

Thursday, January 4th, 2024

Lunch

DETAILED PROGRAM OF LIVE EVENTS

Thursday, January 4th, 2024

8:15 am: Frisco Conference Center

Sign-in and breakfast (continental)

9:00 am – 9:50 am Sessions

Location, Length & Session Type	Title, Presenters, and Abstract
J102 9:00-9:20 am Short Session	<p>What's in a Word? Teaching Vocabulary in Today's College Courses</p> <p><i>Lubna Javeed</i> <i>Amanda Field</i></p> <p>Vocabulary is a key concept for comprehension and overall academic success. However, vocabulary is a challenging concept to grasp because it requires knowledge of words, including their structure, use, meanings, discipline, and ties to other words all of which characterize a student's capacity to master content in today's classroom. As students struggle to recall vocabulary from course readings and lectures, the adoption of active learning practices to improve students' retention and engagement across disciplines is becoming increasingly vital. The purpose of this presentation is to offer faculty effective and helpful strategies for supporting academic vocabulary in their classroom instruction.</p>
J 103 9:00-9:50 am Long Session	<p>Breaking The [m]Old: Remixing The Traditional Classroom for Student Success</p> <p><i>Khimen Cooper</i> <i>Casey Carter</i> <i>Michael Latham</i></p> <p>In this 50-minute panel presentation, four professors will share their diverse strategies for enhancing student engagement and success. These approaches include Team Based Learning, Learning Communities, and a Choose-Your-Adventure course. Professors Carter, Latham, and Cooper will provide brief insights into their methods, highlighting the benefits to students and the challenges they've faced. They will also offer handouts for further details on these pedagogical methods and engage in a Q&A session at the end.</p>

J105 9:00 – 10:50 am Long Session	Closing the Gap: Strategies for Addressing Learning Disparities in Higher Education <i>Deartra Boone</i> <p>In the contemporary landscape of higher education, the existence of learning gaps poses a critical challenge to educators, especially since our students were in a pandemic for two years. This workshop aims to provide insights about learning gaps, equipping participants with ideas to address them. Through an exploration of the diverse forms and underlying causes of learning disparities, the workshop emphasizes the importance of recognizing learning gaps, working to help students with these gaps, leveraging technology, and fostering collaborative support systems. They will discuss learning gaps and collaborate to create an assignment to help with a chosen learning gap.</p>
J106 9:00- 9:50 am Roundtable	Engaging Students with the Community: Creating a Service Learning Project for Your Course <i>Pamela Gaiter</i> <i>Elizabeth Mellott</i> <i>Gina Perkins</i> <p>Service learning provides academic content to real-world applications in an organized setting. Students gain hands-on knowledge; an awareness of community needs and critically reflect on the learning experience. Presenters will provide an overview of service learning, how to begin, and share examples from professors in various disciplines. Afterward, attendees will create a service-learning project for one of their courses during the roundtable discussion. Attendees are encouraged to bring a syllabus or consider a learning objective to share with the group. This presentation is for beginners and those experienced with service learning so that everyone can learn from each other.</p>
J107 9:00 -9:50 am Roundtable	Dual Credit Open Forum: Questions, Answers, and Research <i>Nicole Donawho</i> <i>Laura Clark</i> <p>The purpose of this session is to provide attendees with some basic updated information on dual credit research and information, as well we create a space where attendees can ask questions about dual credit practices.</p>
	6 (or more) Easy to Employ Strategies for Fostering Connection through Communication

J102 9:30 -9:50 am Short Session	<p><i>Judi Wohead</i> <i>Jillian Deshazo</i></p> <p>We will provide a range of activities, tools, and strategies tailored for the first week of a new semester when you are breaking the ice with a new set of learners. Furthermore, we will offer valuable tips for connecting with students throughout the entire semester. These concise and actionable ideas will enable instructors to convey caring and compassion while establishing meaningful connections with students. Our objective is to facilitate sustained, effective communication that fosters rapport and mutual understanding within the college classroom.</p>
	10:00 – 10:50 a.m. Sessions
J101 10:00 -10:20 am Short Session	<p>Point Incentivized Flipped Classroom</p> <p><i>Michael Holtfrerich</i></p> <p>We will look at the structure and the success of a point-incentivized flipped classroom approach in College Algebra. Even though I used this approach in my math class, I believe it could be used in any course.</p>
J102 10:00 – 10:20 am Short Session	<p>Roll with the Changes: The Course Syllabus Before, During, and After the Semester</p> <p><i>William Brannon</i></p> <p>The focus on the composition of the course syllabus involves necessary information to include in the document and the most effective designs for the document. This presentation seeks to achieve two objectives. First, common situations likely to require revisiting and possibly revising the course syllabus before the conclusion of the course will be identified. Second, viable strategies to consider when updating the course syllabus will be discussed. Careful consideration of these topics will enable faculty to continue to ensure that a course syllabus achieves its primary goals.</p>
J103 10:00 -10:50 am Long Session	<p>AI is AOK! Positive Uses of Generative AI in the Classroom</p> <p><i>Steve Kellmeyer</i> <i>Mindi Bailey</i> <i>Mindy Tomlin</i> <i>Amira Shaham-Albalancy</i> <i>Thomas Ehrhart</i></p>

