus**, Behavioral and Social Sciences, Harford Community College, eaugustitus@harford.edu.

Developing Online Physical Education Courses

Because colleges are now offering degrees that are earned fully online, physical education courses must be made available for students to take in order to complete their online degree. In this session you will learn how to develop online physical education courses with accountability built into them. The online structure being discussed in this session allows students to earn their physical education credit from any location while creating accountability through the use of technology and online apps. Content from this presentation may be applied to a variety of online physical education courses.

Day 1: Thursday, January 19, 2020

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: MASH 032) 1:55 p.m. - 2:55 p.m.

Laura Ott, College of Natural and Mathematical Sciences, University of Maryland, Baltimore County, (UMBC), leott@umbc.edu. Co-presenters: **Kiersten Newtoff**, Biology, Montgomery College, Kiersten.newtoff@montgomerycollege.edu; **Sean McNamara**, Biology, Community College of Baltimore County, smcnamara@ccbcmd.edu; **Jeff Leips**, Biological Sciences, UMBC, leips@umbc.edu; **Michelle Starz-Gaiano**, Biological Sciences, UMBC, starz@umbc.edu.

Development of Modules to Promote Students' Quantitative Skills at 2-year and 4-year Institutions

The NEXUS Institute for Quantitative Biology (NIQB) was funded as part of a collaborative NSF grant awarded to Anne Arundel Community College, Community College of Baltimore County, Howard Community College, Montgomery College, and University of Maryland, Baltimore County. The NIQB is a workshop where faculty from the participating institutions can collaboratively develop active learning modules that promote students' quantitative reasoning skills within a biological context. These modules will be implemented at both the 2-year and 4-year institutions in a four-course, core biology sequence as a means to promote students' quantitative skills employing scaffolding techniques. We hypothesize that our collaboration on curricular alignment and joint development and implementation of these modules at all participating institutions will promote students' gains in quantitative biology and improve the success and retention of transfer biology students at four year institutions. Attendees will: 1) learn about the process we are using to design, implement; 2) assess the effectiveness of our active learning modules; and 3) gain insight on how faculty from 2-year and 4-year institutions can work collaboratively to develop curricula to

common goals. We will also introduce two example modules and allow attendees to participate in module activities.

Session 3.2 (Room: MASH 034) 1:55 p.m. - 2:55 p.m.

Brad K. Hounkpati, Department of Entomology, University of Georgia, bhounkpati@graindeseltogo.org.

Grain de Sel Togo, Inc.: Fulbright Inspired Scholarship Program

This presentation provides an overview about Grain de Sel Togo, Inc. (GDSTOGO): history, activities and perspectives. Grain de Sel Togo, Inc. is a Georgia 501c3 organization inspired by the Fulbright program. Operating in France, Togo and in the USA, GDSTOGO is dedicated to providing scholarship to ambitious and talented but underprivileged students in public universities in sub-Saharan African. It will enable the attendees to understand how each Fulbright program is a unique opportunity that may result in the development of other related global educational programs. The attendees will discuss the accomplishments of the Grain de Sel Togo, Inc. as well as a variety of sustainability plans for student-led organizations.

Session 3.3 (Room: MASH 036) 1:55 p.m. - 2:55 p.m.

Dimetri Nicole Horner, General Education, Strayer University, dimetri.horner@strayer.edu. Co-

Presenters: **Christy Heid**, Insights & Operations, Strayer University; christy.heid@strayer.edu; **Cyndi Wastler**, Curriculum Management, Strayer University, cyndi.wastler@strategiced.com.

Career Communities via Facebook

Increasing graduates' employment rates should, in addition to graduation rates, be the focus of higher education. With this focus in mind, Career Communities on Facebook were created to provide platforms for students to network with peers and professionals in their chosen fields. Communities have positively impacted students in various ways. Attendees will: 1) gain insight on ways they can increase the likelihood that degrees students earn translate into a promotion or new job in their chosen fields; 2) discuss how to equip students to be better informed and prepared for their career searches; 3) glean information concerning one successful method we have implemented at Strayer University; and, 4) network with colleagues and peers in order to collaborate on plans of success for their students.

Session 3.4 (Room: MASH 226) 1:55 p.m. - 2:55 p.m.

Lora Diaz, English, Frederick Community College, ldiaz@frederick.edu. Co-presenters: **Jocelyn Hirai**, English FCC, jhirai@frederick.edu; **Christian Thompson**, Communication, Humanities and Arts, cthompson@frederick.edu.

Global Myth Busters: Abroad and at Home

"There is no room in the curriculum for global learning." This is just one of the false assumptions that hinder faculty from offering global education in their courses, their community, or abroad. You don't need to be an expert (another myth!) to bring world perspectives into the classroom or to lead a short term study

abroad course. Students are also affected by false beliefs that influence their ability to embrace an internationalized education. Through a fun and interactive presentation, we will identify and debunk many of the myths about global learning and examine our own assumptions that may keep us from creating a globally responsive learning experience for students. Attendees will: 1) identify and discuss their own experiences in dealing with myths of global learning and of the struggles shared by others in the group; 2) learn of the realities behind the myths of Global Learning; and, 3) gain an understanding of how to combat the challenges posed by the myths of global learning.

Session 3.5 (Room: MASH 227) 1:55 p.m. - 2:55 p.m.

R. Scott Hengen, Performing Arts, Montgomery College, scott.hengen@montgomerycollege.edu. Co-presenter: **Damon Krometis**, Theatre Community College of Baltimore County, dkrometis@ccbcmd.edu.

Arts Implementation in STEAM Classroom Instruction

This presentation will use current Curriculum and Instruction techniques to further advocate for the Arts in STEM instruction. With support from research, literature, and best practices, the presentation will show the application of existing performative practices in theatre to content areas typically geared toward higher education levels, but also used with K-12 education areas of instruction. This presentation will show a sample set of activities, used to instruct technical theatre content using a kinesthetic approach, which could be applied to other content areas and concepts. This presentation will show a sample set of activities, used to instruct technical theatre content using a kinesthetic approach, which could be applied to other content areas and concepts.

Session 3.6 (Room: CLLB 120) 1:55 p.m. - 2:55 p.m.

Encarni Trueba, Biology, Community College of Baltimore County, etrueba@ccbcmd.edu.

Creating Community in the Classroom

Students that have a sense of belonging to the classroom community will be more likely to attend class and participate, and are more likely to successfully complete their educations. This presentation will analyze a case study of an attempt to increase a sense of community in a science classroom. Best practices will be shared as well, including what worked and what did not. The statistical analysis of this case study will also be shared. The presenter will share and discuss the best practices for creating community in the classroom, and the attendees will also be able to share their best practices as well.

Session 3.7 (Room: CLLB 121) 1:55 p.m. - 2:55 p.m.

Mike Green, Business, Technology, and Public Service, College of Southern Maryland,
mrgreen@csmd.edu.

Teaching Lessons from “The Pro”

Harvey Penick was one of the best known and celebrated golf teachers of all-time. His "Little Red Book: Lessons and Teachings from a Lifetime in Golf" is the bestselling golf instruction book of all time and has been hailed as “the golfer's equivalent of The Elements of Style” by The New York Times. This session will introduce you to Penick's timeless teaching principles that can be applied regardless of discipline. We will brainstorm ideas for implementation in your classroom. Attendees will share classroom experiences as well as discuss how to apply Harvey Penick's lessons to improve our teaching strategies.

Session 3.8 (Room: CLLB 122) 1:55 p.m. - 2:55 p.m.

M. J. Clark, Physical Science, Community College of Baltimore County, mclark5@ccbcmd.edu.

Citizen Science is Not Just for Scientists

Want to get your students engaged in a project with professionals in your field from the comfort of their own home? Citizen Science Projects, available online, are a way to do that. These projects exist not just for science, but for medicine, art, history, literature, and language as well. This is a great way to get students out of the textbook and into reality. Attendees will describe what a citizen project is and discuss ways that citizen science can be incorporated into their courses.

Session 3.9 (Room: CLLB 125) 1:55 p.m. - 2:55 p.m.

John Dedie, Political Science, Community College of Baltimore County, jdiedie@ccbcmd.edu.

Using Global Learning in Political Science

This presentation will introduce and discuss a variety of tools for use in the classroom. During this session we will discuss how to use maps, produce videos, and an introduction to The Baltimore Council of Foreign Affairs. Attendees will be provided with a set of classroom tools that should: 1) increase student awareness of current events and issues; 2) enhance learning on global issues; and 3) increase student awareness.

Session 3.10 (Room: CLLB 128) 1:55 p.m. - 2:55 p.m.

Bridget Lowrie, Social Science, Chesapeake College, blowrie@chesapeake.edu. Co-presenter: **Amber McGinnis**, Communication, Chesapeake College, amcginnis@chesapeake.edu.

Seven Habits of Highly Boring Teachers

You’ve just sat at an uncomfortable desk enduring a 75-slide PowerPoint presentation. Your personal electronic devices were collected so you are on a tech-free island. The professor drones on and on, at times, becoming excited and animated, but it all runs together. With five minutes left of class, the lights come on and the instructor asks, “Any questions?” Yes, you think. What, if anything, did I just learn? In

this session, we'll share ideas to help break the lecture habit and get both students and instructors engaged. Attendees will 1) discuss practice pedagogical opportunities that fall outside of traditional lecture; 2) consider how kinetic projects can open up the possibilities to engage students with a range of learning styles; and, 3) how non-traditional lectures can be used to convey a variety of types of lessons.

Session 3.11 (Room: CLLB 129) 1:55 p.m. - 2:55 p.m.

Yang Yu, Social Sciences, Howard Community College, yyu@howardcc.edu. Co-presenter: **Laura Cripps**, Howard Community College, Anthropology, lcripps@howardcc.edu.

