Spring 2020

Faculty Development Conference

Collin Higher Education Center

January 9, 2020

Sharing our Expertise

Morning Sessions

Room	8:30–9:20 a.m.
107	"The Science of Learning: A Practical Approach to Applying the Science of Learning to the College Classroom" (Pam Love-White)
200	"Are You Not Engaged???: Creating an Effective Online Learning Environment"
218	"Service Learning Pedagogy" (Suzanne Jones, Pam Gaiter, Jeni Long, Kim Nyman, Michael Latham Martha Chalhoub, Jaqueline Hernandez, Lee DeBoer)
219	"Relaxation for a Lifetime of Comfort" (Jennifer Matranga)
220	"Rendering the Unthinkable: Using Artists' Responses to 9/11 to Teach Student Learning Objectives" (Letha Clair Robertson)
227	"Best Practices for Completing COAT Assessment and Marketing Core Objectives in Your Classes" (Irene Bowen, Neal Alexandrowicz, COAT Members)

MORNING SESSIONS

Room	9:25–10:15 a.m.
107	"The Science of Learning: A Practical Approach to Applying the Science of Learning to the College Classroom" Interactive Workshop (Pam Love-White)
200	"Think Less Like an Educator and More Like an Artist" (Casey Carter, Julie Shipp)
218	"Office 365 Essential Skills for Faculty: OneDrive, OneNote, Class Notebook and Forms!" (Sharon Hirschy, Aparna Godpole, Elizabeth Pannell, Jillian Deshazo, Mervat Karout, Jason Snyder, Robert Bienvides, Sunita Rangarajan)
219	"Ways of Incorporating Scholarship in Introductory History Courses" (Chad Pearson)
220	"Language, Scaffolding, and Metacognition: What We Learned About Best Practices from Teaching Co-Requisite Courses" (Kristie Lussier, Marc Azard, Keith Elphick, Sarah Fish)
227	"Active Learning in a Required Lower-Division Course" (Rachel Bzostek Walker)

Morning Sessions

Room	10:25–11:15 a.m.
107	"Beauty: An Unlikely Force Linking the Humanities and the Sciences" (Linda Sears)
200	"Why Today's Pop Music Is Important and Why We Don't Get It" (Aaron West)
218	"Survivor: Dual Credit Edition" (Leon Deutsch)
219	"Gregory Bateson on Bali as Steady State" (Jerry Sullivan)
220	"Creative Art Biz: Researching Professional Development in the Arts as an Entrepreneur" (Jennifer Seibert, Michael Schuethm Suzy Jones, Amy Darrow, Carol Greisdorf, Linda McCarley, Laura Grundler)
227	"A Modern Odyssey: Finding Meaning in The Leavers by Lisa Ko" (Betty Bettachi, Ryan Fletcher, Catie Brooks, Cheryl Wiltse)

AFTERNOON SESSIONS

Room	12:00 —12:50 p.m.
107	"Family Matters: Using Ancestry in the Classroom" (Sam Tullock)
200	"The Design of Rubrics for Use in Science Courses" (Kathleen Kayes-Wandover)
218	"The Next Step: Humans, Machines, and Artificial Intelligence in Post-World War II Science Fiction and Literature" (Will Brannon)
219	"Empowering Our Students Using the Appreciative Education Framework" (Dulce de Castro, Meenakshi Beri, Karrie Newby, Pamela Lee)
220	"Neuromyths: The Relationship Between Brain Knowledge and Teaching Effectiveness" (Sharon Eaves, Michael Rose)
227	"Mentoring Women in Academia: Examining the Impact on Personal and Professional Success" (Jennifer O'Loughlin-Brooks, Regina Hughes, Stephanie Tyson)

AFTERNOON SESSIONS

Room	1:00—1:50 p.m.
107	"CultureBump: Connecting Beyond Differences" (Kay Mizell, Betsy Brody, Kyle Wilkison)
200	"Education for All: Putting Universal Design to Work in Your Classroom" (Amy Weilert, Kimberly O'Neil)
218	"Collaborative Interdisciplinary Writing" (Sean Sutherlin, Khimen Cooper)
219	"Why Do I Need to Study That? Connecting the Classroom to Real Life!" (Amira Shaham-Albalancy, David Heitman)
220	"Improving Students' Writing Skills through Individualized Objective-focused Instruction" (Gary Wilson)
227	"The Benefits of Ad-Hoc Brown Bag Lectures" (Brett Burkett, Seema Endley)

