Day 2 continued
Student Engagement

2:15-2:30 p.m. Break

2:30-3:20 p.m. Teaching Critical Thinking in the Age of the Spectacle (Room C-321)

Teaching critical thinking across the curriculum, and especially in philosophy classes, is focused on the analysis of text and principles of logic and rational thinking that are grounded in propositional speech. The problem with this is that our students live in a technology-immersed world that is mostly picture oriented, infused by media messages. Teaching students to think critically should start from analyzing the flood of information they are expose to on a daily basis, making them aware of the tricks media play on them and how these tricks cripple their ability to think in an autonomous and critical manner.

Presenter: Vanda Bozicevic, Bergen Community College

2:30-3:20 p.m. Adventures in Creating a Content-Based Speaking and Listening Course (Room C-322)

Research shows that ESL students who are exposed to contextualized learning of their career choice earlier in the ESL course material are engaged in college learning, graduate and are more successful. This information led a nursing professor and an ESL professor to create a content-based speaking and listening course for ESL students interested in pursuing careers in the health industry. We will share how we included medical content to create motivated students who feel more connected to their field of choice, including examples of assignments and student learning.

Presenters: JoAnne Diamantidis and Bina Dugan, Bergen Community College

3:25 p.m. Wrap Up Session (Room C-325)
Closing Remarks and Certificate of Completion, Amarjit Kaur, Bergen Community College

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May 15, 2017 • May 16, 2017

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Day 1: Monday, May 15
Culturally Responsive Teaching (CRT) Practices

8:30 - 9:00 a.m. Greetings and Welcome: V.P. Bill Mullaney (Room C211) (Breakfast)

9:00-10:15 a.m. Syllabus Design for Equity: Leveling the Playing Field – Part I (Room C-211)

For many of our students, the playing ground is decidedly uneven and feels unfair. Participants will consider their students' needs and ways that syllabi can either interfere with our students' learning or contribute to a more equitable learning environment. *Bring your syllabus file (DOC) and Laptop to work on!*

Presenter: Jeanne M. Slattery, Clarion University

10:15-10:30 p.m. Break

10:30-12:00 p.m. Syllabus Design for Equity: Leveling the Playing Field – Part II (Room C-211)

Adopting a learner-centered teaching style can help students become more successful. Our students can first see this commitment to their success in our syllabi, which can be cold and forbidding or warm and fostering success. After discussing aspects of strong syllabi, participants will apply these ideas to strengthen their own syllabi.
Bring your syllabus file (DOC) and Laptop to work on!

Presenter: Jeanne M. Slattery, Clarion University

12:00-1:00 p.m. Lunch (Room C211)

Engage in Developing a Survey Focused on Equitable Practices in Education
This session will gather information from participants regarding the student behaviors. For example, some professors would like to know if providing re-tests in their courses under specific conditions encourage students to work harder to master the content of the course or do re-tests encourage them to work less hard. Is the result demographically determined? This presentation would compile a list of survey questions provided by both professors and students. It is our hope that the resulting survey, and the reporting of its results, will communicate to our community our dedication to equity while providing professors with useful information.

Presenters: Sara Mastellone, Melanie Walker, Alinah Malik, Bergen Community College

1:15-2:15 p.m. Good Listening in the Classroom (Room C-321)

Have you ever asked a question of your students and then noticed that you are not fully listening to the answer? Or that when students speak in class, you are thinking about your response as they speak, and not fully listening to them? This session will cover the theory and practice of active or mindful listening, with special application to classroom dynamics.

