

# Day 2 continued

## Experiential Learning

can be adapted to other content areas and public interest issues. Such projects expand students' knowledge base, increase group cooperation, and facilitate civic engagement.

**Presenter:** Randy (Rachel) Kovacs, Bergen Community College

**3:25 p.m. Wrap Up Session (Room C-313)**

Closing Remarks and Certificate of Completion, Amarjit Kaur, Bergen Community College

Day 1: Monday, May 14, 2018 Deep Learning and Creative Thinking		
8:30-9:00 a.m. Breakfast and Welcome (C-313)		
9:00-10:15 a.m.	Panel: Going Broader, Going Deeper: Connecting Student Assignments - H. Barrack, I. Ehrlich, J. Adams, K. Olbrys, J. Signorelli (C-313)	Why Use Direct Instruction to Improve Student’s Academic Achievement - B. Hasan (C-325)
		IPE Teaching Strategies for Critical Thinking – P. Wiener (C-325)
10:15-10:30 a.m.	Break	
10:30-12:20 p.m.	How do the Best College Professors Foster Deep Learning - K. Bain(Anna Maria Ciccone Theater)	
12:30-1:20 p.m. Game On: Game Based Learning and Lunch - J. Campbell (C-211)		
1:30-2:30 p.m.	Build a Super course and a Promising Syllabus - K. Bain (C-313)	
2:30-2:45 p.m.	Break	
2:45-3:30 p.m.	Use of Technology for Classroom Teaching - J. Bandman (C-313)	Innovative Approach to Critical Reading - L. Lew(C-325)
Day 2: Tuesday, May 15, 2018 Experiential Learning		
8:30-9:00 a.m. Breakfast and Welcome (C-313)		
9:00-10:15 a.m.	Why Service Learning - L. Moog C-313)	
10:15-10:30 a.m.	Break	
10:30-11:50 a.m.	How to incorporate Service Learning - L. Moog (C-313)	
12:00-12:50 p.m. Study Abroad Program and Lunch – J. Bumgardner & K. White (C-211)		
1:00-2:30 p.m.	Group Presentation: Service Learning @ BCC (Social Sciences, Chemistry, ESL) C. Di Lauro, H. Lieb, S. Shevack (C-313)	
2:30-2:45 p.m.	Break	
2:45-3:15 p.m.	Project Based Learning C. O’Flaherty (C-313)	Social Media and Collaborative Classroom Exploration of Opioid Abuse R. Kovacs (C-325)
3:15-3:30 p.m. Wrap Up Session (C-313)		

# CITL Summer Institute

May 14, 2018 • May 15, 2018





# Day 1: Monday, May 14, 2018

## Deep Learning and Creative Thinking

**8:30 - 9:00 a.m. Greetings and Welcome: V.P. Bill Mullaney (Room C313) (Breakfast)**

**9:00-10:15 a.m. Panel: Going Broader, Going Deeper: Connecting Student Assignments (Room C-313)**

This session will help attendees connect to other disciplines using their own assignment. Attendees are invited to bring an argument assignment they would like to enhance or deepen the course activity by reviewing related information in another discipline. Presenters will demonstrate projects from different disciplines, such as Visual Arts and Civil Rights; Psychology and the Philosophy of Happiness; Biology and Chemistry of Climate Change; Political Science and Philosophy of Drone Targets; Incorporating Negative Statistics in a Study; Sociology and "Me Too."

**Presenter:** Heather Barrack, Ilan Ehrlich, Jaqueline Adams Kevin Olbrys, James Signorelli, Bergen Community College

**9:00-10:15 a.m. Why Use Direct Instruction to Improve Student's Academic Achievement (Room C-325)**

The presenter will introduce research data relative to the effectiveness of direct instruction and how direct instruction method can be used in any content area. Attendees will discuss the effectiveness of evaluating students' work in written form verses direct instruction with students. They will analyze prerecorded audiotaped student/teacher conferences to evaluate the effectiveness of direct instruction. Presenter will engage participants to create a direct instructional strategy for their classroom.

