

Spring 2017

Faculty Development Conference

Collin Higher Education Center

January 6, 2017



Sharing our Expertise

## MORNING SESSIONS

Room	9:00 –9:40 a.m.
102	"Millennials, Gen X, Gen Next--What Next?: Teaching and Reaching the Students Who Are Not Prepared for the Reality of College Expectations" (Jerry E. Smith, Kristie Clark- Miller, Karen Hanvey)
107	"Team-Based Learning 101 Workshop" (Rebecca Orr, Bridgette Kirkpatrick)
200	"Cooperative Learning in the College Classroom" (Simona Bare)
220	"Understanding COAT: Assessment Practices, Rubric Readiness and Incorporating Results" (Kerry Loinette, Mike McConachie, Rachel Bzostek)
221	"Developing Creativity Inside and Outside the College Classroom" (Lisa Forrester)
222	"2016-2017 Book-in-Common: Interdisciplinary Approaches to Classroom Use" (Betty Bettachi, Lisa Kirby, Delores Zumwalt, Catie Brooks, Charlene Green)
225	"What Degree Audits Reveal . . . and Implications for Constructive Intervention" (Kathleen Fenton, Indalita Holt)
227	"An Interdisciplinary and Community Based Approach to Sustainable Development: A Case Study in Oakland, Maryland" (James Michael Latham)

## MORNING SESSIONS

Room	9:50 –10:30 a.m.
102	"Dual Credit Across the Disciplines: A Faculty Roundtable" (Scott Cheney, Shellene Foster, Giant Aryani, Marc Azard, Kyle Kundomal)
107	"Team-Based Learning 101 Workshop," <i>continued</i>
200	"Gaming: Learning and Teaching" (Kelly Martin)
220	"CAB: Understanding the Curriculum Development Process" (Kerry Loinette)
221	"Collin College Speech Clinics: What Are They and How Can They Benefit Faculty and Students?" (Whitney Pisani, Jillian Deshazo, Diana Sage, Jenny Warren)
222	"Cassius Clay and Antebellum Southern Ideology" (Roger Ward)
225	"Mathematics in Novels and Short Stories" (Chip Galloway)
227	"Honor Societies: Benefits for Students, Faculty and Collin" (Nicole Grose, Jessica Hargis, Zack Shipley, Lauryn Angel, Tracy Meyer)

## MORNING SESSIONS

Room	10:40 –11:20 a.m.
102	"Helping First Generation Students Succeed" (Allison Venuto)
107	"Team-Based Learning 101 Workshop," <i>continued</i>
200	"Academic Art Galleries as a Teaching Resource" (Julie Shipp)
220	"Challenges of Engaging Early College Students" (Karrie Newby, Tanya Sanchez, Gina Perkins, Greg Cox, Roberta Cravo)
221	"Printing Human Blood Vessels: Combining Anatomy and 3 D Printing Skills" (Amira Shaham-Albalabcy, Andrea Szlachtowski)
222	"Elite Vigilantism and Anti-Labor Violence in the Late Nineteenth and Twentieth Centuries" (Chad Pearson)
225	"Assessing Student Progress with Metacognition" (Joan Kennedy, Cathy Molina, Gary Wilson, Kim Nyman)
227	"Work Smarter with Microsoft Word and Excel" (Angela Payne)

## MORNING SESSIONS

*Lunch in Atrium  
after these sessions*

Room	11:30 a.m.-12:10 p.m.
102	"Mindfulness in Academia: Creating a Positive Environment with Social-Emotional Strategies and Contemplative Practices" (Jennifer O'Loughlin-Brooks, Marti Miles-Rosenfeld)
107	"Team-Based Learning 101 Workshop," <i>continued</i>
200	"3 Best Practices in Online Education: Google Docs, Group Work, and Deaf Education" (Mary Anne Andrade, Gloria Cockerell, Sharon Hirschy, Diana Sage, Nirisha Garimella)
220	"Quest: Collin College's NEW Online Undergraduate Research Journal" (Lisa Roy-Davis, Kerry Loinette, Michael Schueth, Jenny Warren, Scott Cheney, Mindy Tomlin)
221	"Motion to Music' Current Research in Interactive Dance Technology" (Chris Morgan, Tiffanee Arnold)
222	"The Design of Rubrics for Use in Science Courses" (Kathleen Kayes-Wandover)
225	"Tall Tales, Excuses and Justifications: Strategies for Addressing Cheating in the Classroom" (Cathy Donald-Whitney, Cheri Jack)
227	"Pedagogical Game Changer: Using Facebook Groups in Your Classes" (Will Geisler)