AFTERNOON SESSIONS

	1:55 – 2:45 p.m.
107	"New Frontiers in English Studies: Exploring the Digital Humanities" (Lisa Kirby)
200	"SOBI - Renewed Focus on CARE-ing" (John Glass and Executive SOBI team Members)
218	"Learning Counts - Implementing Prior Learning Assessment at Collin" (Monica Jones, Jim Gilbert, Pat McAuliff, Tonya McMillion)
219	"Plickers: A Low-tech Solution to Instant Feedback" (Michael Holtfrerich, Cathy Thurman)
220	"Navigating a Co-Requisite Pairing of INRW and General Education Courses" (Cathleen Akers, Salena Parker, Kristi Clark-Miller, Lora Burnett)
227	"Cultivating a College Culture in the Dual-Credit Classroom" (Barbara Hanson, Serena Richards)

8:30-9:20 A.M.

RM 107 **"THE SCIENCE OF LEARNING: A PRACTICAL APPROACH TO APPLYING THE SCIENCE OF LEARNING TO THE COLLEGE CLASSROOM"**

(Pam Love-White)

This presentation introduces strategies to assist college professors with meeting the challenges of teaching a diverse student population using cognitive science research. These strategies will support the professors' efforts to increase retention and application of knowledge across the curriculum.

A follow-up interactive workshop begins at 9:25 during the second session. Participants will work on selecting and applying the science of learning tactics for use in the upcoming semester.

RM 200 **"ARE YOU NOT ENGAGED???: CREATING AN EFFECTIVE ONLINE LEARNING ENVIRONMENT"**

(Brandy Fair)

Online student success begins with the creation of a highly engaging, interactive class. It is important for professors to reflect on their course design (and possibly update their approach) with the approval of the Collin College Online Class Visit form. This session aims to provide several examples of effective course design, activities, organization, and feedback in an online setting. Hopefully, audience members leave with new ideas and inspiration to design a quality online course that meets the Collin College Online Class Visit standards.

RM 218 **"SERVICE LEARNING PEDAGOGY"**

(Suzanne Jones, Pam Gaiter, Jeni Long, Kim Nyman, Michael Latham Martha Chalhoub, Jaqueline Hernandez, Lee DeBoer)

Effective pedagogy requires a variety of tools to teach course content, and service learning is one pedagogical tool that can be used. This is similar to using power point presentations, team-based learning, videos, flipped learning, hands-on application, worksheets, quizzes, essays, etc. Service Learning is defined as teaching course content through service to the community and connected to course content by continuous critical reflection. Service to the community can mean so many things, such as advocacy projects, physical service with a client, and behind the scenes help for an organization. Come to this session to get an overview of Service Learning

pedagogy   and learn about projects that other colleagues at Collin College are using to teach their course content.

RM 219   "RELAXATION FOR A LIFETIME OF COMFORT"

(Jennifer Matranga)

This presentation will guide the learners through using all of their senses to relax and inspire the ability to bring relaxation into any experience for the best outcomes. Mindfulness practice is, "Awareness that arises through paying attention on purpose, in the present moment, non-judgmentally." Exercises for mindfulness that go beyond the text book teach students about becoming mentally and emotionally healthy.

RM 220   "RENDERING THE UNTHINKABLE: USING ARTISTS' RESPONSES TO 9/11 TO TEACH STUDENT LEARNING OBJECTIVES"

(Letha Clair Robertson)

On September 11, 2001, 19 Al-Qaeda terrorists murdered some 3,000 Americans in New York City, Washington, D. C., and Pennsylvania. Eighteen years later thousands more have died as a result of cancers and respiratory illnesses contracted while working "the pile" in New York City. Today we still struggle with this incomprehensible national tragedy. Throughout American history, artists have played an important role by creating public memorials and artworks that not only reflect personal experience but also memorialize and honor those we lost. This session will share how art created in response to 9/11 can be utilized by multiple disciplines to teach student learning objectives critical thinking, communication, social responsibility, and personal responsibility. The session will demonstrate how art serves as a vehicle for coping with and communicating about personal tragedy. In addition, the goal of the session is to provide professors with alternative methods for teaching 9/11.