*Teaching Global Competency and Ethics for the 21st Century: Active Learning Examples
from Anthropology and Geography*

This presentation will share the sample practices of teaching Global Competency and Ethics in Anthropology and Geography classes, which help develop our students' awareness of ethical reasoning for global issues and respect for cultures outside of their own experiences. This presentation will also demonstrate several active learning strategies in teaching these concepts, including employment of lapboards, gamification, and mobile technology to help keep students consistently engaged and active in the classroom. The attendees will discuss the opportunities to empower our community college students and help them develop their global skills; as well as experience and discuss several strategies on active learning. At the end of the session the attendees should be able to apply these strategies in their classrooms to help build community as well as keep their students engaged and active in the learning process.

Session 3.12 (Room: CLLB 124) 1:55 p.m. - 2:55 p.m.

John Stewart Wilson, Business, Technology and Public Science, College of Southern Maryland, johnw@csmd.edu. Co-presenter: **Rose Miller**, Health Sciences, College of Southern Maryland, rmmiller2@csmd.edu.

Sharing Faculty Best Practices for Learning Management Systems

If you look back, you may think of some better ways to use a Learning Management Systems (LMS). If we share these and adopt what we think works best, we can all be more successful. We will share our best practices while adding your best practices to the list. Some best practices are not dependent on the LMS, like putting information where students will need it when they need it. Attendees will: 1) share their best practices for using a LMS; 2) learn what CSM faculty and faculty from previous AFACCT conferences consider their best practices; and, 3) take a survey to add their best practices. Everyone can review all the results at a later time.

Session 3.13 (Room: CLLB 033) 1:55 p.m. - 2:55 p.m.

---No Presentation---

Session 3.14 (Room: MASH 127) 1:55 p.m. - 2:55 p.m.

Christine Mirbaha, Mathematics, Community College of Baltimore County cmirbaha@ccbcmd.edu. Co-presenter: **Lisa Feinman**, Mathematics Community College of Baltimore Count, lfeinman@ccbcmd.edu.

Maryland Mathematical Association of Two-Year Colleges (MMATYC)

Annual Winter Business Meeting

This is the annual winter meeting for the Maryland Mathematical Association of Two-Year Colleges (MMATYC). All mathematics faculty are welcome to attend and participate; membership is not required. Attendees will gain insight on what MMATYC does and how they can get involved. Several officers and other members will present updated information regarding their particular area. National and regional AMATYC updates will be shared, as well. This meeting continues into the next session in the same room. Through this meeting, we hope to: 1) Share information regarding mathematics departments throughout Maryland; 2) Support our current membership; 3) Increase MMATYC's membership involvement; 4) Share information regarding the American Mathematical Association of Two-Year Colleges (AMATYC) and its involvement in community college mathematics nationally and internationally.

Day 1: Thursday, January 9, 2020

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 4.1 (MASH 032) 3:05 p.m. – 4:05 p.m.

Eve Brunson-Pitt, Health Sciences Howard Community College, ebrunsonpitt@howardcc.edu. Co-presenter: **Beth Carrion**, Be The Match, National Stem Cell Donor Registry Representative, ecarrion@nmdp.org.

Matchless: Service Learning that Saves Lives

Every three minutes, someone in the United States is diagnosed with a life-threatening blood disease such as lymphoma, leukemia, or sickle cell anemia. These patients are racing against time to find a genetically matched individual to donate stem cells - their only cure. While a majority of patients have a 75 percent chance of finding a genetically matched donor, for Asians, Hispanics, and African Americans, their chances of finding compatible donors dwindle to 37 percent. Using pedagogy anchored in service learning and evidence-based outcomes, Medical Laboratory Technician faculty merged science and social issues into a high-impact learning experience in which students examine donor disparity in their communities. Discover the delicate balance of incorporating the soft-skill concepts leading change, team dynamics, supply chain dynamics of a perishable product, and emotional intelligence into a physiology curriculum with surprising results. Attendees will: 1) explain how service learning is used to assist students in identifying and providing ways in which to solve global health issues; 2) be able to define service learning and give

examples how service learning can be used in health science instruction; and, 3) be able to describe how service learning can help students identify ways to serve their communities while working as health care professionals.

Session 4.2 (MASH 034) 3:05 p.m. – 4:05 p.m.

Anna Jaworski, Physical Sciences, Community College of Baltimore County, ajaworski@ccbcmd.edu.

Co-presenter: **Natalie Minkovsky**, Biology, Assistant Professor, CCBC, nminkovsky@ccbcmd.edu.

Local Issues: Global Connections

We will discuss our strategies for teaching key microbiology and environmental science topics in a way that helps students connect the subject to their own lives as well the world at large. In our classes, we reinforce key concepts by examining how the topic relates to local issues and our students' everyday lives. We then expand on the topic by examining these issues on a global scale. As a result, students retain more information while also strengthening their connection to the global society in which we live. The attendees will: 1) explore topics that students can relate to both their lives and the larger world around them; 2) discuss strategies for connecting local issues to global issues in their classes; and, 3) be provided with specific examples of techniques and strategies we currently use in our environmental science and microbiology classes.

Session 4.3 (MASH 036) 3:05 p.m. – 4:05 p.m.

Ryan Donnelly, English, Community College of Baltimore County, rdonnelly@ccbcmd.edu.

Grades, Grammar or Grit: What Do Our Writing Students Actually Need from Us?

This year CCBC's English faculty examined the virtues of allowing students to write about their interests and employ their own dialects. Asking students to write beyond the "Five-Paragraph Essay" and the "Three Point Thesis," for instance, invites them to deeply consider larger elements of the rhetorical situation, such as audience, tone, and purpose. In keeping with the theme of "Looking into the Future," this presentation asks writing teachers to consider the skills that will best serve our students as they navigate an uncertain economic and political landscape, and discusses techniques for developing resilient and adaptable students. Attendees will: 1) explore the limitations of college-specific writing training; 2) discuss skill transfer from college writing courses into other courses, and into the larger economy; and, 3) will analyze methods of engaging students in creating and analyzing their own rhetorical situations.

Session 4.4 (MASH 266) 3:05 p.m. – 4:05 p.m.

Adrianne Washington, Sociology, Community College of Baltimore County, awashington2@ccbcmd.edu. Co-presenters: **Gretchen Rudham**, English, Community College of Baltimore County, grudham@ccbcmd.edu; **Kendrick Kenney**, Digital Media Production Program, Community College of Baltimore County, kkenny3@ccbcmd.edu.

Reflecting on the Past: The Southern Discomfort Tour

The CCBC History of Racial Terrorism Summer Honors Learning Community combined Sociology and English while delving into the history of racial terrorism. Students traveled to Georgia and Alabama, visiting the National Center for Civil and Human Rights, the Lynching Memorial and Legacy Museum, the Equal Justice Initiative, the 16th Street Baptist Church, and Tuskegee University. The presentation will focus on how racial affinity was created among students and how they learned to become advocates for social change through the use of digital media production techniques. Attendees of this session will learn how to use digital media to assess learning and be able to apply strategies to have courageous conversations in the classroom.

Session 4.5 (MASH 227) 3:05 p.m. – 4:05 p.m.

---No Presentation---

Session 4.6 (CLLB 120) 3:05 p.m. – 4:05 p.m.

---No Presentation---

Session 4.7 (CLLB 121) 3:05 p.m. – 4:05 p.m.

Stacie A. Miller, English for Speakers of Other Languages, Community College of Baltimore County, smiller@ccbcmd.edu. Co-presenters: **Cheryl Scott**, English, Community College of Baltimore County, cscott2@ccbcmd.edu; **Sherry Tucker**, Communication Studies, CCBC, stucker@ccbcmd.edu; **Elena Neunaber**, English for Speakers of Other Languages, Community College of Baltimore County, eneunaber@ccbcmd.edu.

Bringing the World to Learning Community Classrooms

In this presentation, Learning Community faculty from the Community College of Baltimore County (CCBC) will share how they have infused global education into their integrated classes. An ESOL/Sociology learning community has implemented both Intercultural Dialogues and Service Learning. An English/Communication Studies learning community is currently using CCBC's Community Book Connection graphic novel, *Threads from the Refugee Crisis* by Kate Evans, for students to learn about international issues. In addition, faculty who teach ESOL learning communities will share ideas on working effectively with ESOL students. Attendees will explore ways of integrating global education material between different disciplines and apply Global Education activities and curricula into their own classrooms.

Session 4.8 (CLLB 122) 3:05 p.m. – 4:05 p.m.

Veronica Noone, Computer Science and Internet Technology, Community College of Baltimore County
vnoone@ccbcmd.edu. Co-presenter: **Paulette Comet**, CSIT, CCBC, pcomet@ccbcmd.edu.

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

In today's world students expect access to up to date information immediately. It's time to embrace the cloud. In this presentation learn how to effectively use this technology to communicate and share resources with your students in real time. Come see some features and benefits of utilizing Office 365 and OneDrive. Ideas for global inspired group projects will be discussed and shared. Attendees will 1) learn tips and tricks for using cloud technology; 2) discuss the global impact of using cloud technology; and, 3) brainstorm collaboration projects.

Session 4.9 (CLLB 125) 3:05 p.m. – 4:05 p.m.

Robert J. Miller, English, Community College of Baltimore County, rmiller2@ccbcmd.edu.

Students Knowing What Has Been to Learn What Can Be

Too often, as faculty, we make references to background knowledge with incorrect assumptions. How can we learn what they know? What can we do to better prepare our lessons? This presentation focuses on what knowledge students bring into the liberal arts classroom, examining how that knowledge affects what and how we teach. Attendees will: 1) discuss audience awareness; 2) what makes up common knowledge; and, 3) how to apply these in the classroom.

Session 4.10 (CLLB 128) 3:05 p.m. – 4:05 p.m.