## AFTERNOON SESSIONS

Room	1:00-1:40 p.m.
102	"A Professor, a Librarian, and a Guide on the Side: Using College Library Resources to Increase Student Engagement" (Brett Adams, Terri Karlseng)
107	"Team-Based Learning Panel Discussion" (Rebecca Orr, Donna Cain, Amina El Ashmawy, James Michael Latham)
200	"From Mess to Success: A Case Study for Creating Video Content for Online Classes" (Roy Brookshire)
220	"The Undergraduate Interdisciplinary Student Research Conference: New Scholarships, Submissions, and Health Science Academy Sessions" (Jenny Warren, Lisa Roy-Davis, Kerry Loinette, Michael Schueth)
221	"Beyond Discipline" (Elaine Zweig)
222	"LDI: Leading Where it Matters" (Debra St. John, Lari Ranta, Judi Wohead, Mike McConachie, Mike Rose, Jessica Hargis)
225	"Memory Magic! Learn All Your Students' Names in the First Week of the Semester" (Ryan Rynbrandt)
227	"Travel Hacking 101: How to Travel the World for Cheap (or free!)" (Matt Diggs)

## AFTERNOON SESSIONS

*Department Meetings  
after these sessions*

1:45 –2:25 p.m.

102	"SOBI/Campus Safety" (Terrence Brennan, John Glass, Carie Dippel, Amy Throop, Bill Taylor)
107	"Autism Spectrum Disorders in the Classroom: Best Practices for Classroom Management and Accommodation" (Amy Myrick, Cheri Jack)
200	"Online Synchronous Communication" (Kelly Martin, Ann Blackman)
220	"Can the 'Flipped Learning' Approach to Teaching Pre-Calculus Work?" (Sofya Antonova)
221	"Working with Barnes and Noble for Textbook Adoptions" (LaTonya Pate)
222	"Highlighting Service Learning Pedagogy" (Suzanne Jones, Kim Nyman, Martha Chalhoub, Sonia Iwanek, Karen Larmon)
225	"The Times They Are A-Changing: Creative Pedagogies for Millennials" (Gary Wilson, Kat Balch)
227	"'Two Cheers' for an Intentionally Unorganized -Though Structured-Approach to Teaching History " (Mark D. Popowski)

## PROGRAM DETAILS

9:00-9:40 A.M.

**RM 102 "MILLENNIALS, GEN X, GEN NEXT--WHAT NEXT?: TEACHING AND REACHING THE STUDENTS WHO ARE NOT PREPARED FOR THE REALITY OF COLLEGE EXPECTATIONS"**  
*(Jerry E. Smith, Kristie Clark-Miller, Karen Harvey)*

Greater numbers of students are seeking college, but greater numbers than ever are unable to do things that have been the 'expected norm' of college students, such as: taking notes, writing an outline, creating a study guide for exam preparation, or even basic research. Increasingly, college professors are spending less time teaching their subject, and more time trying to re-teach basic skills that students have not acquired in four years of high school. This panel discussion will present observations from the Core Curriculum classroom, the College Success classroom, and the Online classroom, while seeking to compile data shared by attending faculty of both issues and their successful working strategies. Further, the panel would like to discuss the alternatives to effectively teaching college preparedness, beyond the incidental teaching that may not occur successfully in an already crowded classroom curriculum or as a brief encounter in New Student Orientation.

**RM 107 "TEAM-BASED LEARNING 101 WORKSHOP"**  
*(Rebecca Orr, Bridgette Kirkpatrick)*

Team-based learning (TBL) is an active learning strategy that enhances student learning, understanding, and retention of content while building interpersonal skills. Central to this strategy is training students to be responsible for their own learning so that they come to class prepared to engage in higher level thinking and problem solving. This workshop is a hands-on introduction to TBL. It is conducted in the TBL format to demonstrate the process, while giving participants the student experience. Participants must prepare ahead, participate in the RAT process, and engage actively with their assigned team members. The structure, process and essential characteristics of an effective TBL module are emphasized. Pre-registration is required.

**RM 200 "COOPERATIVE LEARNING IN THE COLLEGE CLASSROOM"**  
*(Simona Bare)*

This hands-on workshop will serve as an introduction to the principles of Cooperative Learning. Participants will gain basic

knowledge of the principles of Cooperative Learning through the use of concrete strategies and techniques. After participating in the workshop, instructors will be able to plan a cooperative session for their class and incorporate Cooperative Learning in their teaching. Furthermore, they will gain experience on how to create a positive collaborative classroom environment.

**RM 220 "UNDERSTANDING COAT: ASSESSMENT PRACTICES, RUBRIC READINESS AND INCORPORATING RESULTS"**

*(Kerry Loinette, Mike McConachie, Rachel Bzostek)*

This panel discussion features members of the Core Objective Assessment Team (COAT) discussing assessment issues. Topics to be addressed include creating assignments for assessment, understanding COAT rubrics, and utilizing COAT results in the classroom.

