

Important Dates

March 9-12.....Spring Break (No Classes)
March 13-15.....Spring Break (All Campuses Closed)
March 20.....Spring Last Day to Withdraw
April 10-12.....Spring Holiday (All Campuses Closed)
May 11-17.....Spring Final Exam Week
May 15.....Collin College 2020 Commencement @7:00 pm
May 18.....Maymester Classes Begin
May 19.....Maymester Census Date
May 22.....Maymester Last Day to Withdraw
May 25.....Memorial Day Holiday (All Campuses Closed)
June 2.....Maymester Final Exams
June 8.....5 Week (Summer I) and 10 Week Summer (Summer III)
Classes Begin
June 11.....5 Week June (Summer I) Census Date
June 16.....10 Week Summer (Summer III) Census Date
June 23.....5 Week June (Summer I) Last Day to Withdraw
July 3-5.....Independence Day Holiday (All Campuses Closed)
July 9.....10 Week Summer (Summer III) Last Day to Withdraw
July 9.....5 Week June (Summer I) Final Exams
July 13.....5 Week July (Summer II) Classes Begin
July 16.....5 Week July (Summer II) Census Date
July 17.....Required Class Day for 5 Week July (Summer II)
and 10 Week Summer (Summer III) MW Classes
July 24.....Required Class Day for 5 Week July (Summer II)
and 10 Week Summer (Summer III) TR Classes
July 28.....5 Week July (Summer II) Last Day to Withdraw
Aug. 10-11.....10 Week Summer (Summer III) Final Exams
Aug. 11.....5 Week July (Summer II) Final Exams

Adjunct Faculty Conference February 22, 2020

Collin Higher Education Center

Collin Higher Education Center
3452 Spur 399, Suite 438
McKinney, Texas 75069
972.758.3875



Keynote Speaker

Karen Stanton is the coordinator of the International Baccalaureate Diploma Programme at the IB World School at Plano East. Her 24 years of classroom experience include teaching math and language arts in middle school; English, ESL, Creative Writing and Academic Literacy in high school; and coordinating gifted and talented programs throughout her career. Prior to her current position, she spent two years as a district instructional specialist in Plano ISD. Karen holds a Bachelor of Science degree in Human Development & Family Studies with a minor in Reading from Colorado State University and a Master of Arts degree in Curriculum and Instruction from The University of Colorado. She was named Plano ISD Secondary Teacher of the Year in 2014, and has received a Plano PTSA Lifetime Membership Award. As an educator, Karen is most interested in building relationships, inspiring students, empowering teachers, and living the values of the IB. In addition to her work in education, Karen is committed to animal rights and volunteers weekly at the Plano Animal Shelter. Karen resides in Allen with her husband, who is also an educator, their two teenage daughters, and several pets.



eLC Tech Demos

Join the eLC staff and fellow faculty to learn and discuss the different course enhancements available for both your in-person and online classes!

Behind the elevators in Rooms 120-128

Demos start every 15 minutes

Morning Sessions 8 a.m. - 11 a.m.

Canvas: Mastery Paths - A new feature that allows you to customize learning experiences for students based on student performance.

Zoom Conference - Come learn about all of the features Zoom provides as a Canvas integration tool.

Accessibility - This demo will provide a quick summary of some of the tools you can use to check accessibility and make your courses and course materials more accessible.

Instructor Presence - Come meet our Instructional Designers and learn how to utilize Canvas to engage students, whether you're teaching on-line or face-to-face.

Office 365 - Learn about the apps and tools in the Office 365 Suite that you can utilize in all of your courses. Learn how to create an assignment in Canvas that utilizes Office 365 tools.

Afternoon Sessions 11 a.m. - 2 p.m.

New Quizzes - Learn about the exciting enhanced capabilities of Canvas' new quiz tool. This tool allows for new question types, including categorizing, ordering, and hot spot questions.

Concourse - A general overview of Collin College's new syllabus tool, from getting started to course copy to CV creation.

Course Media - Come meet our Instructional Technologists and learn about the different types of course media they can help you create. Our IT's have developed online courses, videos, podcasts, and more.

Canvas: Gradebook - Watch a demo of how you can utilize the gradebook to assign points, use weighted grades, add extra credit, and export to an Excel file.

Quality Matters (QM) - Collin College has adopted the official Quality Matters rubric. Come learn about how and why quality matters and how you can ensure your courses meet the QM standards in all of your courses.

Room 110 - Learning from the Learning Disabled - Overcoming Academic Ableism in the Classroom and Faculty Suite

Christopher Mathey

This presentation serves to identify the multi-faced presence of academic ableism in the classroom and faculty office suite, provide tools for overcoming ableism, and reconsider accessibility in light of academic ableism. Even well-intentioned faculty may inadvertently perpetuate ableism, so we have the chance to reduce the presence and influence of ableism and other forms of discrimination—including racism, classism, sexism, transphobia, among others—throughout our learning community and larger society. This session focuses on face-to-face pedagogy and practice.