RM 227   "BEST PRACTICES FOR COMPLETING COAT ASSESSMENT AND MARKETING CORE OBJECTIVES IN YOUR CLASSES"

(Irene Bowen, Neal Alexandrowicz, COAT Members)

Do you have questions regarding Collin's Core Objectives or COAT assessment practices? COAT will provide a panel of faculty to help answer any questions you may have to ensure you are using best practices to help in the district wide assessment process that we have established at Collin. The questions we answer include but are not limited to: How do I complete the core objectives assessment in an online class?

Do I have to assess in dual credit classes? How do I submit my assignments with little effort on my part? I've heard about a push for faculty to market core objectives to students in class - how do I do this effectively? How do I get my assessment assignment reviewed for alignment by COAT? And more!

9:25-10:15 A.M.

RM 107 **"The Science of Learning: A Practical Approach to Applyinng the Science of Learning to the college Classroom," CONTINUED**

Interactive workshop on applying the science of learning in the college classroom.

RM 200 **"Think Less Like an Educator and More Like an Artist"**

(Casey Carter, Julie Shipp)

Think less like an educator and more like an artist. Peer into the relational teaching dynamic of two Fine Arts professors, their chance collaboration that fused two art forms, and how this collaborative duo compels students to reinterpret course materials and concepts. You will leave the session with the tools you need to create a magnetic collaborative team and course assets for increasing student engagement that builds creative, impassioned responses to curriculum.

RM 218 **"Office 365 Essential Skills for Faculty: OneDrive, OneNote, Class Notebook and Forms!"**

(Sharon Hirschy, Aprana Godpole, Elizabeth Pannell, Jillian Deshazo, Mervat Karout, Jason Snyder, Robert Bienvides, Sunita Rangarajan)

Office 365 for faculty is here and we are encouraged to use its resources! What are the different tools available? How can they help plan, develop curriculum, and work with students? Learn how Microsoft Forms, OneNote, One Note Class Notebook, and OneDrive can assist in the classroom and office. We will provide resources, tutorials and more!

RM 219 **"Ways of Incorporating Scholarship in Introductory History Courses"**

(Chad Pearson)

Introducing students to historiography (the various ways scholars write about different periods and events in history) enhances the quality of teaching and learning. In this presentation, I will highlight how I use historiography in both History 1301 and 1302. I will note the particular ways I introduce scholarly debates in lectures without losing sight of the larger goal of teaching students the basics.

RM 220 **"Language, Scaffolding, and Metacognition: What We Learned about Best Practices from Teaching Co-Requisite Courses"**

(Kristie Lussier, Marc Azard, Keith Elphick, Sarah Fish)

It can feel like the Wild West of co-requisites these days. With the introduction and constant expansion of co-requisite courses to provide developmental education, many instructors are having to rapidly expand, adjust, and re-evaluate their teaching practice. But what do we know so far? It's time to start researching what's happening.

Hear from four instructors who have been in the trenches. We have taken an opportunity to not only identify and hone some best practices for teaching, but we have taken a step back to contextualize and evaluate our teaching of co-requisite pairs in a methodical way. In this session, we will give an overview of some the contexts that shaped co-requisite, share the results of our analysis, and give classroom examples of what works in areas that benefit all students: metacognition, scaffolding, translating the language of academia, and more.

RM 227 **"Active Learning in a Required Lower-Division Course"**

(Rachel Bzostek Walker)

Required lower-division courses, such as Introductory American Government, can be more than a requirement that the students have to check-off of the list before they can graduate. It's in the core classes that emphasis is often placed on "soft skills" or marketable skills.

However, how do you approach key elements—particularly developing written communication skills—in a course that is

often taken before students have taken the introductory composition course or, how can you reinforce those skills? Utilizing active learning techniques in the classroom can satisfy both of these needs. Bonwell and Eisen (1991) define active learning as "anything that involves students in doing things and thinking about the things they are doing" (p. 1). This session will explore the use of active learning assignments deployed throughout the semester to allow the students to not only apply the course concepts, but also to practice both critical thinking and communication skills.

10:25-11:15 A.M.