Janet Gross, English, Community College of Baltimore County, jgross2@ccbcmd.edu. Co-presenter:
Melissa Chambers, Global Education, CCBC, mchambers2@ccbcmd.edu.

What do Students Get out of Global Ed?

Career readiness, social skills, problem-solving, cultural awareness, self-confidence, cognitive skills—all of these can be increased for our students through a variety of global education experiences. These encounters include study abroad programs offered through the college, courses optimized for diverse perspectives of cultures around the world, specific assignments focusing on cultures and experiences outside the students' own background. We will briefly outline examples for each of these experience types and share actual student reflections on what they learned, as well as provide a scholarly review of studies on the educational benefits of travel. Attendees will 1) learn several options to present globalized education to students; 2) discuss assignments, course design and involvement in study abroad; and, 3) share student outcomes.

Session 4.11 (CLLB 129) 3:05 p.m. – 4:05 p.m.

Avery Williams, Academic Literacy/English, Community College of Baltimore County, awilliams2@ccbcmd.edu. Co-presenter: **Alyssa Simms-Clark**, Academic Literacy, CCBC, asimmsclark@ccbcmd.edu.

More than Meets the Eye - Strengths and Strategies for Using Graphic Novels in the Classroom.

This presentation will highlight and discuss the use of graphic novels in the college classroom. The history of graphic novels will be presented in addition to the efficacy of the medium as a viable pedagogical tool. The global impact of the use and widespread acceptance of graphic novels and their impact on student success will be discussed. Attendees will leave with tools, techniques, and lesson planning strategies for incorporating the use of graphic novels within a variety of courses and disciplines.

Session 4.12 (CLLB 124) 3:05 p.m. – 4:05 p.m.

John Stewart Wilson, Information Technology, College of Southern Maryland, johnw@csmd.edu
Co-presenter: **Daphne Powell**, Information Technology, CSM, dpowell@csmd.edu.

Looking to the Past for the Best IT Ideas to allow us to Better Serve into the Future

CSM created the Faculty Information Technology Committee in 2016 to aid faculty with integrating technology into teaching. We will discuss the resources we use to encourage faculty input. We hope by sharing this Committee that other colleges around the Globe will instill this concept at their educational institution. We will demonstrate how to navigate to our web page so participants can access our resources after the conference, which include IT and Learning Management System tips as well as the compiled results of the survey on best practices. Attendees will: 1) share their best IT practices or tips; 2) learn what CSM faculty consider their best practices; 3) take a survey to add their best ideas and will be able to review the results at a later time; and, 4) learn how to navigate to the committee web page so they can use the resources we compiled.

Session 4.13 (CLLB 033) 3:05 p.m. – 4:05 p.m.

---No Presentation---

Session 4.14 (MASH 127) 3:05 p.m. – 4:05 p.m.

Christine Mirbaha, Mathematics, Community College of Baltimore County cmirbaha@ccbcmd.edu. Co-presenter: **Lisa Feinman**, Mathematics Community College of Baltimore Count, lfeinman@ccbcmd.edu.

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

This is the annual winter meeting for the Maryland Mathematical Association of Two-Year Colleges (MMATYC). All mathematics faculty are welcome to attend and participate; membership is not required. Attendees will gain insight on what MMATYC does and how they can get involved. Several officers and

other members will present updated information regarding their particular area. National and regional AMATYC updates will be shared, as well. This meeting continues into the next session in the same room. Through this meeting, we hope to: 1) Share information regarding mathematics departments throughout Maryland; 2) Support our current membership; 3) Increase MMATYC's membership involvement; 4) Share information regarding the American Mathematical Association of Two-Year Colleges (AMATYC) and its involvement in community college mathematics nationally and internationally.

Day 2: Friday, January 10, 2020

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: Center for the Arts, Upper Lounge

Session 5.1 (Room: MASH 032): 9:00 a.m. – 10:00 a.m.

Fred L. Bartlett Jr., Computer Science and Information Technology, Community College of Baltimore County, fbartlett@ccbcmd.edu. Co-presenter: **Jason S. Spiegelman**, Psychology, Community College of Baltimore County, jspiegelman@ccbcmd.edu.

The Use/Misuse of Tech in Education! Learning at What Price?

This session will focus on the use/misuse of tech (cells, laptops, tablets) in the classroom and look at the pros and cons of dealing with tech by teachers and what impact it has on learning and the quality of teaching. Attendees will: 1) identify best practices for tech in the classroom; 2) identify the biggest issues facing teachers and learners; 3) identify impact on the quality of instruction; and, 4) identify future trends.

Session 5.2 (Room: MASH 034) 9:00 a.m. – 10:00 a.m.

Michael H. Parsons, Community College Leadership Development, Morgan State University michael.parsons@morgan.edu. Co-presenter: **Miriam J. Carter Ed. D.**, Department of Higher Education, Ministry of Human Resource Development, Government of India, Mumbai, mjcarter@gmail.com.

Learner Behavior in On-Line Learning: An International Perspective

On-line learning has become a universal strategy for connecting diverse students. The presenters will review an international study on learner behavior and present strategies for engaging this increasing population in need of service. The presentation has an international base. During this presentation the attendees will: 1) Review existing research on diverse behaviors identified in a review of international on-line learners; 2) Examine the roots of this behavior; and, 3) Present strategies for successfully engaging these learners. Also, the attendees will participate in identifying proven positive behaviors and engagement strategies.

Session 5.3 (Room: MASH 036) 9:00 a.m. – 10:00 a.m.

Lisa Tittle, Arts and Humanities, Harford Community College, ltittle@harford.edu.

Co-presenter: **Mark Brock-Cancellieri**, English, Harford Community College, mcancellieri@harford.edu.

Oh, the Humanities: Integrating the Past and Present Civil Rights Movements

into English Composition to Improve Critical Thinking

In conjunction with a grant from the National Endowment for the Humanities to study the civil rights movement in Harford County, two English faculty members will describe the project design, explain how each implemented the project, and discuss their outcomes. Students in traditional and online courses used primary historical documents to write summaries, critical analysis, and compare contrast essays. Challenges and celebrations of the project will be discussed. Student reflections and reactions will also be shared. Humanities faculty will be interested in this collaborative project. Attendees will 1) compare and contrast results of two different approaches to a collaborative project; 2) discover the availability and variety of historical documents related to the Civil Rights movement in Harford County and the surrounding areas; and 3) identify best practices for implementing new material into established course content of English composition in face-to-face and online settings.

Session 5.4 (Room: MASH 226) 9:00 a.m. – 10:00 a.m.

Timothy A. White, Health Services, University of Maryland, Global Campus, timawhite21@gmail.com.

Co-presenter: **Dawn R. White**, A.T. Still University, dawn.white.phd@gmail.com.

Resilience in Education

Resilience refers to an individual's capacity to modify their balance to preserve control over a bad situation. In academia, having resilience is necessary for both the professor and the student. Resilience is one of the necessary tools for educators to have and understand the power of bouncing back to negate burnout, which is indicative of ineffective teaching skills. Are you or your students struggling with burnout? Come learn strategies for resilience to increase effective learning and teaching. Attendees will: 1) learn about the culture of resilience and how it prioritizes the learners and educator's well-being; 2) compare and contrast a resilient classroom with a non-resilient classroom; 3) gain an understanding of mindfulness and resilience in education; as well as 4) apply teacher enrichment in the classroom and beyond.

Session 5.5 (Room: MASH 227) 9:00 a.m. – 10:00 a.m.

Lisa Brown, Mathematics, Community College of Baltimore County, lbrown@ccbcmd.edu.

Online Learning with Paper and Pencil

Learn how to create an active learning environment in an online class by creating interactive printable guided notes with QR codes. Discover the benefits of getting students away from a computer to take notes the old fashioned way. Explore resources and technology as well as discuss issues with accessibility.

Through this breakout session the attendees will: 1) understand the benefits of students actively participating in creating their course notes; 2) learn how to create a QR (Quick Response) code; 3) discuss accessibility issues related to online documents; and, 3) learn about resources that can be used to create interactive documents.

Session 5.6 (Room: CLLB 120) 9:00 a.m. – 10:00 a.m.

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

Co-presenter: **Stephanie Rafferty-Thompson**, Physical Science, Community College of Baltimore County, srafferty@ccbcmd.edu.

Test Anxiety in Science Students

Our population of students regularly experiences test anxiety. We will explore the causes and the solutions of test anxiety as well as how pre-conceived notions affect the students' performance. We will discuss various intervention methods that may help our students overcome test anxiety. Perception can become reality in our students, so the attendees will explore methods to reduce test anxiety and how different populations experience anxiety differently.

Session 5.7 (Room: CLLB 121) 9:00 a.m. – 10:00 a.m.

Robert J. Miller, English, Community College of Baltimore County, rmiller2@ccbcmd.edu.

Students Knowing What Has Been to Learn What Can Be

Too often, as faculty, we make references to background knowledge with incorrect assumptions. How can we learn what they know? What can we do to better prepare our lessons? This presentation focuses on what knowledge students bring into the liberal arts classroom, examining how that knowledge affects what and how we teach. Attendees will: 1) discuss audience awareness; 2) what makes up common knowledge; and, 3) how to apply these in the classroom.

Session 5.8 (Room: CLLB 122) 9:00 a.m. – 10:00 a.m.

Stephanie Goldenberg, Entrepreneurial Studies Institute, Anne Arundel Community College, slgoldenberg@aacc.edu.

Global Giving Market: A Global Service-learning Project that Engages Students and Inspires them to Apply what they Learn while Fighting Global Poverty through Fair and Ethical Trade

In this session, participants will learn about a service-learning project that supports the global nonprofit organization SERRV. SERRV combats global poverty and works to help artisans and farmers build better lives for themselves, their families, and their communities. This project has engaged up to 100 service-learning students from business, communications, music, dance, graphic design, and other disciplines. Students learn about fair trade, choose products to sell, design promotion strategies, engage in personal

selling, provide entertainment, and more while supporting a global nonprofit organization. The attendees will 1) brainstorm ways that they can incorporate a global service-learning project into their courses; 2) discuss best practices for working with a global nonprofit partner; and, 3) leverage examples and resources to create their own service-learning project.