Room 105 - Co-Create...Google Trends, Verification, and Visualization

June Owens

As we go beyond Google Scholar, we as faculty can serve our students (either on-line or in face-to-face classroom interaction) by engaging them with some of Google's tools to make our teaching (especially if using data) more relevant and relatable. By learning these tools, you can also teach your students more powerful ways to tell their stories. Are you teaching using data? Or are you teaching students how to use data? Learn how to design a data visualization template. From research to visualization, learn how to use practical tools that can save you time and bring your stories to life. Other tools that will be highlighted include Google Trends, Google Data GIF Maker, Google Maps, Google Public Data Explorer, Google Earth, Election Databot, Google Crisis Map and Google Surveys.

3:00 p.m. - Conference Ends

Did you like the conference?

Did you think of ways to improve it?

Do you have ideas you would like to share?

Do you just want to express yourself?

Fill out the survey!

Conference at a Glance

eLC Tech Demos - Resource Room 146 | Information Tables - Atrium

8:00 a.m. – 8:50 a.m.

Atrium

Breakfast with Associate Deans

9:00 a.m. – 9:10 a.m.

Boardroom

Welcome

Director, Center for Teaching and Learning

Faculty Council Representative

9:10 a.m. – 9:50 a.m.

Boardroom

Keynote Speaker - Karen Stanton

10:00 a.m. – 10:50 a.m.

Boardroom

Classroom Development Round Tables

11:00 a.m. – 11:50 a.m.

Various

Breakout Sessions

12:00 p.m. – 12:50 p.m.

Atrium

Lunch with Discipline Leads

1:00 p.m. – 1:50 p.m.

Various

Breakout Sessions

2:00 p.m. – 2:50 p.m.

Various

Breakout Sessions

3:00 p.m.

Conference Ends

8:00 a.m. - 8:50 a.m.

Atrium- Breakfast

Meet the Associate Deans/Directors

Dr. Kelly Andrews, Daphne Babcock, Alexis Cade, Regina Hughes, Meredith Martin, Traci Ramsey, Dr. Dawn Richardson, Andrea Szlachetowski, Dr. Kristen Streater, Dr. Lupita Murillo Tinnen, Allison Venuto, and Melanie Yates

9:00 a.m. - 9:10 a.m.

Boardroom - Welcome

Director, Center for Teaching and Learning
Faculty Council Representative

9:10 a.m. - 9:50 a.m.

Boardroom - Keynote Speaker

Karen Stanton presents: Backward Course Design: Beginning with the End in Mind. "If you don't know where you're going, any road will get you there." This quotation, attributed sometimes to Lewis Carroll but more accurately belonging to George Harrison, describes the problem that many educators face when designing lessons. Rather than starting with the destination (the skills and knowledge students should possess at the end of a lesson or unit), we begin with a story/poem/lesson we like or a strategy that intrigues us and build from there. Backward design, a phrase coined by Wiggins and McTighe in their book, *Understanding by Design*, puts the focus back on learning rather than teaching by emphasizing desired learner outcomes. This presentation will encourage educators to incorporate backward design in order to thoughtfully create effective lessons and assessments.

10:00 a.m. - 10:50 a.m.

Boardroom - Classroom Development Round Tables

11:00 a.m. - 11:50 a.m.

Room 219 - "They want us to do what?" Dual Credit Best Practices

Dr. Kristen Streater, Dr. Lupita Murillo Tinnen

With Collin's Dual Credit program growing every semester, new challenges and opportunities naturally arise. Associate Deans Dr. Kristen Streater and Dr. Lupita Murillo Tinnen will lead a discussion on how faculty can effectively address common issues that arise in Dual Credit settings, as well as offer some best practices for teaching Dual Credit classes for Collin. Faculty are encouraged to come and share their experiences and positive solutions with their colleagues.

Room 105 - Teaching First-Generation Students: Strategies for Guiding this Amazing Cohort

Les Stanaland

First generation students are a key component of 21st Century colleges and universities. They are also the most likely to not complete and not feel connected to the institution or its employees, including faculty. Given mandates from the state legislature as well as our understanding of the importance of a college degree, colleges, administrators, and faculty can and should do more to guide these students who are less likely to develop friendships, seek out mentors, or engage in or use support services such as academic advising. Using anonymized and aggregated data from a UT-Dallas study of first-gen students gathered in the Spring of 2019, several possibilities for support arise; key effects that faculty can have included equity in coursework and a larger awareness of available help. This is especially germane to adjunct faculty who may themselves be unaware of the various programs offered by Collin.

2:00 p.m. - 2:50 p.m.