**Presenter:** Baheejah Hasan, Bergen Community College

**IPE Teaching Strategies for Critical Thinking (Room C-325)**

Interprofessional Education (IPE) is when two or more professions learn with, from, and about each other to improve collaboration and the quality of patient care. Peer Assisted Learning (PAL) and Collaborative Learning (CL) is a process whereby students, of similar level work together collaboratively in making sound clinical decisions. PAL and CL have been used as teaching strategies in acquiring critical thinking skills. This session will discuss the Interprofessional Education Competencies (IPEC), and the multiple teaching strategies utilized in improving health care students critical thinking skills.

**Presenter:** Paul Wiener, Bergen Community College

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

**10:30-12:20 p.m. How do the Best College Professors Foster Deep Learning (Anna Maria Ciccone Theater)**

How can we engage more of our students and help them learn deeply? How can we motivate them to take a deep interest in our subjects? How can we help them develop as curious, critically thinking, competent students? A strong body of research on student learning offers us some important insights into all of these matters

**Presenter:** Ken Bain, Best Teachers Institute

**12:30-1:20 p.m. Game On: Game Based Learning and Lunch (Room C211)**

Games are not just for fun; they offer a potentially powerful learning environment. Game based learning integrates gaming into learning experiences that increase engagement and motivation. Discover how gaming can foster different skill acquisition in an active and experimental learning environment.

**Presenter:** Joanna Campbell, Bergen Community College

**1:30-2:30 p.m. Build a Super course and a Promising Syllabus (Room C-313)**

How can we build a Super Course and a Promising Syllabus? Over the last twenty years, research on human learning has given us some powerful insights that can help transform higher education and the lives of our students. A growing number of professors are using that research to create a new kind of course and educational experience. We call those Super Courses, and we can use their experience to benefit our students.

**Presenter:** Ken Bain, Best Teachers Institute

**2:30-2:45 p.m. Break**

**2:45-3:30 p.m. Use of Technology for Classroom Teaching (C-313)**

When educators integrate thoughtful and seamless technology into the classroom, students become not only more engaged but they also take greater ownership of their learning. In turn, this helps change the classroom dynamic thereby making student-centered learning a major underpinning in coursework delivery. Ideally, educators should use a variety of tools to aid students in completing assignments that show an in-depth understanding of the course content. This presentation will show ways to enhance technology use in the classroom where the center of attention will refocus to the students depending on the amount and type of technology used, yet with the professor still essential to the learning process. Although today's students are surrounded by technology outside of class, educators should not assume students know how to use it for learning. Similarly, though many schools provide up-to-date technology in the classrooms, it is the ongoing professional development that guides educators along the way and assists them with the latest trends to teach through this trajectory. This workshop will help professors in both online courses and the traditional classroom.

**Presenter:** John Bandman, Bergen Community College

**2:45-3:30 p.m. Innovative Approach to Critical Reading (Room C-325)**

Critical reading is the indispensable precursor to critical writing. Critical writing is an academic debate in which the writer, among others, will reject the conclusions of other writers without evaluating the arguments and evidence being provided.

Presenter will demonstrate techniques that engage students in collaborative learning not only to comprehend the texts read, but also to analyze, interpret, synthesize and evaluate the readings. The steps taken will sequentially and progressively build these critical thinking skills that QUESTION both the texts and the students' own reading of the material.

**Presenters:** Luciana Lew, Bergen Community College

# Day 2: Tuesday, May 15, 2018

## Experiential Learning

**8:30-9:00 a.m. Breakfast and Welcome: Jennifer Reyes, Bergen Community College (Room C-313)**

**9:00-10:15 a.m. Why Service Learning (C-313)**

Join colleagues from different disciplines to discuss the reasons for incorporating service learning into courses and learn about various models, program components and assessment measures. As faculty endeavor to design and develop new service learning experiences or enhance existing ones, various considerations need to be made including student population, timing, duration, location, curricular components and scope of work. Presenter will go over some of these components that result in a successful service learning project.

**Presenter:** Lori Moog, Raritan Valley Community College

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

**10:30-11:50 a.m. How to incorporate Service Learning (C-313)**

This workshop will offer a practical framework of proven service learning course development strategies as well as assessment tools used in a multi-state, three-year grant project among six community colleges. A variety of assessment measures will be shared to help determine student-learning outcomes, which contribute to student success. Essay questions and scoring rubric to assess students' service learning outcomes along with findings and reflections on the assessment process. This presentation will share examples of high quality and sustainable service learning projects across disciplines. At this session, attendees will participate in an interactive course activity and take away proven tools and resources.