Session 5.9 (Room: CLLB 125) 9:00 a.m. – 10:00 a.m.

Radhakrishnan Palaniswamy, Mathematics, Community College of Baltimore County, rpalaniswamy@ccbcmd.edu. Co-presenter: **Adugna Kebede**, Mathematics, CCBC, akebede@ccbcmd.edu.

Influence of Global Learning in Mathematics Courses

Mathematics courses incorporate elements of global learning in several ways. One effective way is through the use of assessments. This is especially true with multicultural students, who become more engaged when application-based assessments are created by incorporating global learning features. In this session we will use data we've collected to explore how using global learning features can improve student success. During this session the attendees will: 1) explore how global learning can improve student success; 2) learn how to incorporate global learning features in their assessments; and, 3) describe how to engage multicultural students through application based assessments.

Session 5.10 (Room: CLLB 128) 9:00 a.m. – 10:00 a.m.

Laura Yoo, English and World Languages Division, Howard Community College, LYoo@howardcc.edu.

From English-Only to Writing-About-Writing:

Teaching Composition as a Nonwhite, Nonnative Speaker of English

In this presentation, the presenter will explore the role of the teacher's own linguistic, cultural, and racial identity in doing the work of creating spaces for multilingual students to negotiate language standards. The presenter will share her experience as a nonnative and nonwhite teacher in the writing classroom, discuss the problem of linguistic nativism in the context of the language teaching profession, and present a composition curriculum based on writing about writing that she uses in her ESL composition class. Attendees will: 1) consider their own identity in the classroom and how that affects teaching and learning; 2) learn about the problematic nature of "native" or "nonnative" speaker designation; and, 3) learn about composition curriculum that is designed around writing-about-writing and linguistic diversity.

Session 5.11 (CLLB 129) 9:00 a.m. – 10:00 a.m.

Robin Shusko, Mid-Atlantic Center for Emergency Management and Public Safety, Frederick Community College, rshusko@frederick.edu. Co-presenter: **Stephen Carter**, Mid-Atlantic Center for Emergency Management and Public Safety Special Projects Manager, Frederick Community College, scarter@frederick.edu.

The Importance of Global Learning in Public Safety - Where We've Been and Where We Must Be

In order to rise to the challenges of global learning, public safety entities must become more innovative and proactive with establishing educational resources, increasing support to communities around the world, and establishing international networks focused on protecting the public. The inroads made with building bridges to local and global communities must not slow. Rather, more is needed beyond the progress that has been made. By establishing global competence and education in and out of the public safety classrooms, we can better understand the inherent problems of global learning and push the needle forward to solve problems in the communities we serve. Attendees will: 1) understand the challenges of globalization for public safety; 2) relate the challenges of globalization to public safety education and training; and, 3) apply technology to addressing the challenges of globalization in public safety.

Session 5.12 (CLLB 124) 9:00 a.m. – 10:00 a.m.

Stephen Berry, School of Business and Law, Anne Arundel Community College, sberry1@aacc.edu.

Unpacking Student Values to Help Them Achieve Success

During this interactive session participants will experience value mining for themselves, and discuss how to apply their values in the classroom setting to enrich interactions with their students. This experience will enable faculty to help their students explore their own values, identifying both values that motivate them and those things that hinder their success. This gives students tools that will help them to move forward and be successful in school and life. Attendees will: 1) understand how their personal values impact their teaching; 2) apply their understanding of their values to their teaching and relationships with students; 3) deepen their ability to engage with students; and, 4) experience coaching in a safe environment and discuss its impact on them and their students.

Session 5.13 (Room: CLLB 033) 9:00 a.m. – 10:00 a.m.

Juan C. Luna, Technology and Computer Studies, Hagerstown Community College, jcluna@hagerstowncc.edu.

Design of SCORM 1.2 Content for Learning Managing Systems

This presentation will review techniques to design SCORM 1.2 content for Learning Managing Systems (LMS). SCORM 1.2 has become a de facto standard to provide curriculum content in any Learning Managing Systems (LMS). SCORM 1.2 is of fundamental importance to develop or modify online content. A real application of course content design will be shown along with practical experiences. The

attendees will take with them a SCORM 1.2 demo code. They can use their email address or a flash drive to copy the code. They will also have a handout of the session.

Session 5.14 (Room: MASH 127) 9:00 a.m. – 10:00 a.m.

Lena Choudhary, Nursing, Montgomery College, lena.choudhary@montgomerycollege.edu. Co-presenters: **Kate Snyder**, Nursing, Montgomery College kathleen.snyder@montgomerycollege.edu; **Sabrina Bielefeldt**, Health Sciences, Montgomery College, sabrina.bielefeldt@montgomerycollege.edu.

***How to Provide Service Learning/Short Term Study Abroad Opportunities
for Community College Students***

Only 1% of community college students study abroad. How can we expand these numbers? This presentation will discuss the various benefits of study abroad experiences, and challenges faced by community college faculty with regard to the development of a study abroad program. In addition we will discuss the fantastic experiences the faculty and students recently had in providing public health service learning in the Dominican Republic. Attendees will describe the benefits of study abroad to academic success and career development, as well as apply lessons learned to their own process of developing a study abroad program.

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 10, 2020

**Day 2 Keynote Address: 10:15-11:25 a.m.
Center for the Arts**

David J. Smith, JD, MS

President, Forage Center for Peacebuilding and Humanitarian Education, Inc.

Keynote Address:

***“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.

Friday, 11:35 – 12:35 p.m.

Lunch: Student Services Center

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 (MASH 032) 12:45 p.m. – 1:45 p.m.

Lisa Bochey, (Moderator) Fulbright Scholar (Peru, 2016), Fulbright Association. Panelists: **Dan Fenyvesi** Fulbright Scholar (Nicaragua, 2014); **Brad K. Hounkpati**, Fulbright Fellow (from Togo, 2011-2014); **David J. Smith**, Fulbright Scholar (Estonia, 2003)

Global Learning through Global Experiences:

Impressions of Fulbright Grantees Living and Working in the U.S.

Since its establishment in 1946, approximately 370,000 professionals have participated in learning and teaching in 160 countries through the Fulbright program. Some 8,000 grants are awarded annually in over 20 varied programs. In this panel, visiting and U.S. based Fulbright grantees will share their stories including impressions of living and working in the U.S. and what "global learning" means to them. Attendees will: 1) learn from international scholars about their views of "global learning"; 2) consider the impact of the Fulbright experience (and other international experiences) on community colleges; and, 3) come to understand how the U.S. is viewed overseas and with international scholars.

Session 6.2 (MASH 034) 12:45 p.m. – 1:45 p.m.

Heather Luman, Mathematics, Community College of Baltimore County, hluman@ccbcmd.edu. Co-presenter: **Cody Cassidy**, Mathematics, Community College of Baltimore County, ccassiday@ccbcmd.edu.

On Gamification and Kinesthetic Learning: Winsanity Edition!

Are you tired of teaching to disinterested students? Come to our presentation and learn how to use Winsanity to make learning fun. Use interactive games to create a more supportive and inclusive classroom environment for students, especially in developmental classes. Attendees of this presentation will learn how to create a Winsanity-type game for their specific content area to maximize student participation and buy-in for optimal efficacy of classroom gamification.

Session 6.3 (MASH 036) 12:45 p.m. – 1:45 p.m.

Oluwakayode Bamiduro, Mechanical Engineering Technology, Hagerstown Community College,
oabamiduro@hagerstowncc.edu.

Project Based Learning: The Innovative Race towards a Sustainable Electrically Powered Vehicle

Vehicles powered via electrical means are a promising means of reducing emissions and fuel consumption. Creating a state-of-the-art electric vehicle requires a thorough understanding of how individual components play a synergistic role that will not compromise vehicle functionality or driving performance. This presentation focuses on Hagerstown Community College's students using project-based learning, to engineer and construct the college's first solar powered electric vehicle. Also, it addresses the importance of these students becoming active learners, a skill which was vital in the successful completion of the first stage of the innovative race towards electrically powered vehicles. Attendees will discuss how: 1) to design an appropriate environment for STEM teaching; 2) to develop students into active learners; and, 3) project-based learning may be used to solve specific engineering challenges.

Session 6.4 (MASH 226) 12:45 p.m. – 1:45 p.m.

Jeff Ball, Arts and Humanities, Harford Community College, jeball@harford.edu.

Open Access Academic Resources in the Visual Arts and Architecture

Learn about various academic sources in the visual arts now available through museums and other cultural institutions free for use by you and your students, including access to journals, exhibition catalogs, and online academic postings. This is an information-sharing session. The attendees will learn of academic sources available at various museums as well as of other cultural sources for academic materials, including the Library of Congress and the Society of Architectural Historians global initiatives.

Session 6.5 (MASH 227) 12:45 - p.m. – 1:45 p.m.

Herbert Ziegler, Social Sciences, Chesapeake College, hziegler@chesapeake.edu.

Meeting of Faculty Assembly/Senate Leaders of Maryland Community Colleges

The Faculty Assembly/Senate leaders of Maryland met at last year's AFACCT meeting and discussed common concerns. This forum of faculty leaders will also discuss common concerns. The participants of this panel session will be enabled to increase communication and cooperation across the community colleges in Maryland

Session 6.6 (Room: CLLB 120) 12:45 p.m. – 1:45 p.m.

Sandra Mulryan, Academic Literacy and Language, Community College of Baltimore County,
smulryan@ccbcmd.edu.