RM 107 "Beauty: An Unlikely Force Linking the Humanities and the Sciences"

(Linda Sears)

There are many links between the humanities and the sciences; this presentation will address one that may be more often overlooked, our appreciation of the beautiful. Obviously, both humanistic and scientific ways of knowing the world are driven by desires to answer big questions: How did we get here? What is the nature of reality? Where are we going?   But people who go into the fields of humanities or sciences are also often motivated by a yearning to get closer to what provides us with a sense of awe, satisfies our need for balance, clarity, and order, reveals the patterns that underlie the world, or uncovers deeper understandings of what we experience.

RM 200 "Why Today's Pop Music Is Important and Why We Don't Get It"

(Aaron West)

Understanding the lives of our students may be one of the most important, yet frustrating, aspects of our jobs. Many students are fully engaged with popular culture, but understanding the latest social media app, popular movie, video game, or pop song can be challenging. Nevertheless, we know that meaningful connections with students are an important factor for future academic success, and knowledge of popular culture can be the basis of those vital bonds. Today, I'll provide a brief overview of the popular music that many of our students listen to. Furthermore, I'll discuss how they access this music, how it is promoted, produced, and why many of us struggle to appreciate it.

RM 218 "Survivor: Dual Credit Edition"

(Leon Deutsch)

High school students in college classes! Did I sign up for this? We will talk about tips for survival and success in the dual credit classroom. Topics will include: Providing classroom structure and discipline while maintaining academic rigor. Review ideas for teaching personal responsibility to dual credit students. Describe strategies for expecting maturity and proper behavior in the classroom. How to foster a motivating classroom experience? How to leverage support from high school counselors and administrators? And finally, how to deal with helicopter parents.

RM 219 "Gregory Bateson on Bali as Steady State"

(Jerry Sullivan)

Between 1937 and 1949, Gregory Bateson wrote or co-wrote four pieces on Balinese culture. Of these, only one, Bali: The Value System of a Steady State, remains in print. Bateson's essay is one of his first, if not the very first, explorations of second-order cybernetics. In this essay, Bateson compares his understanding of the Iatmul of New Guinea, with their ongoing agonistic chains of behavior, with the ostensibly unusual Balinese non-schismogenic values. Bateson also anticipates much of what would later be his double-bind theory of the communicative webs characteristic of schizophrenia and the family lives of schizophrenics, but does not include an emphasis on paradoxes as integral to such patterns of communication. This paper examines Bateson rhetorical strategies (lists, passive voice, broad but specifiable comparisons across species) as well as discussing certain of Bateson's influences, both positive and negative. KEY WORDS: Bateson, Bali, Cybernetics, Schismogenesis, Schizophrenia, Paradoxical Communications.

RM 220 "Creative Art Biz: Researching Professional Development in the Arts as an Entrepreneur"

(Jennifer Seibert, Michael Schueth, Suzy Jones, Amy Darrow, Carol Greisdorf, Linda McCarley, Laura Grundler)

This Creative Art Biz: Researching Professional Development in the Arts as an Entrepreneur panel discussion hopes to investigate research and development within the discipline of the visual arts. Students today are wondering about their path to a successful future. Currently the visual arts student learning outcomes focus on building knowledge of the elements and principles of design as they pertain to visual arts, demon-

strate creative problem-solving skills, create the ability to execute exploratory color compositions, acquiring the ability to evaluate critically one's own artwork and the work of others, while constructing knowledge of specific materials and techniques. Many students wonder how to use these skills successfully outside of academia. In a time of workforce programs and the development of certificates to help translate academics into real world applications this panel hopes to investigate ways in which Collin students can learn from others that have been successful entrepreneurs in the arts.

RM 227 "A MODERN ODYSSEY: FINDING MEANING IN *THE LEAVERS* BY LISA KO"

(Betty Bettachi, Ryan Fletcher, Catie Brooks, Cheryl Wiltse)

Please join us for a discussion about the various themes in the book: Identity, Adoption, Music, Family, Immigration, Working Class, Cultural Differences, Gender, Race, College Life, Friendship, Parenthood.

We will also discuss strategies for using the book in the classroom.

11:15 A.M. LUNCH SERVED IN ATRIUM

12:00-12:50 P.M.