**RM 221 "DEVELOPING CREATIVITY INSIDE AND OUTSIDE THE COLLEGE CLASSROOM"**

*(Lisa Forrester)*

This session will offer strategies to bring more innovation and creativity into our classrooms through theory, practice, and encouragement by incorporating suggested readings, textbooks, assignments, and research for teaching and learning.

**RM 222 "2016-2017 BOOK-IN-COMMON: INTERDISCIPLINARY APPROACHES TO CLASSROOM USE"**

*(Betty Bettachi, Lisa Kirby, Delores Zumwalt, Catie Brooks, Charlene Green)*

An interdisciplinary panel will discuss their approaches to using the 2016-2017 Book-in-Common, *The Zookeeper's Wife*, by Diane Ackerman.

**RM 225 "WHAT DEGREE AUDITS REVEAL . . . AND IMPLICATIONS FOR CONSTRUCTIVE INTERVENTION"**

*(Kathleen Fenton, Indalita Holt)*

Collin's Quality Enhancement Plan focuses on early selection of a degree plan to increase completers. Come see how 800 Collin students are progressing through the maze of options that comprise their degree plans. What can we learn from the pathways taken and the roads untraveled? What does the evidence suggest about the most effective ways to support their progress? When they aren't taking courses that apply to their degree or certificate goal, what are they taking? Are there advising or enrollment strategies that Collin College could adopt to increase the number of students who

transfer or leave with Collin credentials rather than only having "some college" credits?

**RM 227 "AN INTERDISCIPLINARY AND COMMUNITY BASED APPROACH TO SUSTAINABLE DEVELOPMENT: A CASE STUDY IN OAK-LAND, MARYLAND"**

*(James Michael Latham)*

The American Institute of Architecture (AIA) Sustainable Development Assessment Team (SDAT) program is a community assistance program that focuses on the principles of sustainability. The SDAT program is based on the AIA's goal of helping communities create a sustainable relationship between humans, the natural environment, and place. This presentation will focus on an interdisciplinary application to revitalize an economically distressed rural community in western Maryland. The project incorporates volunteer professionals including architects, urban designers, landscape architects, planners, hydrologists, economists, and attorneys to work with community decision-makers and stakeholders to help them develop a vision and framework for a sustainable future. The core components of the project focus on urban design and connections downtown, economic development, downtown organization, heritage tourism, and land use/planning.

**9:50-10:30 A.M.**

**RM 102 "DUAL CREDIT ACROSS THE DISCIPLINES: A FACULTY ROUNDTABLE"**

*(Scott Cheney, Shellene Foster, Giant Aryani, Marc Azard, Kyle Kundomal)*

This faculty-led roundtable will highlight strategies for teaching in the dual credit classroom. We will address how dual credit experiences are different at our various campuses, centers, and partner ISDs. We will also discuss new developments in dual credit at Collin and across the state. Hear what other faculty members across the disciplines are doing and ask questions! One of our Collin College Dual Credit administrators (Raul Martinez or Sabrina Belt) will be in attendance to answer questions as well.

**RM 107 "TEAM-BASED LEARNING 101 WORKSHOP," CONTINUED**

**RM 200 "GAMING: LEARNING AND TEACHING"**

*(Kelly Martin)*

"After years of research proselytizing, the proponents of digital game-based learning (DGBL) have been caught unaware. Like the person who is still yelling after the sudden cessation of loud music at a party, DGBL proponents have been shouting to be heard above the prejudice against games. But now, unexpectedly, we have everyone's attention" ~Richard Van Eck. I begin with a simple question: "Why not integrate gaming with what we, as teachers, often consider 'academic learning', or better yet design new pedagogical paradigms and courses modeled on gaming and gaming practices?" The question seems daunting and the answer seems very complex, but the good news is much of the work has already been done for us! There exists a copious body of literature on the subject of educational gaming, and the purpose of this presentation is to introduce some of the literature and games that can be used in and out of the classroom.

**RM 220 "CAB: UNDERSTANDING THE CURRICULUM DEVELOPMENT PROCESS"**

*(Kerry Loinette)*

Members of the Curriculum Advisory Board (CAB) outline the curriculum development process. Topics addressed include initiating curriculum changes, presenting at a CAB meeting, and creating new workforce programming.

**RM 221 "COLLIN COLLEGE SPEECH CLINICS: WHAT ARE THEY AND HOW CAN THEY BENEFIT FACULTY AND STUDENTS?"**

*(Whitney Pisani, Jillian Deshazo, Diana Sage, Jenny Warren)*

Members of the Collin College Speech Committee will explain the opportunities and benefits of having both students and faculty participate in Speech Critique Clinics. Speech Critique Clinics run throughout each semester and offer both students and faculty an opportunity to gain valuable feedback and essential practice for an upcoming presentation. Clinics are not limited to specific disciplines, and students may attend and practice for either individual or group presentations. Clinics provide students targeted feedback which allows students to further excel when presenting in your class. Longer and more in depth sessions are also available for faculty members to help prepare for a specific, upcoming public speaking occasion. The details, opportunities, and benefits of attending a Speech Clinic will be explained in this presentation.