Presenter: Peter Dlugos, Bergen Community College

1:15-2:15 p.m. Expanding the Use of Narrative Pedagogy (Room C-322)

Narrative pedagogy, developed by Ironsides and Diekelmann as an alternative teaching methodology has traditionally been viewed as a discipline specific technique used in nursing education. In essence, every student shares a focused experience within the domain of health care, either orally, in writing or both. Both the teacher and learner use the student experience to explore the practice of nursing with shared dialogue applying current practice as well as the critique of long held assumptions. Classroom concepts come to life through the accounting of the student narrative. The equity agenda in education, that is hearing the voice of each student, is then extended to the health care setting, reflective in providing equity and access to quality care. This approach to student learning offers a radical departure from customary lecture formats traditionally utilized in the health professions classroom. The valuable pedagogical approach might be extended to other classroom settings including, but not necessarily limited to developmental courses, writing classes, literature classes, or even the STEM classes.

Presenter: Carrie Polnyj, Bergen Community College

2:15-2:30 p.m. Break

2:30-3:30 p.m. Using Dialogue as an Equity Tool in the classroom (C-321)

Technology and social media has distanced us from face to face interactions evidenced by student's lack of essential critical thinking skills and formal vocabulary to express themselves. Join this session to discover the magic of a deliberative dialogue model. In this session, you will learn how to create a safe space for students to engage in a democratic process of inclusiveness that supports a collaborative classroom environment. Learn how to formulate powerful open-ended questions and teach students the questions that promote inquiry and encourages powerful exchanges. Use deliberative dialogue as a means of reinforcing the topics studied in class and take away facilitating skills that can be used whenever "hot topics" arise. Walk away with resources to design you own classroom dialogue and the skills to help students actively participate in your classroom.

Presenter: Cristina Haedo, Bergen Community College

2:30-3:30 p.m. Minimizing the Distance in Online Courses (Room C-325)

Transactional distance between the instructor and student is a significant challenge in online courses, given incongruous instructor-student schedules. Many faculty members resort to face-to-face meetings and office hours, which sometimes prove to be difficult. It is possible to offer assistance to students effectively and minimize transactional distance by utilizing videoconferencing software. The presenters will discuss the use of Adobe Connect software in online college success courses to conduct virtual office hours and to provide weekly introductions to the topics covered and required assignments. While students were required to attend two virtual meetings with the instructor, they were encouraged to request meetings as often as needed. In addition, some students requested the use of the virtual meeting room for group work. Using video and audio, Adobe Connect facilitated access to lectures by subject experts and synchronous library research sessions to prepare students for research assignments. To assess its effectiveness, students were given a survey to ascertain their level of satisfaction with virtual office hours, and their performance was analyzed to determine what impact the virtual office hours had on their grades.

Presenters: Paula Williams and Joan Dalrymple, Bergen Community College

Day 2: Tuesday, May 16
Student Engagement

8:30-9:00 a.m. Greetings and Welcome: Tracy Rand, Bergen Community College (Room C211) (Breakfast)

9:00-10:15 a.m. Universal Design for Learning (C-211)
Our student populations are very diverse and we must plan our courses to universally design for all learners. By designing courses with usability in mind for everyone, we create an environment that fits most needs of our students. In this interactive and informative presentation, you will learn how to make courses, programs, activities and technology more usable and accessible for everyone to enhance positive user experience for all. The presenter will share information regarding best practices and implementation related to providing sustainable access for all.
Presenter: Bill Welsh, Rutgers University

10:00-10:15 p.m. Break

10:30-11:50 a.m. Universal Design for Learning: Hands-on (C-304)

This workshop will introduce some of the accessibility challenges of today's class environments, and give participants some history and context for understanding those challenges. Participants will have a chance to work on their course materials, including text documents, assignment prompts, PDFs, and even videos, to increase the range of students to whom those materials will be accessible. *Bring your course files (PDF, DOC) to work on!*

Presenter: Emily Ravenwood, Rutgers University

10:30-11:50 a.m.. Giving a "Kahoot" about Teaching/Learning: Motivating Students through Gamification (C-305)

Creating active, student centered learning activities are challenging for faculty in higher education. Today, students are digital learners and find traditional lectures limiting (Prensky, 2001). Gamification is a teaching strategy that can be used to relieve the boredom of traditional lecture and allow for engagement with course content. Gaming as part of the teaching-learning experience meet the philosophical underpinnings and strategies of active learning. The overall motivation to learn can facilitate effective transfer of learning. Benefits of gaming in education include enhanced recall and ability to apply knowledge, critical thinking, increased student engagement and increased student self-monitoring of their own learning (Day-Black, et al., 2015). During gamification, students are engaged in what they are learning. Schaffer, Squire, Halverson and Gee (2005) suggests that "students play first, understand after, and then generalizes" in an attempt to apply this learning in a new situation.