Using Video to Teach Gestures Commonly Used in Spanish-speaking Countries

Although students learn to express themselves verbally in foreign language classes, they are often not taught how to produce and understand 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. This session will demonstrate how to use videos in an authentic context to teach gestures and how to modify the activities for different levels of Spanish. Attendees of this presentation will: 1) learn the importance of nonverbal communication in Spanish; 2) learn how to produce and identify gestures used by many Spanish speakers; and, 3) see an example of how to adapt a project to different levels of Spanish.

Session 6.7 (Room: CLLB 121) 12:45 p.m. – 1:45 p.m.

Gail Wyant, Physics, Cecil College, gwyant@cecil.edu.

Climate Change Relevance to the World Community:

Shared Common Problems Needing a Global Response

We live in a world that is changing constantly on a variety of fronts: environmental, technological, and geopolitical forces that are all moving at a dizzying pace. In this disruptive reality, there is also a changing climate bearing down on all. As educators we need to promote climate literacy to prepare students to meet the challenges that are causing strain on a global scale. Climate stresses including changing precipitation patterns, increasing temperatures in the equatorial and polar regions, heat and rising water levels (leading to migrations of people and cities), changing agricultural patterns (starvation) and the increasing severity of storms will be considered. Attendees will: 1) explore how to use data of the past to compare and contrast human and natural influences on the climate; 2) access and explore resources of real world environmental data; and, 3) leave with the knowledge of setting up a climate based course that will touch on policy affecting climate change, the science behind climate change and the connection to global society

Session 6.9 (Room: CLLB 125) 12:45 p.m. – 1:45 p.m.

Wendy Postles, Business and Hospitality, Wor-Wic Community College, wpostles@worwic.edu.

A World of Sharing with Creative Commons

Creative Commons is a global standard that provides a simple way to freely share knowledge and creativity. In the classroom, works that are licensed under Creative Commons allow students and instructors to incorporate imaginative materials into real-life projects. Learn about the Creative Commons licenses, where to find creative commons materials, and share ideas for ways students can incorporate Creative Commons works into class projects. Attendees will: 1) identify, define, and describe creative

commons licenses; 2) find and verify licenses of creative commons works; and 3) incorporate creative commons works into instructional materials and assignments

Session 6.11 (Room: CLLB 129) 12:45 p.m. – 1:45 p.m.

Scott Saunders, Mathematics and Engineering, Baltimore City Community College, sjsaunders@bccc.edu.

Great Documents, Great Accessibility

Are your documents accessible to everyone? Do you understand what accessibility means? I was completely mistaken when I went to an accessibility workshop. You will likely be surprised. See what is wrong and how to fix it! Attendees will learn how to make their documents to be in compliance with all federal regulations.

Session 6.12 (Room: CLLB 124) 12:45 p.m. – 1:45 p.m.

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

Global Teacher's Pet: Microsoft OneNote -- Available everywhere on every device

The most useful program for teachers is Microsoft Office's product, OneNote. You can store your class rosters, grading notes, classroom notes, and anything else related to your job or personal life, all in one easily accessible place. OneNote is available free for every type of device. It records every key stroke and synchronizes to all of your other devices in real time, as well as keeps a history of every change you make. In this session, you will create a notebook, including sections and pages, in OneNote and explore some of its features. The attendees will learn how: 1) to create a notebook in OneNote; 2) to share a notebook; 3) OneNote notebooks sync in real time; and, 4) to create notebooks, sections and pages.

Session 6.13 (Room: CLLB 033) 12:45 p.m. – 1:45 p.m.

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

Computational Notebooks as an Open Educational Resource

Learn about 'Computational Notebooks,' the emerging platform of choice for Open Educational Resources, reproducible research, open collaboration, textbook publishing, live interactive demonstrations, sharable presentations, and interactive/auto-graded class assignments. The attendees will survey several typical Computational Notebook OER use cases and edit free Computational Notebook samples.

PowerPoint–Poster–Website Displays
Friday, January 10, 2020
12:45 p.m. –1:45 p.m.

The following displays are repeated from Session 2: Thursday, 12:45 p.m. – 1:45 p.m.

The poster sessions are scheduled together in the MASH North Lobby. 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 6a.1: POSTER SESSION 12:45 p.m. – 1:45 p.m.

Nena Craven, Behavioral & Social Sciences, Harford Community College, ncraven@harford.edu. Co-presenter: **John Donahue**, Behavioral & Social Sciences, Harford Community College, jodonahue@harford.edu.

(More) Contemporary Social Problems: Implementing and Updating an OER

Under the auspices of The OER Grant Program for Faculty, Nena Craven and John Donahue are working together to revise a sorely out-of-date Social Problems textbook. While we are currently supplementing the OER text with more up-to-date articles and videos, we would like to have more recent statistics, as well as updated information. We are also hoping to add chapters about social problems as they relate to the use of technology and science as well as ableism. The final product of this collaboration will be an updated version of the current book (Social Problems: Continuity and Change). Attendees will: 1) discuss the benefits and challenges of adopting OERs; 2) learn about our grant-funded collaborative project to update an OER. Overall, this information may be used to adopt an OER for their own courses as well as to update projects in other subject areas and at other institutions.

Session 6a.2: POSTER SESSION 12:45 p.m.-1:45 p.m.

Tiffany Gill, Health Sciences, College of Southern Maryland, tgill@csmd.edu. Co-presenter: **Sara Cano**, Nursing, College of Southern Maryland, sicano1@csmd.edu.

***Creating Collaborative Healthcare Educational Experiences to Improve Healthcare
in Southern Maryland***

Collaborative educational experiences threaded into healthcare certificate and degree programs provide opportunities for Medical Laboratory Technology (MLT) students and students from other healthcare disciplines. The goals of such collaborations are to reduce medical errors, increase patient safety, and increase patient laboratory result accuracy. At the College of Southern Maryland MLT students were paired

with nursing program students to simulate the processes of emergent and non-emergent blood unit distribution. The effectiveness of this collaborative experience and implications for future collaborations will be discussed. The attendees will: 1) define the purpose of threading collaborative educational experiences into healthcare certificate and degree programs; 2) describe the Blood Unit Distribution collaborative experience between the Medical Laboratory Technology (MLT) and Nursing programs; 3) evaluate the effectiveness of the Blood Unit Distribution collaborative experience between the MLT and Nursing programs; as well as 4) discuss future opportunities for collaborative experiences between healthcare programs at the College of Southern Maryland.

Session 6a.3: POSTER SESSION 12:45 p.m.-1:45 p.m.

Carol Moore, Global Humanities Institute, Montgomery College, carol.moore@montgomerycollege.edu.

Powerful Pedagogies to Promote Global Learning

The Global Humanities Institute is at the center of Montgomery College's comprehensive effort to provide a 21st century global education for students, faculty and staff. This poster presentation features two model programs that promote global learning and engagement through the curriculum: *Global Classrooms* and the *Introduction to Global Humanities* course. The pedagogy for both of these initiatives is based on student learning outcomes aligned with AAC&U's Global Learning VALUE Rubric. In this poster session, participants will explore these effective models and examine specific examples of curricular content such as global learning outcomes, course design, assignments and syllabi to inform and enhance their own global learning initiatives. At the conclusion of this poster session, participants will be able to: 1) describe two models of global learning in the curriculum at MC; 2) assess the usefulness of the AACU Global Learning VALUE rubric for their own work and 3) consider assignments and projects related to global learning that they might use in their own.

Session 6a.4: POSTER SESSION 12:45 p.m.-1:45 p.m.

Lori Proctor, Continuing Education - Workforce Development, College of Southern Maryland, laproctor2@csmd.edu. Co-presenter: **Sheila P. Levings**, Health Sciences/ Nursing, CSM, splevings@csmd.edu.

CNA to LPN to RN: The Need for a Path of Possibilities

Survey results for completers of a Certified Nursing Assistant/ Geriatric Nursing Assistant program demonstrate that the hopes and ambitions of many who begin with certification reach beyond entry-level training to attain professional status. This research study provides evidence that a community college's joint effort by between the Continuing Education Workforce Development division (CWD) and the Academic Affairs division (DAA) validates initiation of a path within the college. This path would allow students starting in a local vocational training program for certification and employment to attain licensure in professional nursing and provide global employment opportunity. Attendees will: 1) see the research

questions used with several cohorts of CNA/ GNA course completers; 2) (based on the survey results) describe the attributes of an institutionally-coordinated career path possible at a community college; and, 3) observe an example of a potential timeline for an individual progressing from CNA to LPN to RN.

Session 6a.5: POSTER SESSION 12:45 p.m.-1:45 p.m.

Cindy Kelley, Behavioral and Social Sciences, Harford Community College, Ckelley@harford.edu. Co-presenter: **Ed Augustitus**, Behavioral and Social Sciences, Harford Community College, eaugustitus@harford.edu.

Developing Online Physical Education Courses

Because colleges are now offering degrees that are earned fully online, physical education courses must be made available for students to take in order to complete their online degree. In this session you will learn how to develop online physical education courses with accountability built into them. The online structure being discussed in this session allows students to earn their physical education credit from any location while creating accountability through the use of technology and online apps. Content from this presentation may be applied to a variety of online physical education courses.

**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: MASH 032) 1:55 p.m. - 2:55 p.m.

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

Preparing Students to be Leaders in a Globalized Society

There is an ever-expanding global influence on our everyday lives, both personal and professional. This has made it imperative that we learn how to survive and thrive in a global environment. Because educators are considered to be both classroom and community leaders, society looks to college faculty members to provide models for living and working in a global society. Our discussion will focus on possible models and how we can prepare our students to lead in a globalized world. Attendees will: 1) share current strategies to facilitate the acquisition and enhancement of their students' leadership skills; 2) incorporate ideas for helping their students to develop or enhance leadership skills in the classroom; 3) gain additional knowledge about techniques that they might use to work in our increasingly global educational environment.

Session 7.2 (Room: MASH 034) 1:55 p.m. - 2:55 p.m.