**RM 222 "CASSIUS CLAY AND ANTEBELLUM SOUTHERN IDEOLOGY"**

*(Roger Ward)*

Cassius Marcellus Clay was a prominent Kentucky planter, politician, and statesman, as well as cousin to the more famous Henry Clay, during the nineteenth century. Not only did Cassius Clay lead an interesting life, attested to by the numerous biographies written about what would otherwise be a middling political figure at best, he also held attitudes about the larger issues of the day that seem to be contradictory – he published an abolitionist newspaper and donated money for the establishment of a school geared toward educating African Americans at the same time that he continued to prosper economically through the use of slave labor. This suggests that Clay did not fit the mold with regard to typical southern ideology. Scholarly work on southern intellectual history of that time, when taken collectively, demonstrates that southern ideology was not merely a monolithic pro-slavery defense but was much more nuanced.

**RM 225 "MATHEMATICS IN NOVELS AND SHORT STORIES"**

*(Chip Galloway)*

The thesis of C. P. Snow's influential and controversial 1959 book *The Two Cultures* states that western society has been split into two cultures – the sciences and the humanities. If such a cultural divide has indeed existed, this gap has been narrowed by instances in which mathematics has been integrated into literary works. In this session, we will explore this integration of mathematics specifically in novels and short stories and discuss not only how mathematics has at times been integrated into literature, but how some works of literature have had an impact on mathematical problems or theories. Novelists to be discussed include Leo Tolstoy, Fyodor Dostoevsky, Jonathan Swift and Mark Twain. We will also have a discussion about what is arguably the most famous work of all mathematical fiction: *Flatland* by Edwin Abbott Abbott. Attend this session to explore what is called "humanistic mathematics," reaching across the artificial divide between mathematics and the humanities.

**RM 227 "HONOR SOCIETIES: BENEFITS FOR STUDENTS, FACULTY AND COLLIN"**

*(Nicole Grose, Jessica Hargis, Zack Shipley, Lauryn Angel, Tracy Meyer)*

Students thrive when they have a sense of belonging. Too often Collin students struggle to view Collin as more than "that place they go to class". Honor societies provide both a social and a scholastic niche that students need. These societies provide a foundation for

students to build confidence, knowledge, and support groups, which often follow them as they transfer to four year institutions. Students who join and engage in honor societies develop academic skills, which transfer into intelligent classroom discussions, articulate papers, and leadership. As students grow within these societies, they have the opportunity to participate in awards programs, win scholarships, and stand out in transfer applications. Join the advisors of Phi theta Kappa, Psi Beta, and Sigma Kappa Delta to learn about the benefits students, faculty and Collin receive with active participation in Honor Societies.

## 10:40-11:20

### RM 102 "HELPING FIRST GENERATION STUDENTS SUCCEED"

*(Allison Venuto)*

Please join us for an interactive presentation of ways we can help first-generation students and students from historically underserved populations become more successful learners. We will discuss teaching strategies, resources, and the growth mindset.

### RM 107 "TEAM-BASED LEARNING 101 WORKSHOP," CONTINUED

### RM 200 "ACADEMIC ART GALLERIES AS A TEACHING RESOURCE"

*(Julie Shipp)*

I will address how Academic Galleries are now considered multi-disciplinary teaching resources in galleries and universities, citing articles about this topic. Visual problem-solving, cultural connectivity, critical thinking skills, and verbal skills can improve by using the art within the gallery as an aid.

### RM 220 "CHALLENGES OF ENGAGING EARLY COLLEGE STUDENTS"

*(Karrie Newby, Tanya Sanchez, Gina Perkins, Greg Cox, Roberta Cravo)*

Engaging early college students is fraught with challenges. These include continuous extracurricular activity interruptions, homecoming, individual student stressors, etc. Students are also expected to step outside of their comfort zones to meet rigors of traditional college, review for tests on their own without review sheets upon which both questions and answers are provided, have a single attempt at tests, meet deadlines/time management, and attend class. Engaging early college students requires mutual respect of which increases student involvement, mixing theory/application, life-skills, professionalism, personal responsibilities, and other

methods of differentiating student learning outcomes and achievements. This can only be accomplished by fostering open communication between students, high school staff, and college faculty to cultivate and further develop a culture of competence and compassion to meet challenges. It is a work in progress, and we must remember early college students arrive as dormant scholars eager to bloom.

