

CENTER FOR INNOVATION IN TEACHING AND LEARNING

CITL Summer Institute

May 16, 2016 • May 17, 2016



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Day 1: Monday, May 16

8:30 - 8:50 a.m. Greetings and Welcome: VPAA, Bill Mullaney (Room C314) (Breakfast)

Track I: Student Motivation

9:00 - 10:15 a.m. Motivating and Engaging Today's College Students (Room C-313)

This interactive session will focus on creating an inclusive and welcoming classroom atmosphere where students feel a sense of belonging to a learning community. Since research conclusively shows that how students *feel* in class and at an institution dramatically impacts academic success, the session will demonstrate how to create a positive learning environment from the first day of the semester. Participants will learn how to do so by engaging in memorable activities themselves so they can try the techniques in their own classes.

Presenter: Angela Provitera McGlynn, Mercer County Community College

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

10:30 a.m. - 12:00 p.m. Creating the Learning-Centered Classroom through Active-Learning Pedagogical Strategies (Room C-313)

This interactive session will present a "how to" for creating the learning-centered classroom. Participants will learn how to use proven pedagogical strategies that enhance student learning and academic success such as using classroom assessment techniques to determine where students are in their learning of content, getting students working in pairs and in small groups (collaborative learning), using active-learning breaks effectively between mini-lectures, getting students to read assignments, improving class discussions and using concept maps and frameworks to help students learn and analyze.

Presenter: Angela Provitera McGlynn, Mercer County Community College

Track II: Technology Enabled Active Learning

9:00 - 10:15 a.m. Interactive Feedback for Students Using Google Drive (C-304)

Sharing written feedback online provides many benefits for students: it's immediate, it's easier for students to read than hand-written notes, it alleviates the potential loss of student work, and it eliminates the need to carry student papers back and forth to class. While many online feedback programs grant these benefits, Google Drive adds the element of interactivity with student work. In addition to the instructor commenting on student writing, students can also respond back. Shared documents can be used in class to collaborate on ideas, students can work on assignments together remotely, and they can engage in peer review outside of class. Student revision of work becomes easier for instructors to assess, and students often find the free, "anytime, anywhere" access to Google Drive useful for organizing all of their college work. This presentation will provide an overview of Google Drive for both fully-online and F2F classrooms and explore the many advantages for students. The session will conclude with a hands-on session where attendees will be able to create or develop their own Google Drive accounts and folders in order to explore ways that Google Docs, Google Slides, and Google Forms could be used in various disciplines to support student engagement.

Presenter: Leigh Jonaitis, Bergen Community College

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

10:30 - 11:30 a.m. Impacting and Engaging Students with Audio and Video Captures (C-325)

Net Generation students desire an innovative, personalized, and engaging integration of technology in a connected and active learning environment. Utilizing audio and video captures in the classroom created customized learning experience for these students. When students can present, record, access, and review their own audio and video capture classroom created videos, students become engaged in critical thinking through active learning strategies. Audio and video capture methods help students become positively engaged with fellow classmates, their instructor, and the coursework. Positive student engagement combined with an active learning environment enhances critical thinking about the course materials. The presentation will review student survey

response to audio and video capture experiences collected over four years in Speech Communication courses at Bergen Community College.

Presenter: Jessica Fargnoli, Bergen Community College

10:30 - 11:30 a.m. Why Geography Matters (C-314)

Geography is not simply a body of content knowledge, but it provides a way of looking at the world. A 'geographic perspective' informs just about every academic discipline. When you search for the perfect destination for a summer holiday, epidemiologists study the spread of diseases, scientists study climate change, or business persons determine where to locate a new retail establishment, they use spatial thinking and analysis. In each case, geography provides critical tools for studying these issues and for solving very real problems. When a news breaking event takes place anywhere in the world there is a reason we reach for our atlas first. Geography is not simply a 'nice to have' subject for an already crowded curriculum. It underpins the critical thinking, technology, citizenship, and life skills that underpin all other disciplines. It is essential for grappling with the essential issues of the twenty-first century. If we continue to ignore geography education, we do so at our own peril. The presenter will also briefly talk about Geographic Information Systems (GIS) the most powerful geographic problem solving tool available. This allows the production of timely, accurate map data for people to better understand the Earth and all that is in it. This presentation will also provide an overview of the geography program at Bergen Community College. It will also encourage participants to look for ways to integrate geography into their lessons, thus applicable to wide range of disciplines. After a 30 minute talk, participants will be broken up into 3-4 groups to begin to explore geographic thinking.