RM 107 "FAMILY MATTERS: USING ANCESTRY IN THE CLASSROOM"

(Sam Tullock)

"Family Matters" will explore the use of Ancestry for social science classes, in an effort to engage students in under standing their own history: race, ethnicity, social classes, immigration, and gender roles. In particular, the session will focus on U.S. immigration, military, marriage, and death records. Also, the session will introduce the importance of U.S. Census Reports for the study of the Social Sciences.

RM 200 "THE DESIGN OF RUBRICS FOR USE IN SCIENCE COURSES"

(Kathleen Kayes-Wandover)

A carefully designed grading rubric should serve more than one purpose. It provides a level of transparency to the stu dents, i.e. the student is aware up front what is expected of

them. They can be used not only for self-evaluation, but also used for peer review. The greatest benefit to the instructor would be that rubrics facilitate grading immensely! This session will address the design and use of rubrics for science labs, but this information could potentially benefit other disciplines.

RM 218 "THE NEXT STEP: HUMANS, MACHINES, AND ARTIFICIAL INTELLIGENCE IN POST-WORLD WAR II SCIENCE FICTION AND LITERATURE"

(Will Brannon)

Individuals encounter technology daily in a dizzying variety of ways that would be unimaginable to people a generation ago. Will advanced artificial intelligence result in a world vastly different from what we know today, one where machines perform almost all work, traditional economic models are upended, and established forms of government are challenged? Will advanced artificial intelligence lead to violent conflict between autonomous machines and their less evolved human creators? These questions and similar scenarios have long been the basis for science fiction. As a result, my presentation has as its focus the depiction of artificial intelligence in selected science fiction novels, short stories, and films beginning in the years following World War II and continuing through the early decades of the 21st century, a period of time coinciding with rapid technological advances impacting developed and undeveloped countries alike.

RM 219 "EMPOWERING OUR STUDENTS USING THE APPRECIATIVE EDUCATION FRAMEWORK"

(Dulce de Castro, Meenakshi Beri, Karrie Newby, Pamela Lee)

In this session we will discuss strategies for promoting an appreciative mindset that empowers us to focus on our students' strengths encouraging them to take ownership of their learning process and helping them achieve a positive educational experience. You will learn about the six phases of the Appreciative Education Model, based on the theory of appreciative inquiry and appreciative mindset. You will leave equipped with practical strategies for the implementation of this framework.

RM 220 "NEUROMYTHS: THE RELATIONSHIP BETWEEN BRAIN KNOWLEDGE AND TEACHING EFFECTIVENESS"

(Sharon Eaves, Michael Rose)

As technology rapidly advances, our societal understanding of the brain has also increased. Unfortunately, many misconceptions about the brain and learning have become prevalent

in society. Betts et al. (2019) published a large-scale study of college/university instructors and administrators, and found, in some cases, up to 89% endorsed incorrect beliefs about the brain. During this session, you will be able to take a quiz similar to the Betts et al. (2019) questionnaire about brain facts and learning myths. Then, we will review the current literature that informs the correct understanding of the brain and its functions, with a goal of applying this information to classroom practices. No participant will be required to share their responses or incorrect answers on the questionnaire. Our goal is to help all of us to be better life-long learners and improve the aspects of our courses that are informed by our understanding of the brain.

RM 227   "Mentoring Women in Academia: Examining the Impact on Personal and Professional Success"

(Jennifer O'Loughlin-Brooks, Regina Hughes, Stephanie Tyson)

Being successful in one's chosen career "takes a village." Although individual accomplishment is highly valued in higher education, success typically accumulates through mentoring relationships and broader social networks. This panel will focus specifically on female mentoring in academia and how women provide a valuable resource to mentees in the quest to meet more "balanced" family and career aspirations. Experience, position, and relatability are key assets that make female to female mentoring so powerful. Offering advice and support in regards to institutional acculturation, work and family responsibilities, professional development, and when to "lean in" is advantageous for women in the higher education workplace.

1:00-1:50 P.M.

RM 107   "CultureBump: Connecting Beyond Differences"
(Kay Mizell, Betsy Brody, Kyle Wilkison)

Since Collin has hundreds of international students from seventy-two different countries and natives from different American subcultures, faculty may help students discover common ground when their interpretive frames "bump." A "culture bump" occurs when an individual's culturally-based expectations encounter unexpected or seemingly anathematic behaviors in another culture. Culture bumps produce both cognitive interpretations and emotional disconnection as individuals react to specific cultural differences.