### RM 221 "PRINTING HUMAN BLOOD VESSELS: COMBINING ANATOMY AND 3D PRINTING SKILLS"

*(Amira Shaham-Albalabcy, Andrea Szlachtowski)*

3D printing has become an important tool in medical fields: printing tissues, using as a tool for surgery preparation and creating replacement limbs to name a few of the uses. In the pilot project, the students of Human Anatomy and Physiology wrote instructions for printing of blood vessels. The CADD students reviewed the instructions and created the appropriate design that eventually was printed. We will present the results and discuss how such cooperation can be expended and serve as an opportunity to expose students to additional professional and career opportunities.

### RM 222 "ELITE VIGILANTISM AND ANTI-LABOR VIOLENCE IN THE LATE NINETEENTH AND TWENTIETH CENTURIES"

*(Chad Pearson)*

This presentation will explore the origins, durability and limitations of elite, anti-labor vigilante organizations in the late nineteenth and early twentieth centuries. I will examine the long history of these groups and investigate a number of questions raised by many studies: How successful were vigilantes in establishing their goals? What barriers did they face? In what ways did their organizations evolve? Were there significant differences between rural and urban-based vigilante organizations? And how did public sector law enforcement agencies relate to private violent organizations?

### RM 225 "ASSESSING STUDENT PROGRESS WITH METACOGNITION"

*(Joan Kennedy, Cathy Molina, Gary Wilson, Kim Nyman)*

Metacognition offers a self-reflective mechanism for students to examine their thought processes for developing essays. After I have returned graded essays with the rubric attached, I provide a handout that defines metacognition and explains the process. In their journals, students must think reflectively on how they completed the task and met the deadline. Metacognition allows students to assess their ability to connect choices, actions, and conse-

quences to ethical decision-making when completing the assignment. Seven questions guide students in this process. The intention is to work toward improvement on the next essay assignment.

**RM 227 "WORK SMARTER WITH MICROSOFT WORD AND EXCEL"**

*(Angela Payne)*

Microsoft Word, PowerPoint, and Excel allow you to create your own styles and shortcuts. In this session, the presenter will demonstrate how to implement shortcuts, create enhanced charts, and filter/sort Excel tables.

## **11:30 A.M.-12:10 P.M.**

**RM 102 "MINDFULNESS IN ACADEMIA: CREATING A POSITIVE ENVIRONMENT WITH SOCIAL-EMOTIONAL STRATEGIES AND CONTEMPLATIVE PRACTICES"**

*(Jennifer O'Loughlin-Brooks, Marti Miles-Rosenfeld)*

The increased use of technology affects us all, especially our students. In our world of online classes, learning management systems, virtual tutoring, Instagram, Twitter, and texts, now, more than ever before, we all--educators and students alike--need to stop, unplug, stretch, breathe, and connect. Come learn strategies that will help ease the stress of the teaching and learning process while strengthening the social connections within the academic environment. This session provides research-based strategies and practical applications of ways to step away from electronics, enhance our social connections, and take care of ourselves and those we teach.

**RM 107 "TEAM-BASED LEARNING 101 WORKSHOP," CONTINUED**

**RM 200 "3 BEST PRACTICES IN ONLINE EDUCATION: GOOGLE DOCS, GROUP WORK, AND DEAF EDUCATION"**

*(Mary Anne Andrade, Gloria Cockerell, Sharon Hirschy, Diana Sage, Nirisha Garimella)*

Ann Blackman and Sharon Hirschy: "Integrating Google Docs in your Canvas Course Groupwork Online"

Gloria Cockerell: "Canvas and Small Groups"

Diana Sage: "Terrific Teamwork: Seven Secrets for Student Success in Online Group Projects"

Nirisha Garimella: "Online Deaf Education"

**RM 220 "QUEST: COLLIN COLLEGE'S NEW ONLINE UNDERGRADUATE RESEARCH JOURNAL"**

*(Lisa Roy-Davis, Kerry Loinette, Michael Schueth, Jenny Warren, Scott Cheney, Mindy Tomlin)*

With the acquisition of Digital Commons at Collin College, a new online undergraduate student research journal called Quest has been launched. The journal accepts faculty-mentored student research and research in progress for publication online through the Digital Commons platform. In this session, we will present information about the journal's first publication, the submission and editorial process, discuss and outline the growth of the journal, and also outline the journal's potential impact as a pedagogical tool in classrooms across the district.

**RM 221 "'MOTION TO MUSIC' CURRENT RESEARCH IN INTERACTIVE DANCE TECHNOLOGY"**

*(Chris Morgan and Tiffanee Arnold)*

In the emerging field of interactive dance technology, there are three dominant approaches including touch-sensitive floors and video-based motion capture systems. This current research is an example of the third area in which dancers wear motion-tracking devices such as flex sensors and accelerometers. With the advent of smart devices equipped with multiple accelerometers, it is now accessible for dancers to wear and send their device's motion-tracking data to a computer for initiating and sculpting the sound and music they are choreographing. In addition, the dancer can now also choose to highlight their physical gestures with a grammar including sonic reflection, amplification, shading and so on. In essence, it turns the music-choreography paradigm upside down with the dancer effectively creating their own music-sound gestures to accompany their movement in contrast to the historical approach of choreographing pre-composed music. This presentation will include a performance as well as a demonstration of the interactive dance-sound synthesis interface.