	<p>There is a lot of talk about how generative artificial intelligence (GAI), like ChatGPT, is wreaking havoc with assignments with course assignments. It is easy to get negative about the future of higher education in light of all that GAI can do and our students' willingness to use it. This panel is focusing on the positive: how are professors using GAI in their courses with good results. The panelists will be from a variety of disciplines. They will be sharing how they have used GAI in their courses with positive outcomes. There will be time for active sharing of ideas.</p>
<p>J104 10:00 -10:50 am Long Session</p>	<p>New Ways to Cultivate Scholars - Use of Undergraduate Research to Promote Engagement, Experiential Learning, and Marketable Skills</p> <p><i>Katie Johnson</i> <i>Monica Gallamore</i> <i>Tracey McKenzie</i> <i>Kim Gerber</i></p> <p>As higher education continues to evolve in both online and face-to-face instruction, the demand for marketable skills and active learning has become more essential. Undergraduate research provides faculty and students the opportunity to engage in innovative and creative approaches of experiential learning, while building relationships within both the college and the surrounding community. Studies have shown that undergraduate research in STEM and Non-STEM disciplines significantly improve retention and graduation rates while promoting confidence and social capital for both students and faculty alike (Nerio, et Al. 2019 and Baron et Al. 2020). This panel discussion will identify the benefits of incorporating undergraduate research in the classroom and outline the requirements for faculty to engage in cultivating scholarly research with students that can be presented in spring 2024.</p>
<p>J106 10:00 -10:50 am Roundtable</p>	<p>Engaging Dual Credit Students</p> <p><i>Travis Hadley</i> <i>Patrick Lewis</i></p> <p>This roundtable discussion is an organized conversation with one moderator and an audience who may simply observe or participate by asking questions. The purpose of this discussion is to identify challenges teaching dual credit courses and allow participants to share solutions to these problems. Discussion issues include how to engage, motivate dual credit students as well as classroom management techniques.</p>

J 107 10:00 -10:50 am Roundtable	<p style="text-align: center;">At Least I'm Doing This Right!</p> <p><i>Shannon Bates</i> <i>Ryan Farrar</i></p> <p>It isn't just students who get discouraged during the semester. Faculty also report discouragement in their calling. Whether it relates to political climates, being overworked and underappreciated, instructing unmotivated students or all of the above, it is easy for faculty to lose their proud educator spirit. While this roundtable does not propose anything profound, it does seek to acknowledge the many things that we are doing right. Is it that you have finally found a late policy that is kind, but firm? Is it that class activity you developed that students actually love and with which they engage and learn? At this roundtable, faculty are invited to share at least one great thing they know they are doing right. By sharing these positives, we aim to draw attention to the things that make Collin College professors, professors.</p>
J101 10:30 – 10:50am Short Session	<p style="text-align: center;">Getting Organized - Mapping Course Curriculum to Enhance Teaching and Assessment</p> <p><i>Kristi Clark-Miller</i></p> <p>While not everything done in the classroom has to be connected to a student learning outcome, it is imperative that over the course of a semester, all student learning outcomes are taught and/or achieved. To accomplish this, faculty must be thoughtful and deliberate in the selection of classroom exercises and assessments, which includes periodic re-evaluation of what we do in our classes (both online and in person). This session examines the process I undertook when re-evaluating and mapping the curriculum in my courses (exercises and assignments) and explores how this process can be used to enhance teaching, assessment and program evaluation.</p>
	<p style="text-align: center;">11:00 - 11:50 am Sessions</p>
J101 11:00 – 11:20 am Short Session	<p style="text-align: center;">New Curriculum? No Problem! A New Pathway for Training Faculty Districtwide.</p> <p><i>Irene Bowen</i></p> <p>Determining the need for change in curriculum and developing new curriculum that better serves our students are both challenging hurdles on their own. Training over 50 faculty, both full-time and adjunct, across seven campuses (not including dual credit sites), on a newly developed lab curriculum seems like an impossible task. This</p>