Presenter: Keith Chu, Bergen Community College

11:30a.m. - 12:00 p.m. Top Hat Interactive Teaching Platform (C-325)

This presentation will demonstrate the usage of Interactive Teaching Platform Top Hat in a classroom. For the price of \$24 per year, it allows students to respond to questions created by the instructor using their wireless devices, such as smart phones and iPads, in the classroom or at home. The presenter has used the platform in three different classes with different outcomes. Besides asking questions in the classroom, the platform could also be used for taking attendance and posting various content, including class notes with interactive elements.

Presenter: Vanda Bozicevic, Bergen Community College

12:00 - 12:45 p.m. Lunch (Room C211)

Track III: Classroom Climate

1:00 - 2:00 p.m. Creating an Inclusive and Positive Classroom Environment (C-313)

The presentation will focus on methods used to create a classroom environment that is inclusive, positive, and comfortable for all involved. The research on the importance of creating an inviting classroom environment will be discussed. Some methods and the reasons for their effectiveness include: arriving to class fifteen minutes early, disclosing class relevant aspects of yourself, starting off with ice-breakers to get to know the students better, and positive communication techniques for difficult situations. This session will address how web-enhancing the class through Moodle can give further ways of getting to know and communicate with students who might be less likely to speak in class or approach the professor individually. The presenter will brainstorm on what they currently do in their classes, and what changes they can make to create a more conducive classroom environment for the coming fall semester.

Presenter: Melissa Harwin, Bergen Community College

2:00 - 2:15 p.m. Break

2:15 - 3:15 p.m. Enhancing Faculty-Student Engagement: The Power of Body Language in the Classroom (C-313)

The findings from research on community college education have been unequivocal: the more actively engaged students are with faculty the more likely they are to learn, stick with their studies, and attain their academic goals. In addition, studies also show that over 90% of human face-to-face interactions,

which are key to faculty-student engagement, are accounted for by nonverbal communication. However, in spite of verbal communication playing only a marginal role, most of us focus on words and are uninformed about body language and the vital role it plays in the processes involved in faculty-student engagement. This hour long workshop is designed to provide faculty with the nonverbal advantage, thus enhancing their skills in promoting faculty-student engagement. The workshop will introduce faculty to the science of body language and its key role in faculty-student interactions. Through interactive demonstrations and exercises, participants will be provided with hands-on tools that can be instantly applied when engaging with students, both in terms of their own body language as well as in reading the body language of their students.

Presenter: Tal Millet, Bergen Community College

Track IV: Learning Communities

1:00 - 2:00 p.m. Implementing and Developing Successful Learning Communities (C-325)

This workshop will share our data that shows greater academic success, improved control of the language and higher motivation among Learning Community students. Using the interdisciplinary approach, the ESL Learning Community team at BCC has applied the research on contextualization within specific content areas (Psychology/Sociology) and studied its effects on language proficiency and the learning process. The ESL Writing level 3 pairs with Psychology 101. This LC course provides students with practice in the analysis of information and writing of essays in response to sources using common academic rhetorical patterns. This course provides a transition to college-level writing while emphasizing critical thinking and academic skills. The ESL reading course pairs with Sociology 101. The course emphasizes reading for content, making inferences, distinguishing main and subordinate points, and evaluating ideas based on lectures and material covered in Sociology. Students develop their critical thinking and academic skills through oral presentations and written assignments on topics related to social processes and phenomena. Students get prepared for college level reading. Students in the ESL Learning Communities tend to perform well in these courses as well as in future college classes.

There is also an increase in the retention rate of students in the ESL Learning Communities. In addition, quantitative data show that students are highly satisfied with ESL Learning Communities and are motivated to do well in their academic endeavors. We will share these data as well as other possible explorations of future studies of the Learning Community.