**RM 222 "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 students, 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 interactive workshop will specifically ad-



dress the careful design and use of rubrics in science labs, but this information could potentially benefit other disciplines.

**RM 225 "TALL TALES, EXCUSES AND JUSTIFICATIONS: STRATEGIES FOR ADDRESSING CHEATING IN THE CLASSROOM"**

*(Cathy Donald-Whitney, Cheri Jack)*

According to Saana, Ablordeppy, Mensah, & Karikari (2016), "Integrity in academic work is a critical benchmark for every profession" (p 1). However, the goal of many students in higher education today is to achieve their performance objective (i.e., the grade) regardless of how the grade was "earned." Receiving a satisfactory grade is more important than mastery of the course content. In addition, it does not matter whether the subject is in the student's chosen field of study. Therefore, it becomes increasingly imperative that faculty are equipped with the tools to effectively structure course assessments to facilitate academic integrity and reduce scholastic dishonesty. In an era of enhanced technology and tech-savvy students, it is important for faculty to be aware of methods used to circumvent the learning process. In this presentation, we will discuss strategies to create a more ethical learning-centered environment. In addition, proactive strategies will be shared to help reduce occurrences of scholastic dishonesty.

**RM 227 "PEDAGOGICAL GAME CHANGER: USING FACEBOOK GROUPS IN YOUR CLASSES"**

*(Will Geisler)*

This session will focus on the utilization of social media in Face-to-Face, Hybrid, Blended, and Online courses. Professor Geisler will conduct a hands-on session on the purpose and use of Facebook groups in the classroom. This session is applicable to all disciplines. As we know, Facebook is ubiquitous and is used heavily by our students. Professor Geisler will show how and why Facebook is superior to what can be done with Canvas or with publisher content.

**12:10 P.M. LUNCH SERVED IN 135**

**1:00-1:40 P.M.**

**RM 102 "A PROFESSOR, A LIBRARIAN, AND A GUIDE ON THE SIDE: USING COLLEGE LIBRARY RESOURCES TO INCREASE STUDENT ENGAGEMENT"**

*(Brett Adams, Terri Karlseng)*

This presentation describes the development of a research project for history 1301 and 1302 courses that use academic databases available through the college library. This project was a result of a collaborative effort between a librarian and a faculty member to foster digital literacy, meet desired learning outcomes, teach research skills that will help students throughout their college career, and increase student engagement. The goal was to create a fully digital research project that could be deployed across multiple teaching modalities.

**RM 107 "TEAM-BASED LEARNING PANEL DISCUSSION"**

*(Rebecca Orr, Donna Cain, Amina El Ashmawy, James Michael Latham)*

Team-based learning (TBL) is an active learning strategy that is being successfully implemented by Collin College faculty in a variety of disciplines. This panel is intended to provide information to those considering TBL for their course as well as to share best practices with faculty that have begun their implementation of TBL. We will discuss the benefits and challenges of TBL for a variety of students, including dual-credit, core courses and courses required for pre-professional programs. Additionally, specific examples of technology that can be used to facilitate your TBL classroom success will be highlighted and discussed, as time permits.

**RM 200 "FROM MESS TO SUCCESS: A CASE STUDY FOR CREATING VIDEO CONTENT FOR ONLINE CLASSES"**

*(Roy Brookshire)*

The eCollin Learning Centers (eLC) are asked to help record speakers and presentations all the time, but is this the best approach to creating online content for classes? This discussion will look at a specific case study involving creating online video content and how the eLC was able to help in the entire creation process for online content.

**RM 220 "THE UNDERGRADUATE INTERDISCIPLINARY STUDENT RESEARCH CONFERENCE: NEW SCHOLARSHIPS, SUBMISSIONS, AND HEALTH SCIENCE ACADEMY SESSIONS"**

*(Jenny Warren, Lisa Roy-Davis, Kerry Loinette, Michael Schueth)*

Over the past eight years, the UISRC has seen research from students at Collin College, University of North Texas, Southern Methodist University, University of Texas– Dallas, University of Texas - Arlington, Texas A&M University-Commerce, San Angelo State, University of Houston, Texas Woman's University, University of Kansas, and the University of Ontario, to name just a few. In addition to the annual presentations, catering, and key-note speaker, the conference will now award scholarships in two categories (Collin student & Health Science Academy student), as well as "Top Paper" honors in three categories (two-year institution, four-year institution, and HSA). Additionally, the submission process will change dramatically with the creation of Collin's Digital Commons. At this session, we will discuss these changes and brainstorm new ideas. We will invite attendees to join the UISRC planning committee as well. If you've ever wanted to participate in the conference, learn more about it, or simply have enough information to encourage your students to participate, please plan to attend!