Faculty may lead students to self-reflection and ultimately deeper human connection with this eight-step approach that has been used to train Fulbright Scholars, US military, math and science faculty, translators attentive to allusions, and im migrants in enclaves of communities. The panel will present Culture Bump theory and, with audience participation, three r eal scenarios in which ethnicities, politics, and/or heritages collide. Drs. Brody, Wilkison, and Mizell from the disciplines of Political Science, History, and Rhetoric, respectively, will lead the discussion.

RM 200 "Education for All: Putting Universal Design to Work in Your Classroom"

(Amy Weilert, Kimberly O'Neil)

In this session, we will discuss the history and development of Universal Design for Learning (UDL), its importance as a teaching practice, and an overview of its major principles. Additionally, this session will provide practical examples of how universal design principles can be incorporated into your course design.

RM 218 "Collaborative Interdisciplinary Writing"

(Sean Sutherlin, Khimen Cooper)

In this presentation, we will discuss our experiences teaching our ENGL 1301 courses in collaboration with each other and with faculty from other disciplines. Throughout the semester, we regularly brought our two classes together in one room for combined exercises and for lectures by faculty members from other disciplines (such as Art, History, and Philosophy) on their requirements and expectations for student writing. We will show how this focus on inter-class collaboration and writing across disciplines better enabled our students to write not only for English class but for other classes and ultimately for the workplace. We will demonstrate how to organize a Rhetoric and Composition syllabus around writing assignments that are geared toward other disciplines while maintaining the requirements for an English course.

RM 219 "Why Do I Need to Study That? Connecting the Classroom to Real Life"

(Amira Shaham-Albalancy, David Heitman)

Students often question the need to study certain topics or see class material as something they need to cross from a list as they pursue their "dream job."

We, as professors, are constantly trying to emphasize the importance of not only memorizing for an exam, but also the importance of long-term retention and understanding of classroom material.

In this presentation we will provide examples involving real-life scenarios. Utilizing these type of scenarios facilitates an essential understanding of the connection between a student's acquired knowledge and its usage throughout their health profession career. In addition, we will discuss future ideas for expansion of current methodology to continually improve our ability to connect classroom material to real-life situations.

RM 220 "IMPROVING STUDENTS' WRITING SKILLS THROUGH INDIVIDUALIZED OBJECTIVE-FOCUSED INSTRUCTION"

(Gary Wilson)

Objective-focused individualized college writing instruction can measurably enhance our students' writing skills and continue to provide meaningful benchmarking and assessment strategies. This paper presents the author's ongoing validated pedagogical practices during a several-year period in classroom and online settings that are designed to implement measurable proven instructional routines. The author will present both the qualitative and quantitative findings of his ongoing objective-focused writing instruction. This presentation will show actual qualitative findings obtained through periodic student survey questionnaires encompassing key aspects of the writing process. The author will also demonstrate how to design and implement objective-focused student survey questionnaires using online survey techniques that are designed to establish effective benchmarking of student's writing skill levels. Individualized teaching strategies will also be demonstrated that include student-instructor one-on-one conferences, video conferencing and assessments, and survey-validated findings.

RM 227 "THE BENEFITS OF AD-HOC BROWN BAG LECTURES"

(Brett Burkett, Seema Endley)

College should not and cannot be simply education in the classroom. Too often we fall into a routine where we present information in a certain way, are time-limited to a certain schedule of topics, or end up in a "college-class-as-box" mentality where connections between subjects are hard to establish. Opportunities do exist (e.g., Learning Communities, Book-in-Common) and while these are essential to providing a diverse education, they can miss small-scale topics or presenta-

tion styles that are equally important. For example, in some biology classes, the anatomy and function of snakes is discussed. What about their ecology? That tends to fall under Environmental Science. These could be treated together in a learning community, but aside from a select group of students that would elect to take such a class, what about discussing the societal benefit of snakes with a general audience? A Brown Bag Lecture would be a perfect venue.

1:55-2:45 P.M.