Presenter: Carmen Torres, Bergen Community College

10:30-11:50 a.m. The Chocolate Cake Paradigm of Equitable Instruction through Group Work (Room C-322)

Faculty expectations play a vital role in student achievement, and a series of measurable and observable educator behaviors can harbor positive results in student group work by appropriately communicating their expectations to both low-achieving and high-achieving students. Some students are more susceptible to reaching low expectations because of some of the unintended societal conflicts that are often misconstrued with communicating unfavorable results. This workshop will first identify teaching practices that can intensify classroom inequities in student achievement, then it will show the most appropriate teaching behaviors for conveying high expectations to the students. The group formation of a chocolate cake will be demonstrated and practiced to exemplify teacher behaviors that encourage even higher than palatable results.

Presenter: John Bandman, Bergen Community College

12:00-1:00 p.m. Lunch (Room C211)

Bridge the Success Divide: Teach in a Connect (AIMS) Learning Community

Connect Learning Communities are designed to support first semester students as they adjust to the demands of college by creating a community of peers, instructors, tutors, and advisers to help students build their reading, writing, and math skills. Success 101 further supports students as they meet their Developmental English and Math requirements by reinforcing vital academic survival skills and guiding students as they create a plan for academic and professional success. This effective student success intervention uses high-impact classroom methods and student support strategies to build equity so that at-risk students not only survive but also thrive in the college environment. This session will provide an overview of the Connect (AIMS) program and its students, an introduction to best practices, and a survey of active and collaborative strategies used by current instructors.

Presenters: Eileen Fitzgerald, Iris Bucchino, Elizabeth Marsh, Idanis Hayes, Bergen Community College

1:15-2:15 p.m. Delivering Learning Experience? Make It Experiential Learning! (Room C-321)

In this workshop, participants will be introduced to various forms of experiential learning. From using Library provided resources to exploring ways to expand the class beyond the classroom, attendees will be able to discuss and practice applying experiential learning activities to their respective academic areas. Several assessment techniques for experiential leaning practices will be reviewed. *Bring 2-3 currently used learning activities from your class!*

Presenter: Emily Vandalovsky, Bergen Community College

1:15-2:15 p.m. Designing, Implementing, and Assessing Integrative Assignments (Room C-322)

In this interactive workshop, presenters will focus on building and assessing integrative assignments for learning communities. This session will go over what integrative assignments are, why they are important, and how to grade them. Participants will be able to create and extend their own assignments after this workshop. Presenters will facilitate a group reflection and discussion to provide feedback on the scaffolding of integrative assignments. Participants will get sample scoring rubrics to assess effectiveness of integrative assignments. *Bring your assignment files (PDF, DOC) to work on!*

Presenters: Mi Ahn, Maria Kasparova, Eileen Fitzgerald, Bergen Community College

1:15-2:15 p.m. Assessing students with an Engaging App (Room C-326)
Are you looking for an engaging way to assess students in the classroom? This presentation will demonstrate a simple app that allows professors to engage students in learning while also assessing them. Professors can do one-on-one or group assessment in the classroom while others continue to work on their videos. It also allows for students to do projects at home and submit them on Moodle or by email. Adobe Spark Video is a free online video app (with a desktop version, also) that offers an opportunity for students to record their voices while choosing sound, backgrounds, icons and pictures to illustrate their ideas. In addition, the app allows for easy revisions after professor- or peer-feedback or self-editing. Participants will be guided through the creation of their own video project.

Presenter: Bina Dugan, Bergen Community College