**RM 221 "BEYOND DISCIPLINE"**

*(Elaine Zweig)*

The ever increasing needs of children and the ever changing expectations of society are on a collision course with the growing demands on our education system. Schools must respond by providing support and guidance for all students to learn effectively. Educators continue to seek equity for all students. The question of what constitutes a developmentally, culturally sensitive discipline system exists. Disciplinary techniques and approaches play an equal role with instructional techniques in ensuring student success. There is a wide variety of practices in school systems and classrooms. Many students come from other countries where disciplinary practices are based on their culture, which are sometimes in direct conflict with the guidance practices used in classrooms in Texas. This conflict can lead to misunderstandings, lack of achievement and ultimately failure of the child.

**RM 222 "LDI: LEADING WHERE IT MATTERS"**

*(Debra St. John, Lari Ranta, Judi Wohead, Mike McConachie, Mike Rose, Jessica Hargis)*

Faculty will discuss the inclusion of leadership development in the core course curriculum. The purpose of academic courses and the co-curricular activities associated with this Leadership Development initiative will be examined. Too often people are thrust into leadership positions with little or no experience. As our students prepare to further their education or enter the workforce, Collin strongly supports the responsibility of helping our students prepare for what lies in front of them. Studies show that leadership training helps build self-confidence, an individual's ability to clarify their goals, increase synergy through teamwork, and master effective communication and introspective thinking. Through the Leadership Development Institution (LDI) and Leadership Empowerment and Development (LEAD) programs students have the opportunity to learn not only that "who" leads matters, but "how" they lead matters more. The need to help students develop leadership skills and knowledge in and out of the classroom will be explored.

**RM 225 "MEMORY MAGIC! LEARN ALL YOUR STUDENTS' NAMES IN THE FIRST WEEK OF THE SEMESTER"**

*(Ryan Rynbrandt)*

Using techniques developed thousands of years ago and practiced today by competitors in memory competitions (yes, they do exist!), even professors with average memories can learn all of their students' names in the first week of class. More than just an impressive trick, learning and using students' names quickly can increase student engagement and investment in the classroom and improve professor interactions with students. The presenter will discuss the techniques themselves, his experience with using them, and the benefits and challenges of using them.

**RM 227 "TRAVEL HACKING 101: HOW TO TRAVEL THE WORLD FOR CHEAP (OR FREE!)"**

*(Matt Diggs)*

Research consistently points to the positive impacts of traveling (and planning travel) on one's health and well-being. For many, the thought of domestic and international travel seems great until the bill comes due. Professor Matt Diggs has spent several years unwinding and looking through frequent flyer miles and credit card programs to learn how to get the best value out of the spending you're already doing and the credit cards you may already have.

Learn the basics of the major frequent flyer programs, hotel rewards programs and rental car tricks and tips. By the end of the program, you can start to piece together your next vacation for pennies on the dollar.

## 1:45-2:25 P.M.

### RM 102 "SOBI/CAMPUS SAFETY"

*(Terrence Brennan, John Glass, Carie Dippel,  
Amy Throop, Bill Taylor)*

The Strategies of Behavioral Intervention Committee (SOBI), Collin College Police Department (CCPD), and Dean of Students Office (DOS), will be discussing The Bystander Effect (one session), Classroom Management (one session), and Campus Safety/Campus Carry (one session).

### RM 107 "AUTISM SPECTRUM DISORDERS IN THE CLASSROOM: BEST PRACTICES FOR CLASSROOM MANAGEMENT AND ACCOMMODATION"

*(Amy Myrick, Cheri Jack)*

This session will provide a brief overview of Autism Spectrum Disorders including behaviors and challenges that faculty may see in their classrooms as well as provide specific strategies for classroom management and behavioral interventions and provide guidelines for working with the ACCESS office and the Dean of Students office to improve student success for all students.

### RM 200 "ONLINE SYNCHRONOUS COMMUNICATION"

*(Kelly Martin, Ann Blackman)*

It is no secret that communication, with any form of instruction, is the crux of sound teaching. In fact, asynchronous communication has come to the forefront of best practices. However, synchronous communication in the virtual classroom has yet to take an equally impressive role. This presentation will therefore focus on the value that synchronous "meetings" bring to classes of all types, in all disciplines. Specifically, we will look at theory and current research, best teaching practices, and practical considerations.