Presenters: Maria Kasparova, Mi Ahn and Camelia-Manuela Lataianu, Bergen Community College

2:00-2:15 p.m. Break

2:15-3:15 p.m. The Benefits of Pairing up for International Students (C-325)

The intent of this workshop is to inspire interested faculty to further explore connections for potential pairings between different disciplines. It is our hope that by the end of the workshop the audience will have a better understanding of what an integrative assignment is and how it relates to the overall course theme and students' learning outcomes in paired classes (Psychology/Writing 101 & Sociology/ESL Reading level 3). The workshop will introduce the audience to the theoretical concepts of LCs such as -what is an integrative assignment - how to identify and formulate a central overlapping theme/topic for both courses in a pairing -how to develop common SLOs -how to create an effective integrative assignment -how to assess an integrative assignment. There will be a demonstration of a sample integrative assignment. For example, in the cross-cultural psychology and writing 101 for international students, students read the story Coming Home Again, by Chang Rae Lee. The story explores parent-child relationship, love, and understanding between a son and his mother who is dying of stomach cancer. In the psychology class they discuss cultural perspectives of gender stereotypes. The class watches a video Tough Guys. As a shared writing assignment, students are asked to write an essay whether the story's central male character may or may not conform to the stereotypes of male behavior. Finally, the audience will have an opportunity to work in small groups to brainstorm and develop their own integrative assignment that they can use in their potential pairings.

Presenters: Maria Kasparova, Mi Ahn and Camelia-Manuela Lataianu, Bergen Community College

Day 2: Tuesday, May 17

8:30 - 8:50 a.m. Greetings and Welcome: Carol Miele, Asst. to VPAA for faculty development (Room C314) (Breakfast)

Track I: Active Teaching

9:00 - 10:15 a.m. Dynamic Lecturing: Part I (C-313)

Don't stop lecturing! Although all the "buzz" in higher education has been focused on active learning, research shows that lecturing is one of the best ways to teach novice learners (also known as first and second year undergraduate students). Why not infuse active learning into lectures? In this highly interactive session, we'll begin by reviewing the research on lecturing. Next, we'll focus on how we can improve our use of this teaching technique. Using research as the backdrop for our conversation, we'll focus on how we can improve student learning by incorporating brief active learning strategies into your lecture. Specifically, we'll explore how to maximize the effectiveness of your lecture by activating prior knowledge, zooming in on the most important concepts, integrating brief opportunities to reflect and process information, effectively using examples and multi-media, incorporating retrieval practice opportunities, and using effective questioning. You'll walk away with seven easy to implement strategies designed to increase learning.

Presenter: Christine Harrington, Middlesex County College

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

10:30a.m. - 12:00 p.m. Dynamic Lecturing: Part II (C-313)

This is a follow-up session to Dynamic Lecturing: Part I. In the first session, faculty learned about how research-based active learning techniques can be incorporated into their lectures. This second session is an opportunity for faculty to put research into practice. Specifically, faculty will be provided with templates for planning a dynamic lecture and will then will transform at least one of their

lectures. The process will begin by having faculty determine the 3 most important concepts or "big ideas" of the selected lecture. Next, faculty will consider ways that they will bring attention to these concepts, will identify related examples and questions, and will determine how retrieval practice and reflection opportunities can be used to help students learn these important concepts. This entire session is hands-on. After faculty have an opportunity to work independently, they will then be asked to share their plans with a colleague. Feedback from colleagues will be used to further enhance the plan to increase active learning strategies into the lecture. At the end of the session, all participants should walk away with a specific action plan for one of their lectures.

Presenter: Christine Harrington, Middlesex County College

Track II: Gamification

9:00 - 10:15 a.m. Gamification at Play: from PowerPoint Jeopardy to Kahoot! (C-304)

Gamification (def.) - the process of adding games or gamelike elements to something (as a task) so as to encourage participation (Source: Merriam-Webster Dictionary online). Although this formal definition of gamification does not particularly refer to education, we all know there is nothing better to encourage class participation than a game with a built-in element of competition. Technology based classroom games could be used as formal or informal assessments as well as in-time diagnostic tools for the comprehension of the new material. In this hands-on workshop, we will create (and play!) several games, such as PowerPoint based Jeopardy and Kahoot!, an interactive online activity. To play Jeopardy, we will download and customize existing PowerPoint template(s) and discuss the various game settings, from the number of questions to scoring methods to the logistics of assessment. To be successful in this part of the workshop, the basic knowledge of PowerPoint is required. Kahoot! If you try it in the classroom once, your students will keep on asking you to do it again.

Day 2 (continued)

Take my promise!... Kahoot! is an online game like quizzing tool which allows students to submit answers in real time from any wifi enabled device (yes, including cell phones!). It does not only keep the running total per person, but also provides class answer distribution after each question, which is a great assessment tool. We will play and design our own Kahoot! games. Feel free to bring your cell phone or tablet to get the most student-like experience!