RM 107 "NEW FRONTIERS IN ENGLISH STUDIES: EXPLORING THE DIGITAL HUMANITIES"

(Lisa Kirby)

The use of Digital Humanities is rapidly growing in many disciplines, especially in English studies. This field incorporates digital tools, such as data analysis, geospatial mapping, and textual visualization, to find new ways to study the humanities. Integrating Digital Humanities into the writing and literature curricula allows students to use technology to enrich both their understanding of the course content and to engage more fully with digital resources. Moreover, as Professor Anne B. McGrail points out, at the two-year college specifically, Digital Humanities can "offer empowering tools for students to represent their communities and to challenge inequalities." The field of Digital Humanities models for students active engagement, collaboration, and the importance of community, all characteristics that are especially important at the two-year college. This talk will present research completed during Dr. Kirby's recent sabbatical and provide specific strategies for how Digital Humanities can be integrated into the classroom.

RM 200 "SOBI - RENEWED FOCUS ON CARE-ING "

(John Glass, Executive SOBI Team Members)

SOBI is transitioning to more of a CARE (Campus Assessment, Response, and Evaluation) Team approach in responding to referrals from the Collin Community. As such, our overall strategy will be changing to more direct student contact than in the past. This presentation will be an overview of the expanded approach that we will be implementing soon. This does not change any criteria for referring to SOBI; anyone with a concern about any student and/or behavior should continue to make referrals to SOBI.

RM 218 "LEARNING COUNTS - IMPLEMENTING PRIOR LEARNING ASSESSMENT AT COLLIN"

(Monica Jones, Jim Gilbert, Pat McAuliff, Tonya McMillion)

Higher education, communities, and industry partners are creating a new learning ecosystem to support the "new normal in higher education" – adult learners. Strategies to enhance and support student completion are growing within higher education. Prior learning assessment (PLA) is a means to enhance opportunities for students to earn credit for knowledge gained through training, certifications, and experience. During this presentation, you will learn more about PLA at Collin College and information gained at the Council for Adult and Experiential Learning Conference, specifically:

*Status of PLA at Collin College

*Overview of the PLA Faculty Fellows Program – Workforce Programs

*Development of enhanced PLA opportunities

*Best practices learned from the CAEL Conference

 *Next steps for Collin College

RM 219 "PLICKERS: A LOW-TECH SOLUTION TO INSTANT FEEDBACK"

(Michael Holtfrerich, Cathy Thurman)

Cathy and Michael have been using Plickers, a free instant response system, for years now. All you need are a few cards, that you can print off from the makers, and a teacher's cellphone, plus a computer station at the teacher's desk. You simply pass out the cards to the students at the start of class and then use your own cell phone to record their responses. The one drawback is that every question must be in a multiple-choice format. Come and see how this low tech, yet tech needy system, can be used in any discipline.

RM 220 "NAVIGATING A CO-REQUISITE PAIRING OF INRW AND GENERAL EDUCATION COURSES"

(Cathleen Akers, Salena Parker, Kristi Clark-Miller, Lora Burnett)

Have you been tasked with teaching a co-requisite pairing of a general education (GE) course and an Integrated Reading

and Writing (INRW) course? Are you unclear where to start? Gain a practical introduction to co-requisite course design for teaching a GE course paired with INRW in this session. Panelists will outline key strategies from best practices for making course modifications without diminishing rigor, contextualizing the mutual benefits of the course pairings, developing effective partnerships for the two-instructor approach to co-requisite pairings, and much more.

RM 227 **"'Cultivating a College Culture in the Dual-Credit Classroom"**

(Barbara Hanson, Serena Richards)

The changing paradigm of higher education continues to present educators with both opportunities and challenges. Reforms undertaken in the last few decades have moved the educational endeavor from one of social policy to one of political economy. As educators we have the capacity to meet these challenges by looking at new ways to translate the metrics of this paradigm into a design that maintains the integrity and rigor of our discipline specific content while serving the tenets of a universal curriculum that align with the role of social policy.

Join us for an overview of the tenets of a universal curriculum and a discussion of some of the strategies that we have employed to actualize these tenets in our dual credit classrooms while maintaining the integrity and rigor of our discipline specific content.

2:55 P.M. Department Meetings

Check with your Discipline Lead for room numbers and start time.