Maryem Larhmaid, Teaching, Learning, Leadership and Policy, University of Maryland Global Campus, mlarhmaid@yahoo.fr.

Technology and Reading: Opportunities and Challenges

The introduction of digital technologies and the emergence of electronic devices such as tablets, e-readers, iPads, and smartphones have expanded the concept of literacy. They have shaped how readers consume knowledge from texts, as well as how they perceive and interact with digital materials vs. print materials in academic settings. This presentation reports the findings of two surveys conducted to assess the impact of digital technologies on learning behavior and reading motivation among students of the 21st century with a special reference to the Moroccan context. The presentation will include some challenges and barriers to digital reading. Implications for classroom teaching/learning and recommendations for policymakers and educators will also be considered. Attendees will: 1) learn how technology affects their reading process; 2) discuss their experience with online reading and how is it different from print reading; 3) apply recommendations about how to read online effectively to their own reading experience.

Session 7.4 (Room: MASH 226) 1:55 p.m. - 2:55 p.m.

Amy Cedrone, Arts and Humanities, Harford Community College, acedrone@harford.edu.

Capabilities Theory and Student Success: How Distributive Justice can help us Understand and enable Global-minded Achievements for Community College Students

The connection between capabilities theory and student success goes beyond the United States and other first-world nations. The framework of this theory may be used to understand how our students are part of a global community and how their needs and goals tie in with those of others. This session will start with a brief overview of capabilities theory and distributive justice, then proceed to an open discussion of how capability is linked to student success, regardless of geopolitical location. During this talk the attendees will 1) be introduced to the basics of capabilities theory; 2) consider what is necessary for students to be capable and functional; and 3) determine at what point students could accept responsibility for themselves, *i.e.*, at what point capability is met.

Session 7.5 (Room: MASH 227) 1:55 p.m. - 2:55 p.m.

Stephanie Mowles, History and Native American Studies, Community College of Baltimore County, smowles@ccbcmd.edu.

Honoring the Past by Looking Toward the Future:

Native American Studies Programs and their Role in Academia

Often ignored or underrepresented, Native American Studies aims to generate knowledge and respect for indigenous nations as well as foster critical thinking and socially responsible research. Native American Studies offers a broader view of the history of the Americas thus filling the void left by traditional

American History programs. This is especially relevant in today's world where global immigration is such an important topic. Honoring the past allows us to examine the present with more clarity and to shape a more inclusive and ethical future. This session examines Native American Studies as a field and argues that it should be a core component of all American History Programs. This presentation's attendees will: 1) introduce the attendees to what Native American Studies is as a discipline; 2) have the opportunity to participate in a survey regarding Native Americans in the United States; and, 3) leave the presentation with a better understanding of Native American Studies.

Session 7.7 (Room: CLLB 120) 1:55 p.m. - 2:55 p.m.

Heather Luman, Mathematics, Community College of Baltimore County, heatherluman@gmail.com.

Co-presenters: **Anna Jaworski**, Physical Science, CCBC, ajaworski@ccbcmd.edu; **Jamie Witman**, Online Learning Librarian, CCBC, jwitman@ccbcmd.edu.

Increasing Student Engagement across Disciplines: Three Strategies for Creating Active Learners

The presenters created and implemented projects designed to provide active learning experiences for their students as part of their CCBC New Faculty Learning Community experience. In this session, each will share their project design and findings. Jamie Witman will discuss her digital learning activity, which she used to enable students to engage in critical thinking as it relates to source evaluation. Anna Jaworski will share her experiences in structuring group activities to increase student participation. Heather Luman will discuss her adventures in creating a flipped classroom. Attendees will 1) be exposed to a variety of methods designed to increase student engagement; 2) be introduced to a digital learning activity to evaluate information sources, using different student engagement techniques such as think, pair, share, classify, and believing and doubting; 3) learn how to create a more structured group-work setting for greater student engagement; and, discover the benefits and drawbacks of a flipped-classroom model.

Session 7.8 (Room: CLLB 121) 1:55 p.m. - 2:55 p.m.

Alyssa Simms-Clark, Academic Literacy, Community College of Baltimore County,

asimmsclark@ccbcmd.edu. Co-presenter: **Latonya Dyett**, Academic Literacy, CCBC, ldyett@ccbcmd.edu.

Using a Global Perspective to Enhance Visual Literacy

Seeing is believing . . . or is it? The presenters will discuss the importance of promoting visual literacy among today's students. Participants of this breakout session will have an opportunity to learn about some of the global ways photos, videos, and other visual media are often used to relay information - and at times misinformation. Topics such as the use of color, light, layout, perspective, and others will be explored. This presentation will be especially helpful for humanities and social science instructors. The strategies shared

by the presenters will help instructors enhance the global awareness and critical thinking skills of their students.

Session 7.9 (Room: CLLB 125) 1:55 p.m. - 2:55 p.m.

Crystal Walker, Communication Studies, Howard Community College, cwalker@howardcc.edu. Co-presenter: **Rachel Adams**, Howard Community College, radams@howardcc.edu.

Creating Culturally Intelligent Courses

Colleges and workplaces are becoming more diverse every year; therefore, it's important that we create inclusive spaces. Exposing students to culturally intelligent practices within various disciplines creates spaces that will allow them to feel included and validated. These practices also provide students with experiences, skills, and perspectives that will build cultural intelligence levels for both you and your students. Participants will explore cultural intelligence and create an action plan for implementing culturally intelligent practices in their courses. Attendees will 1) learn what cultural intelligence is and how it can be incorporated into teaching and learning; 2) compare and contrast the components of their own courses to culturally intelligent components; and, 3) create an action plan for implementing culturally intelligent practices in their courses.

Session 7.10 (Room: CLLB 128) 1:55 p.m. - 2:55 p.m.

Heather Foss, Liberal Arts, English Community College of Baltimore County, hfoos@ccebcmd.edu.

Facilitating Intercultural Dialogues across the Curriculum

How do you facilitate cross-cultural dialogues in all sorts of disciplines? Come and discover the benefits of intercultural dialogues for both American-born and foreign-born students alike. Explore time tested nuts and bolts for setting the tone, creating the classroom structure, and providing the questionnaire to successfully build intercultural communicative competencies in students through intercultural dialogues in a variety of classroom settings and content areas. Attendees will: 1) receive model questionnaires to use for in-class intercultural dialogues; 2) identify the necessary ingredients and positive outcomes of successful intercultural dialogues; and, 3) identify multiple styles of intercultural dialogues.

Session 7.11 (Room: CLLB 129) 1:55 p.m. - 2:55 p.m.

Mike Long, Mathematics Howard Community College, mlong@howardcc.edu. Co-presenter: **Carol Howald**, Mathematics, Howard Community College, chowald@howardcc.edu.

***Beyond Mathematical Procedures: Relating Great Global Ideas in Discrete Mathematics
with Problem Solving and Proof***

Discrete Mathematics is a powerful context to develop proof-writing skills. The exploration of rich problems can support the development of formal proof. The close examination of conditions within proofs can generate interesting problems. Problems and proofs will be explored and shared, highlighting the

relationship between problem solving and proof. In this session, participants will engage in hands-on problem solving type tasks related to topics in discrete mathematics. These are tasks that can be used in a discrete mathematics course and other mathematics course as well, including general education mathematics courses. The use of the tasks in the different courses will be a point of discussion. As the discrete mathematics topics are discussed, a brief historical perspective will be included so that participants can better understand the global reach of the topics.

Session 7.12 (Room: CLLB 124) 1:55 p.m. - 2:55 p.m.

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

Global Access to all your Files: Microsoft OneDrive Available Everywhere

OneDrive allows you store, share and sync files and folders so you can get to them anywhere on any device, for free. You can share files with others allowing them to view or edit. Files linked from OneDrive to online classes can be quickly changed and will be updated in all sections. OneDrive available free for every type of device. It keeps a history of every change you make in every file. During this session, you will learn how to: 1) create files and folders in OneDrive; 2) share files with others; 3) see all versions of each file; and, 4) see what files are using up your space.

Session 7.14 (Room: MASH 127) 1:55 p.m. - 2:55 p.m.

Alexis Guethler, Continuing Education and Workforce Development, Anne Arundel Community College, aguethler@aacc.edu.

Flip on Student Voice with Flipgrid

Do you need to: encourage conversation; see your online students; assess speaking skills; get students to reflect; or, connect to Millennial and Gen Z learners? You are invited to come PLAY with Flipgrid. Flipgrid makes your online and offline classrooms more connected while meeting accessibility guidelines for students with disabilities. Bring your device and your sense of adventure. If you want to play within the environment as we tour the program download Flipgrid to your smartphone. We will explore the technology together and share ideas for how this might fit into your own content and classroom. Attendees will 1) access Flipgrid and interact as students would within the technology; 2) discuss ways in which a technology such as Flipgrid could be adapted to their personal pedagogical and content goals; as well as 3) open an educator account and create a Flipgrid prompt.

Day 2: January 11, 2019
Session 8: 3:05 – 4:05 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 8 (all MASH and CLLB rooms) 3:05 p.m. – 4:05 p.m.

No Presentations are scheduled during this session time slot

AFACCT 2020 Conference Sponsors and Donors

Community College Sponsors

The Association of Faculties for the Advancement of Community College Teaching (AFACCT) is thankful to the following funding sponsors for their continued support:



On behalf of community college faculty members throughout Maryland, the AFACCT Board of Representatives thanks the following theatres, publishers, businesses, and community colleges for their generous support of the 30th Annual AFACCT Conference, *January 9 and 10, 2020*.

Theatres

Donations

Barnes and Noble Bookstores

- CCBC
- Wor-Wic

Box-Car 40 - restaurant

John Wiley and Sons - publisher

McGraw-Hill Education - publisher

Maryland Community Colleges:

The following community colleges donated assorted gift baskets, or other items as door prizes which were provided by their marketing departments, student services, independent bookstores, etc.