	<p>session will outline the new pathway that the Collin Biology Department chose to embark upon when opting to train faculty on the new lab curriculum by developing asynchronously available orientation and protocol videos in an instructor support Canvas course.</p>
<p>J102 11:00 - 11:50 am Long Session</p>	<p>Research is Fun! Teaching students to be scientists (and active learners)</p> <p><i>Sofya Antonova</i> <i>Sunita Rangarajan</i> <i>Michael Rose</i> <i>Sharon Eaves</i></p> <p>Experiential learning is a powerful tool for engaging students in the classroom. We will present some strategies that you can use to involve students in the research process in various roles. Strategies presented will include students providing their own biological specimens to learn about cells, students participating in research about their learning experiences compared with other groups of students, students designing and performing a research study as part of the course requirements, and ways that students can publish and present their research on-campus. This presentation is sponsored by the Collin College Institutional Review Board.</p>
<p>J 104 11:00 – 11:50 am Long Session</p>	<p>Purposeful & Strategic Approaches to Learning</p> <p><i>Cathy Donald-Whitney</i> <i>Christina Friedl</i></p> <p>Recent scientific study has shifted our understanding of the learning process. This session will highlight brain-based strategies that faculty can share with students to help them improve study habits, increase long-term retention, and enhance academic performance.</p>
<p>J106 11:00 – 11:50 am Long Session</p>	<p>Living Large: Large Group Instruction (LGI)</p> <p><i>Michael McConachie</i> <i>Krystal Humphreys</i> <i>Michael Rose</i></p> <p>The three of us taught the inaugural LGI (large group instruction) sections at the Wylie Campus in Fall 2023. Professors Humphreys and Rose's sections made as LGI while Professor McConachie's made with 41 students. We will share our experiences in teaching these LGI experiences, what we've learned, and what we may change for the future. We also aim to hear others' experiences and share ideas and insights for future LGI instruction.</p>

J 107 11:00 – 11:20am Short Session	Introducing Students to AI <i>Russell Smith</i> Today, many, including students, harbor a strong aversion to AI, rooted in fear due to a lack of understanding. I aim to make AI accessible, showing its utility as a reference tool despite imperfections. Companies employ AI to boost production and create custom solutions.
J 101 11:30 – 11:50 am Short Session	How Can Students Learn to Ask Productive Questions? <i>Rich DeRouen</i> One of the most important skills for critical thinking is the ability to ask good questions. But, in most cases, students are seldom taught that specific skill -- how to ask a good question. This session will introduce attendees to the basic elements of a technique -- the Question Formulation Technique -- designed to help students, in any learning context, improve their ability to formulate for themselves good, productive questions about a topic, a problem or an area of interest.
12:00 pm Lunch Frisco Conference Center	Lunch

Asynchronous Online Sessions

**Log in to CougarWeb and Office 365 with your Collin credentials to access*

Location & Session Type	Title, Presenters, and Abstract
<u>Recording Link</u> Poster Session	<p style="text-align: center;">Research as Conversation: The Bibliographic Trace</p> <p><i>Scott Cheney</i></p> <p>Are your students confused about scholarly sources? Even after taking introductory courses on research, many students come into sophomore-level classes without understanding the peer review process or how academic articles respond to earlier publications on their topic. This poster session describes how the Bibliographic Trace challenges students to follow an academic conversation through time and provides the opportunity to see how academic research is a collaborative negotiation of ideas that develops with each new reader and critic.</p>
<u>Recording Link</u> Short Session	<p style="text-align: center;">Building Study Skills into your Course to Support Student Success</p> <p><i>Jacqueline Hernandez</i></p> <p>Most college students want to be successful, but they are not sure how, and they would benefit from study skills that are built into their college course. This session will explore ideas to implement in a face to face class, or a fully online course. Note taking, organization, time management, and test taking skills will be discussed.</p>
<u>Recording Link</u> Short Session	<p style="text-align: center;">Teaching Screenwriting in a Workforce Course</p> <p><i>Tonya McMillion</i></p> <p>This presentation delves into innovative teaching methodologies for teaching TV writing to students in workforce classes. The session provides techniques that help students bridge the gap between traditional writing and industry-specific demands. Attendees will gain insights into fostering creativity while emphasizing the practicalities of the TV writing world.</p>
<u>Recording Link</u> Poster Session	<p style="text-align: center;">Stress & Anxiety During High Stakes Assessments</p> <p><i>Tiffany Vincent</i></p> <p>Stressed out? Many of our students are too, so in this short but informative virtual poster session I'll share some of what I've been creating for my students so that they can better plan for success--especially during high-stakes exam time!</p>