Room 219 - Team Based Learning. Using Teams to Engage Students in Learning

Dr. Rebecca Orr

As instructors, we are called not only to teach content-based learning objectives, but also to help students prepare for contemporary challenges by developing and demonstrating the Texas core objectives. Team-Based Learning (TBL) is an evidence-based, collaborative learning teaching strategy designed around units of instruction that are taught in a three-step cycle: Preparation, in-class readiness assurance testing, and application-focused exercise. TBL provides accountability for students to learn content in preparation for class, which allows you to use class time to teach critical thinking and apply course content. Students work in permanent teams in class, sharpening their communication and teamwork skills. Team-based learning is used at all levels of higher education as well as in high school settings, and is appropriate for any discipline area.

Room 114 - Old Habits: Are they Helping or Hindering the Atmosphere in your Classroom

Lisa Juliano

We all want to be outstanding instructors but sometimes our old habits get in the way. Come and hear about some classroom habits (both good and bad) then ask yourself, "Do I do that?"

12:00 p.m. - 12:50 p.m.

Atrium - Lunch with Discipline Leads

1:00 p.m. - 1:50 p.m.

Room 219 - Adjunct Faculty Academy - Everything You Need to Know about Core Assessment and COAT

Sharon Eaves, Neal Alexandrowicz, Lisa Juliano

Your course may be coming up for assessment in the next few semesters! Do you currently teach a course that is part of the core? Are you ready with an assignment? Is it well aligned with the core objective rubric? We will walk you through the process of core objective assessment. The process includes assignment alignment, understanding the core objective rubrics, and submitting your artifacts. Also, you can learn about how you can request the Core Objective Assessment Team (COAT) to review your assignments at the beginning of the semester to get alignment feedback for your assignment.

Room 114 - Appreciative Education and QEP

Dr. Kelly Martin, Candace Hamelton

Imagine having a dynamic learning culture that cultivates growth and responsibility. A learning environment in which your students are

- actively engaged in the learning experience;
- take ownership of their learning;
- have reached their personal and educational goals;
- met the course learning outcomes;
- and above all, have reached their full potential

In this session, we will discuss strategies for promoting an appreciative mindset that empowers us to focus on our students' strengths and, in turn, empowers learners to leverage their educational experiences, skill-sets, and knowledge in order to grow and be successful.

Therefore, you will learn about the six phases of the Appreciative Education Model, which is based on the models and practices of Appreciative Inquiry and Appreciative Mindset; you will then learn some practical strategies for the implementation of this framework in your courses.

Room 110 - What is Pedagogy, and How Should it be Applied in the Community College Setting

Lynn Little

What is pedagogy? One can find many definitions of pedagogy. I consider pedagogy to be the art and science of teaching. Almost everyone who teaches agrees that pedagogy is important. Yet most teachers, at least at the postsecondary level, have not been formally trained in pedagogy. In this talk, I will explain what pedagogy is, give a short history of pedagogy, discuss common pedagogical approaches, and relate how pedagogy should be applied in the community college classroom.

Room 114 - Intro to ACCESS Working with Students with Disabilities

Amy Weilert

This session will cover the ACCESS process for students and how accommodations are determined by ACCESS staff. It will also give a brief overview of typical accommodations and provide suggestions, tips, and best practices for working with students with disabilities in the classroom.

Room 110 - The First and Last Minutes in Class

Dr. John P. Williams

This presentation serves as a basic introduction to conducting a more improved opening and closing to each class session. This effort will serve adjunct faculty members in four ways: one, it will help foster a more engaging and enriching open/close to each class period that transcends the sharing of what an instructor knows to the higher level of comprehending why the information conveyed is important to the course objectives; second, it challenges students to pay attention and make connections from the outset; third, it illuminates the energy, passion, and excitement of the teacher and lays it at the feet of the student, which challenges them to do something with it. Lastly, the techniques presented provide a framework for improved pedagogy that provide students a benchmark for how to view their instructor, not only as a facilitator of knowledge, but as one who inspires the pursuit of knowledge each and every period.

Room 105 - Beyond the Slide Show: Connecting with Distracted Students

Beth Ellen McKinney

Students who form meaningful connections with their instructors are more likely to engage authentically in class discussions. They often use higher-order thinking skills when completing assignments. Sometimes they even read the assigned texts. Community college professors want this level of enthusiasm, but may not know how to overcome the distractions of technology. They may not realize the importance of building rapport, or may be afraid of being inappropriately human. I would like to share some effective, easily-adaptable techniques for creating a comfortable classroom where students learn, grow and collaborate. I will share tested methods for inspiring engagement through relevant curriculum, effective methods of guiding discussion, and steps for enhancing participation through technology and collaboration. Students and professors are more likely to succeed when both experience respect in the classroom; this presentation provides the tools for that success.

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