Carroll College

Chesapeake College

College of Southern Maryland

Community College of Baltimore County

Garrett College

Wor–Wic Marketing

FAQs: “Frequently Asked Questions and Answers”

The Community College of Baltimore County, Catonsville campus

800 South Rolling Rd, Baltimore, MD 21228-5317

Phone: 443-840-2222

Q: *Can I get Internet access on the Community College of Baltimore County, Catonsville campus?*

A: Yes, the Catonsville campus of CCBC offers wireless Internet access in all open areas and classrooms. When you open up the CCBC website you will note a guest site entitled **guest4626**. Open this tab and then it will ask you for the password. The conference password is **awuPH156**. Please note that the password is case sensitive. The guest site and password will be active from 1/9/20 until 1/10/20. The Information Technology Department will have networked internet access available for presenters in each classroom at the podium computers.

Q: *Why doesn't AFACCT create the Program of Presentations so that it divides up similar presentations into different sessions (so that times don't conflict with one another) to 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 MMATYC (Maryland Mathematics Association of Two

Year Colleges) meeting (a two-session time slot on Thursday, January 9), no mathematics-related presentations are scheduled since most math presenters will be attending that meeting. That means other disciplines are scheduled during that time-slot. Once all these special date/time requests are filled in on our timetable, there is virtually no flexibility for scheduling similar topics at different times.

Q: *“Why are there no ‘vegan meal’ options? Why can’t AFACCT provide me with what I require?”*

(An actual question asked at the last AFACCT conference):

A: This question about vegetarian menu items and “[vegan menu options](#)” has been raised at previous AFACCT conferences. First, being a “vegetarian” is different from being a “vegan.” While 5% of adult Americans claim to be vegetarians, only 2% consider themselves “[vegans](#).” That leaves 95-98% of adults not claiming a vegetarian/vegan dietary restriction. There may be other dietary restrictions; however, AFACCT cannot accommodate all dietary restrictions. This year, as in the past, the catering service permits us two choices for each meal: one vegetarian and one non-vegetarian selection. To help you plan your particular dietary requirements, we have published the menu for the AFACCT ’20 conference:

Breakfast –

- ***Thursday:*** Continental Buffet, your choice of an assortment of breads and pastries was well as spreads and a coffee service
- ***Friday:*** Healthy Start; your choice of a selection of seasonal fresh fruit, Greek yogurt parfaits with granola multigrain bars, whole wheat bagels, juice and coffee service

Lunch

- ***Thursday:*** Fiesta Buffett, a Mexican-themed lunch of chicken fajitas, cheese enchiladas, southwestern rice, and the fixings.
- ***Friday lunch:*** Make-Your-Own-Deli buffet. For vegetarians, we will have pre-made veggie wraps available.

Q: **Is a lactation room available on the CCBC Catonsville campus?**

A: A lactation room is available on the Catonsville Campus during the conference. The lactation room is located in the Mathematics and Science Hall in room 231. For access to the room, please contact one of the Board Representatives in MASH 027, Brian Gunn the Administrative Assistant of the Biology Department (443-840-4212), or Public Safety (443-840-1111).

AFACCT 2020 Program of Presentations

Q: Will there be adequate parking at the conference? Do I need to get a parking sticker?

A: Parking will not be problem at CCBC, there is more than ample parking; however, **you need to display a parking permit this year (see the example below).** The parking permit is available on the conference page of the AFACCT website (<https://afacct.org/conferences/current-conference-2019/>). You may park in any of the CCBC slots in lots 5, 7 & 8. During the conference, lots 1 and 2 are reserved for visitors and faculty and you may receive a ticket if you park there.



Parking Permit required to park in the CCBC Catonsville parking lots.

There is the possibility that CCBC will provide a shuttle service from specific pickup sites on lots 5, 7 and 8 to the registration site at the Mathematics and Science Hall and back. Specific information will be made available to you by your AFACCT Representative.



The Community College of Baltimore County, Catonsville campus

800 South Rolling Rd, Baltimore, MD 21228-5317

Q: What is the point of the Conference Evaluation? Does anyone ever read the evaluations?

A: These evaluations are essential; their value cannot be stressed enough. They enable the AFACCT Board of Representatives to continue to offer quality conferences, so we encourage you to complete them for every session you attend, including the keynote addresses. When we plan for the next conference, we look first at the recommendations you make and try to accommodate all of your carefully thought-out suggestions, and we aim to correct the problems that you reveal to us. But, you must remember to hand in those evaluations at the Registration Desk (and pick up your AFACCT mug as a token of our appreciation). Please remember to put the full session number and the speaker's name on your evaluation form. Otherwise, your evaluation cannot 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 30th Annual Conference, and for helping to make the next conference even better with your thoughtful evaluations.

AFACCT '20 Conference Proceedings: All presenters are invited to submit their presentation manuscripts for publication in the *30th Annual AFACCT Conference'20 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.org for instructions on uploading your presentation.

Copies of past years' *Conference Proceedings* are available on AFACCT's website, as well.

AFACCT Conference 2021: Mark your calendars and plan to attend our next AFACCT Conference on January 7 and 8, 2021, at **Chesapeake College (Wye Mills, MD)**. The theme is yet to be determined and your suggestions are welcomed. Full details will be published on the AFACCT website:

<http://www.afacct.org>.



Registration:
Mathematics and Science Hall (MASH) lower level

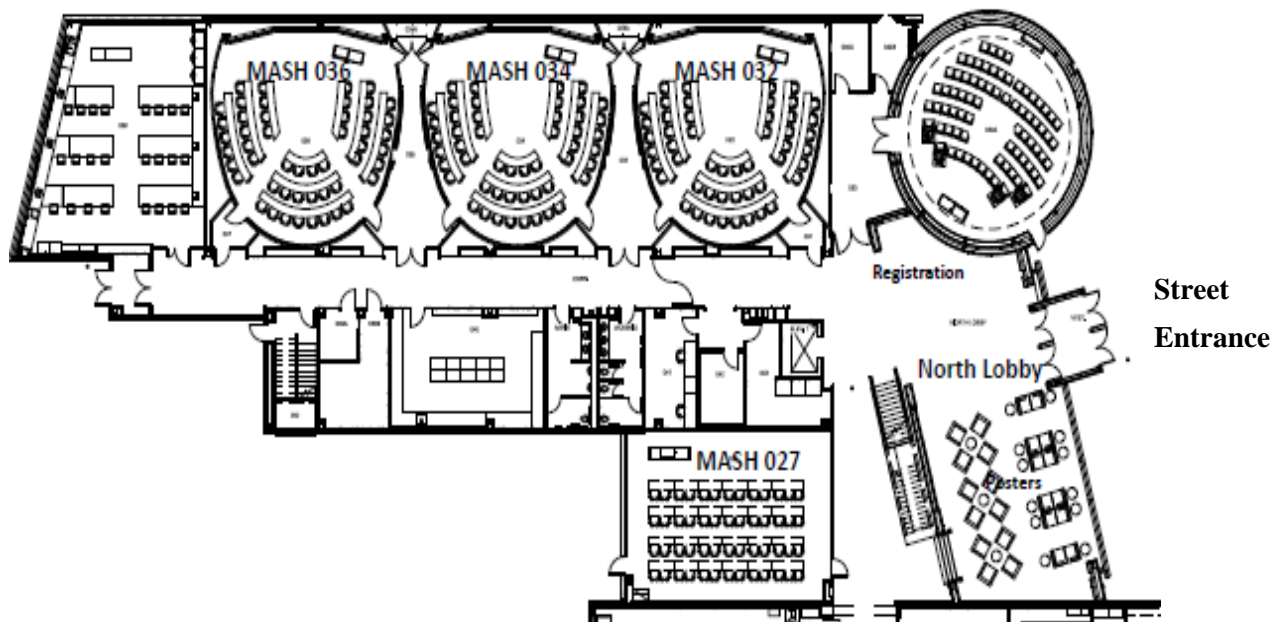
Breakfasts will be provided in the Center for the Arts (**ARTS**). Lunch will be provided in the Student services Center (**SSRV**). Registration will take place in the Mathematics and Science Hall (**MASH**). The Keynote addresses take place in Center for the Arts (**ARTS**). All Peer presentations will be held in the Mathematics and Science Hall and in the Classroom and Laboratory Building (**CLLB**)



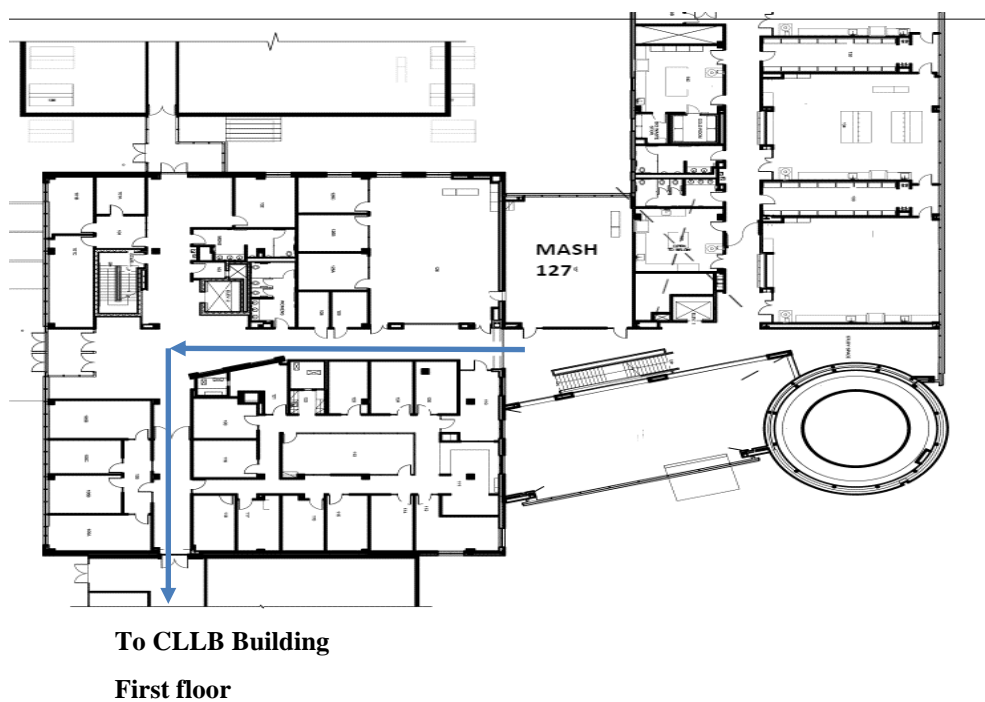
Map of the northern section of the Catonsville campus