Presenter: Emily Vandalovsky, Bergen Community College

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

10:30 a.m. - 12:00 p.m. Yuck, Not another Lecture! (C-325)

Often, important concepts and theories in academic subjects are deemed "boring," especially by the beginner student. This is often because the student does not yet appreciate the significance of the material. But once interest is sparked, the formerly mundane can become fascinating! Well-orchestrated academic games have the power to spark that interest, making seemingly dull topics come alive. They also help students understand why topics are important, inspire a desire for life-long learning, and lead to pleasant surprises – the quietest and most-apathetic students frequently come alive when playing games, and the class benefits enormously from the enthusiasm. Unfortunately though, games are regularly met with derision and skepticism in certain circles of academia because they are seen as a "less-than-serious" pursuit. This type of negative thinking encourages teachers to put personal prestige over student success in the classroom. The use of games in our classrooms, especially with beginner-level students, is a fantastic tool that encourages critical thinking and an appreciation of knowledge. In this session, attendees will play an educational role-playing game, inspired by the *Reacting to the Past*™ game-creating methodology, and experience what this methodology is like first-hand. Our game will take an unexciting subject – municipal budgets – and makes it fun and thought provoking. After the game is finished, I will discuss how I created this particular game, how I use games in my classroom in general, and how everyone can brainstorm and create their own games in any discipline.

Presenter: Adriane M. Raff Corwin, Bergen Community College

12:00 - 12:45 p.m. Lunch (Room C211)

Track III Scholarship of Teaching

1:00 - 2:30 p.m. Reading in the STEM classroom (C-313)

This session will be a participatory workshop where attendees will experience using an "Anticipation Guide" for a mathematics reading assignment. This activity will model how an anticipation guide can support student understanding of mathematics concepts and procedures while reading the textbook. This activity will also model how professors can monitor for understanding, encourage students to do the reading when assigned, foster writing and presenting in the STEM disciplines, and infuse this technique into an already over-crowded curriculum. There will be a short presentation (with handouts) of the research on reading for understanding in mathematics and science.

Presenter: Sara Mastellone, Bergen Community College

2:30 - 3:30 p.m. Ways to Assess Active Learning Strategies (C-313)

Using active and engaging strategies in the classroom that meet student learning outcomes (SLOs) is high impact practice. How can we assess our best practices to evaluate whether students are learning? Immediate feedback and quick ways of assessing learning are essential to the whole classroom experience. Join us for a discussion on quick and meaningful ways to assess whether your lesson plan worked.

Presenters: Iris Bucchino and John Cichowski, Bergen Community College

Track IV: Student Success

1:00 - 2:30 p.m. Mental Health and Academic Success (C-325)

This session will discuss the importance of mental health for academic success. The rate of mental illnesses has been increasing among college students in recent years. What would be the academic outcomes of these students with mental illnesses? How do these mental health issues influence faculty and students? What should be the role of faculty members regarding mental health of students? We will address some of these questions. We will discuss Eisenberg's longitudinal study of how mental health problems represent a potentially important but relatively unexplored factor in explaining academic success during college. He and his colleagues found that depression is a significant predictor of lower GPA and higher probability of dropping out, particularly among students who also have a positive screen for an anxiety disorder. Based on this study and some other studies that show the significance of mental health issues among college students, we will discuss how we can strive to do the following: creating a sense of community in the class, building culturally sensitive course activities, personalizing your course, designing group projects to promote sense of belonging, setting the tone on the first day of the class and follow it throughout the semester, drawing a line between instructor and college counselor.

Presenters: Peter Dlugos and Mi Ahn, Bergen Community College

2:30 - 3:30pm Say Yes to Student Success! (C-325)

As special needs students are more readily included in education settings, teachers are often faced with a dilemma: How to include all learners in the general education setting. Using 'Universal Design for Learning' provides teachers with a simple and easy way to ensure that all students are included and engaged at all times. At this workshop, you will learn strategies for reaching both struggling learners and high achieving students simultaneously. This workshop will also offer strategies to achieve full class participation, high levels of student engagement, and effective collaboration.

Presenter: Julia Verno, Demarest Middle School

3:30 p.m. Wrap Up Session - Amarjit Kaur, Bergen Community College (Room C313)

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