### RM 220 "CAN THE 'FLIPPED LEARNING' APPROACH TO TEACHING PRE-CALCULUS WORK?"

*(Sofya Antonova)*

This presentation will explore methodology and implementation of

the hybrid format of teaching Pre-calculus at Collin. Several approaches will be discussed that can be applied to any class to help students build a better understanding of mathematical concepts in the classroom and outside of it. Data collected from over 140 students about their experience will be demonstrated and discussed. The objective is to share with colleagues a successful implementation of the hybrid class format at Collin College. Handouts of the Power Point Presentation and the Statistical Data Analysis made by the presenter will be distributed to facilitate more questions about the project.

### RM 221 "WORKING WITH BARNES AND NOBLE FOR TEXTBOOK ADOPTIONS"

*(LaTonya Pate)*

### RM 222 "HIGHLIGHTING SERVICE LEARNING PEDAGOGY"

*(Suzanne Jones, Kim Nyman, Martha Chalhoub,  
Sonia Iwanek, Karen Larmon)*

Service Learning is a hands-on educational pedagogy that partners discipline specific learning objectives, critical thinking, and critical reflection with robust research and meaningful service in response to a community need (Collin College, 2016). Join us to learn about examples of Service Learning projects across numerous disciplines. Professors who use service learning pedagogy will discuss their favorite projects and show how they link these projects to their Student Learning Outcomes, Collin College's Core Values, and the Texas Higher Education Board Objectives. Leave with the tools and knowledge to develop your own project.

### RM 225 "THE TIMES THEY ARE A-CHANGING: CREATIVE PEDAGOGIES FOR MILLENNIALS"

*(Gary Wilson, Kat Balch)*

Current research validates that that new and evolving influences in lifestyles and technologies are key factors prompting change in the ways we teach the millennial generation. College instructors can complain all we want about the shift away from traditional modes of literacy and the ways we teach, however, as the cognitive attention of the millennial student shifts, we must develop relevant pedagogies with multiple (and varied) opportunities for them to acquire critical literacies. The end goals don't change—just the strategies needed to get there! This workshop presentation aims to help college instructors who are interested in improving their instructional strategies to millennials by showing current needs validated by re-

search and recommending teaching strategies that will arm our fellow colleagues with the skills, tools, and confidence needed to step out of the routine and scripted teaching approaches into the emerging interactive, multi-modal world of 21st-century instruction.

**RM 227 "TWO CHEERS' FOR AN INTENTIONALLY UNORGANIZED-THOUGH STRUCTURED-APPROACH TO TEACHING HISTORY"**

*(Mark D. Popowski)*

I began my teaching career as a dedicated lecturer, but a few years ago—for various reasons—I abandoned the lecture and adopted an intentionally unorganized approach. Instead of conceptualizing my role as presenting a certain set of material that I had to get through in the classroom—an approach begging for organization (to do it well)—I posited events, persons, or topics without a certain set of information that had to be covered. Certainly, this approach does not lack structure (which both precedes and informs discussion of these events, persons, or topics), but within these mostly unavoidable structures, there can be a relatively unplanned discussion, at least to the real-time participants because of the complexity and spontaneity of human interaction. I cannot know the direction and outcome of our deliberation. The content itself is less narrative-driven and more reflective (for the sake of discussion), which integrates it with the method, which itself is the process of reflection—both seeking the following: thinking about, thinking through, and (hopefully) thinking anew. Though this approach has many deficiencies (in my own experiences), it may be the future of teaching history. Historians, as they know, given our age of information, cannot simply be “fact machines” or clever at organizing historical phenomena into patterns or causation schematics. We cannot win this battle against the machines and the economic expediency of a software-based education. The future of historical education must be focused, not on relaying, but on reflecting, principally through the act of thinking (via deliberation), which centers historical education on human persons thinking, not simply acquiring information.

**2:45 P.M. DEPARTMENT MEETINGS**

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

**IMPORTANT DATES**

**JANUARY 6, 2017**

2:45 p.m. Department Meetings—CHEC  
(Room/start time determined by Discipline Lead)

**JANUARY 9, 2017**

3:00 p.m. COAT Meeting—CHEC 225

**JANUARY 10, 2017**

All Day eLC-eLearning Day-see website for schedule  
1:00 p.m. Dual Credit Faculty Orientation-CHEC 200

**JANUARY 11, 2017**

8:00 a.m. Service Learning Faculty Camp—  
Contact Terry Hockenbrough for more info.

**JANUARY 12, 2017**

10:00 a.m. Academic Planning Coach Training Session—CHEC 108  
12:00 p.m. New Faculty "What's What" Symposium—CHEC 105

**JANUARY 13, 2017**

10:00 a.m. Academic Planning Coach Training Session—CHEC 108  
1:30 p.m. Council on Excellence—CHEC 102

**JANUARY 16, 2017**

Martin Luther King Holiday

**JANUARY 17, 2017**

Spring Classes Begin

**JANUARY 20, 2017**

12:30 p.m. Faculty Council Meeting—CHEC 139



Hosted by Teaching and Learning/Academic Services,  
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