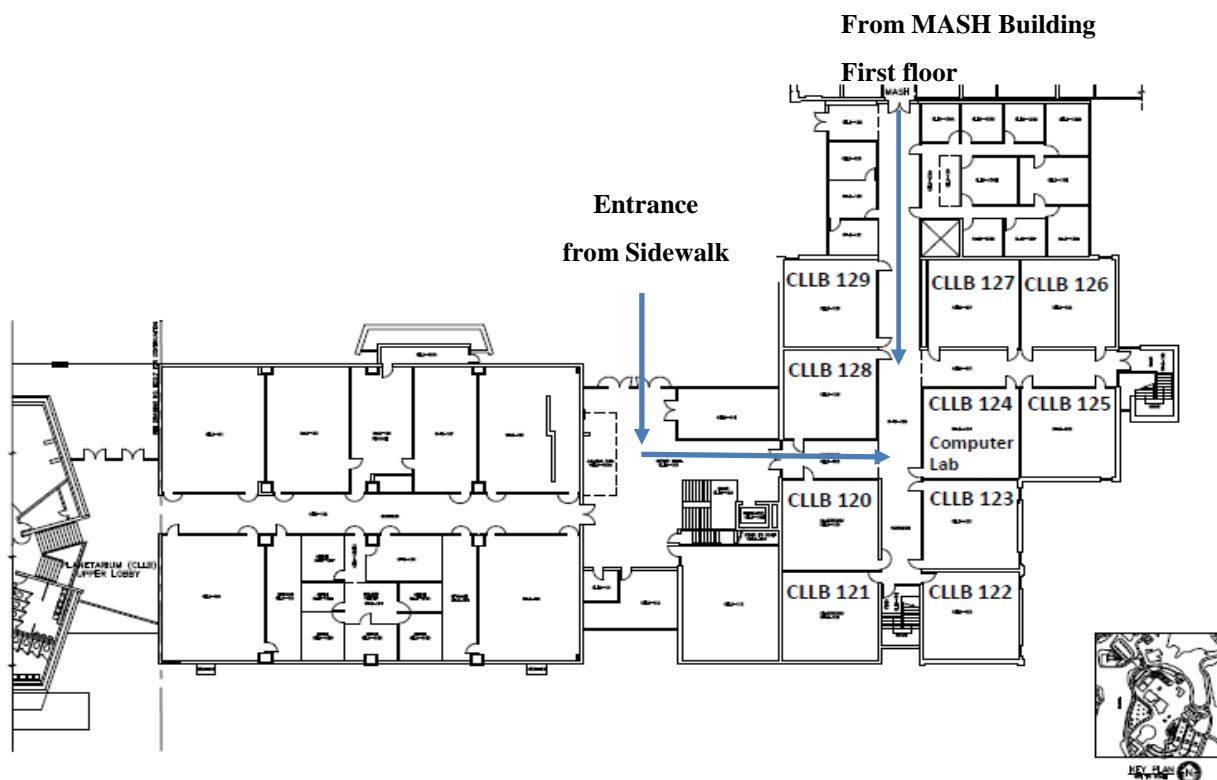
The Community College of Baltimore County, Mathematics and Science Hall (MASH)



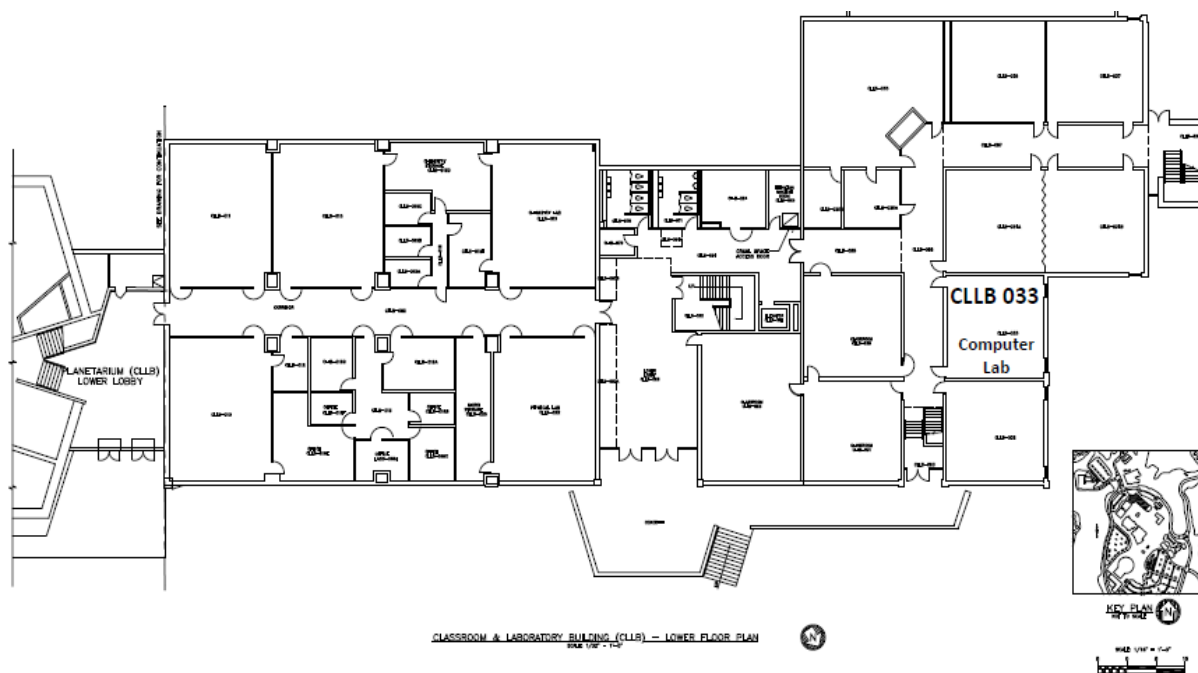
MASH Lower level:



MASH: First Floor

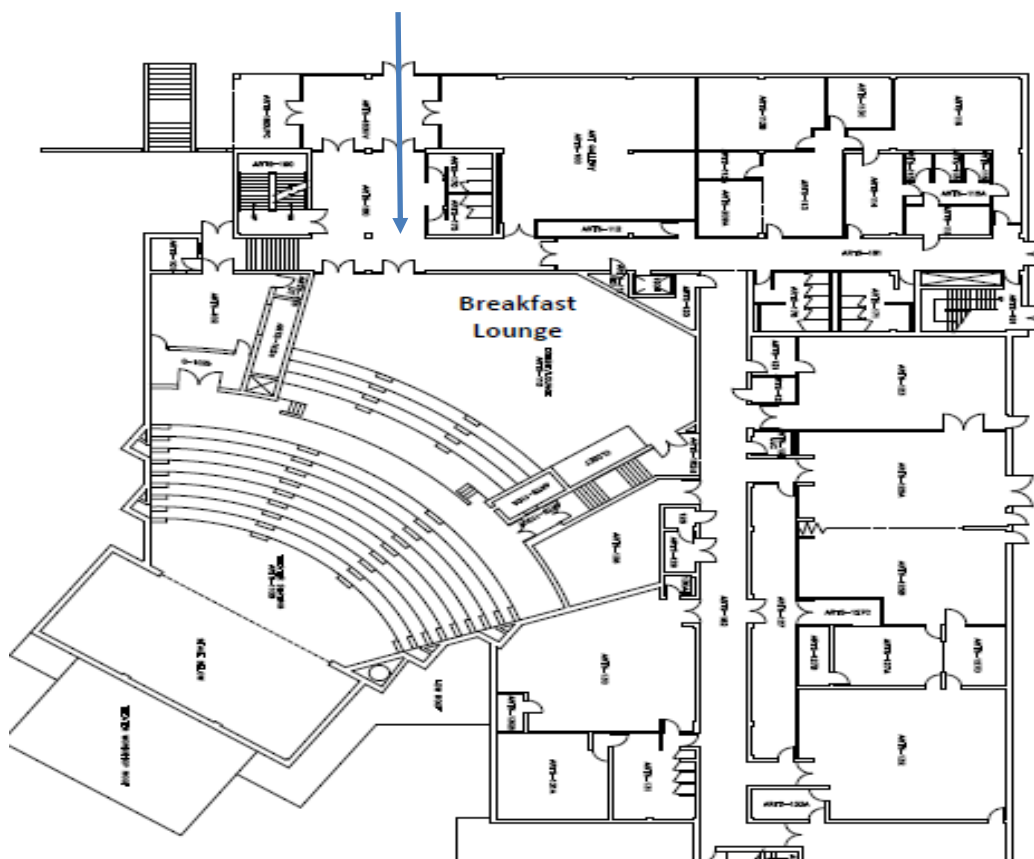


Career and Laboratories Building: First Floor:



CLLB: Ground Floor:

Sidewalk from MASH or CLLB



CCBC: Center for the Arts (ARTS)

Student Services Center (SSRV):



Upper Level



Lower (Ground) Level