**Presenter:** Lori Moog, Raritan Valley Community College

**12:00-12:50 p.m. Study Abroad Program and Lunch (Room C211)**

This presentation will center around the effectiveness of a faculty-led study abroad program - the world really can be our classroom. From my experience taking students to London in May, 2017 and planning a trip to Paris in May, 2019 we will explore how wonderful of a teaching experience a study abroad program can be - the diversity, the culture, the language.. Included in the workshop will be a couple of our students who participated in the London trip. They will share their stories. Katie White from EF Tours, who helps to coordinate faculty-led study abroad programs, will be on hand to share other experiences and possibilities.

**Presenter:** Jim Bumgardner and Katie White, Bergen Community College

**1:00-2:30 p.m. Group Presentation: Service Learning @ BCC (Social Sciences, Chemistry, ESL) (Room C-313)**

**Service Learning in Social Science**

The concept of service learning is to provide hands on experiences for students in our communities. Students are teamed with local non-profit organizations and service agencies. This is an opportunity for students to create their own contacts with service providers in their areas of study. Students write reflection papers and explain how their experience applies to the concepts of their course. The Bergen Volunteer Center is a central resource for referring students to service learning opportunities. Presenter will share photos, websites and several YouTube clips, which visually exemplify service learning in action and explore how such experiences could benefit our students and public support for Bergen Community College.

**Presenter:** Sandy Shevack, Bergen Community College

**Service Learning in Chemistry**

This session will introduce ideas and topics related to service learning opportunities at the community college. Creative ways to engage BCC students will be discussed. Practical examples of service learning experiences will be presented and discussion will follow. Potential success and problems will be addressed. Presenter will share an excellent model from a recent service learning opportunity where a group of BCC students instructed 8th grade students on four topics of anatomy and physiology.

**Presenter:** Coleen Di Lauro, Bergen Community College

**Service Learning in ESL**

This presentation go over incorporating service learning into ESL Speech classes. Presenter will discuss challenges and benefits to consider when bringing service-learning into the curriculum. Attendees will learn about a few specific projects and hear some student feedback about this unique learning opportunity. Specific projects focused at this session include independent service-learning projects, project literacy, ILR Senior citizen project and World language project.

**Presenter:** Heidi Lieb, Bergen Community College

**2:30-2:45 p.m. Break**

**2:45-3:15 p.m. Project Based Learning (C-313)**

Brain-based research asserts that active, authentic, and engaging learning producing a tangible, relevant outcome or product results in greater retention of content and skills. Project-Based Learning (PBL) is a teaching method that develops deeper learning competencies essential for success in college, career, and civic life. It fosters collaboration, and promotes inquiry, critical thinking, and problem-solving. Furthermore, PBL targets a range of learning styles, explores answers to real-world questions, draws on students' interest to supports self-directed learning, and can be applied to every academic subject.

In this workshop, participants will learn about essential project design elements of PBL, review and discuss project samples, discuss final and interim assessment tools, and collaboratively begin to brainstorm how they could implement PBL in their own classrooms. Presenter will provide handouts, useful links, and resources.

**Presenters:** Carmela O'Flaherty, Bergen Community College

**2:45-3:15 p.m. Social Media and Collaborative Classroom Exploration of Opioid Abuse: A Pedagogical Model for Student Engagement (Room C-325)**

This presentation will explore how students can use interactive media, notably Facebook, to generate discourse and raise awareness of socially significant matters. It is based on this professor's ongoing CUNY media project, which began in 2014 after actor Philip Seymour Hoffman's heroin-overdose death and the media's attendant-but-short-lived focus on the opioid epidemic. This project has enabled students to make critical information in multiple formats accessible to wider audiences. In this case, Facebook assumed a media advocacy function. Students work in groups centered on diverse aspects of the opioid crisis. They posted articles, photos, graphs, maps, interview clips (every student had to interview someone knowledgeable about opioids), and shorts they filmed from original scripts. They also posted relevant comments on their classmates' Web sites. Some "outsiders" also posted comments. These projects served as de-facto campaigns to underscore addiction's destructiveness, both here and abroad. This social media, interactive, student-centered pedagogical model