



Spring Event – March 9, 2017

Schedule At A Glance

Registration – 7:30 – 3:30 am - Lobby

Continental Breakfast, Exhibitors and Networking – 8:00 – 10:00 am

Keynote Speaker – 10:00 – 11:00 am

Room	Session	Speakers
Auditorium	KEYNOTE: REBOOTING STUDENT ENGAGEMENT USING HUMOR AND MULTIMEDIA	Ronald Berk, PhD Professor Emeritus Johns Hopkins University

Session I – 11:10 am – 11:50 am

Room	Session	Presenters
Auditorium	<p align="center"><i>Running a Hybrid Summer School Program</i></p> <p>Offer flexibility, expanded choice, rigorous instruction and more with our innovative hybrid Summer school model, SummerFlex. We will share the evolution of our program development over the past four years including our hybrid schedule, model lessons, and the professional development support we provide to teachers!</p>	<p align="center">Carrie Booth and Lynn Wiegand, Montgomery County Public Schools</p>
A300	<p align="center"><i>Adapting K-12 Engagement Techniques to College Freshman Surveys</i></p> <p>College freshman surveys such as Western Civilization and US History are generally taken by non-majors for general education credits.</p> <p>Come to this session to learn about two different tools: Classcraft and Breakouts. Classcraft is a gamified rewards system that motivates students to participate. Breakouts emphasize critical thinking and also infuse game elements into both the physical and digital classroom. A laptop or tablet is not required but attendees who bring them will create a Classcraft course and attempt a digital breakout.</p>	<p align="center">Laura Trauth, Community College of Baltimore County</p>
A304	<p align="center"><i>This Never Works in a F2F Class... Why Does it Work So Well in the Online Classroom? Exploring Pedagogical Approaches that Increase Student Engagement, Retention and Self-Directed Learning in Online Courses.</i></p> <p>Research has consistently shown that engagement is the key to increased retention and course success. This session</p>	<p align="center">Regina Johnson, Anne Arundel Community College</p>

	<p>explores how and why some pedagogical approaches are ineffective in the traditional, face-to-face classroom but are very effective to engage and retain online learners. We will discuss the challenges and benefits of altering our teaching strategies specifically with online learners in mind; analyze student retention and success rates; and explore how these changes increase self-directed learning and persistence in the online classroom</p>	
Bridgeroom	<p><i>The Importance of Faculty Presence and Using Audio in a Virtual Environment</i></p> <p>This presentation begins with a review of the Community of Inquiry theoretical framework, providing a foundation of proven methodology of building and facilitating an engaging and quality driven virtual classroom. The presentation will introduce the audience to how Teaching Presence, Cognitive Presence and Social Presence in the virtual environment lend to a complete and well developed educational experience in the virtual environment.</p>	<p>Jennifer Larkin, Maryland University of Integrative Health</p>

Networking Lunch — 12:00 — 1:00 am

Session II – 1:10 – 1:50 pm

Room	Session	Presenters
Auditorium	<p style="text-align: center;"><i>Do you know what Blackboard does? Blackboard features for program assessment</i></p> <p>Assessment of courses and programs is becoming increasingly important in today's higher education community. Do you know how much data is available in your Blackboard course that might make help with course improvement or program assessment? This session will answer that question by providing an overview of all the types of data and artifacts available in a course website as well as the planning involved. Different options including grade center data, graphs of scores from tests and rubrics as well as new features like course reports using the goals feature and rubrics for secondary evaluation will be covered</p>	<p style="text-align: center;">Nadine Edwards, Stevenson University</p>
A300	<p style="text-align: center;"><i>Assess your Students, but don't tell them AND don't forget to remind them!</i></p> <p>Do you want to liven up your presentations? Come see how you can get your students to interact and participate in polls and other questions. Instructors can assess students on the fly, but they won't even know it because they are having fun. We will demonstrate Nearpod and Plickers to accomplish these goals. See how you can incorporate these apps into your lectures or to review materials.</p>	<p style="text-align: center;">Paulette Comet and Wendy Chin, Community College of Baltimore County</p>
A304	<p style="text-align: center;"><i>Pecha Kucha: Create Presentations with Pop and Style</i></p>	<p style="text-align: center;">Michele Knight, Montgomery College</p>

	<p>Pecha Kucha is a method for developing presentations that are brief, crisp, lively, and engaging. This presentation style was developed by Japanese architects who were looking to create more interesting presentations to present design ideas to clients, while still retaining the impact of the message. The format consists of twenty PowerPoint slides, and the presenter spends twenty seconds talking about each slide. Designed properly, this creates a succinct, well-crafted presentation of 6 minutes and 40 seconds.</p> <p>This workshop will give faculty an overview of the Pecha Kucha format and provide inspiration about using this presentation style in the classroom.</p>	
Bridgeroom	<p><i>Unveiling the Cloak of Invisibility: Classroom Engagement Techniques for Black Women Learners</i></p> <p>College instructors and Black women learners have agreed that engagement in the classroom is declining as well as retention rates. Black women learners have very different intrinsic motivations for attending and completing college, that often times go unnoticed and undermined within the classroom. Although the intent isn't malicious in nature, Black women learners often internalize the output and engagement declines. This presentation helps instructors understand the factors that contribute to the lack of classroom engagement of Black women learners and unveil strategies that can be used to combat declining engagement.</p>	<p>Crystal Whitaker, Howard Community College</p>

Exhibitor Focus and Networking — 1:50 pm – 2:20 pm

Session III – 2:20 – 3:00 pm

Room	Session	Presenters
Auditorium	<p align="center"><i>Discover-Adjust-Assess: A Culturally Responsive Approach for Student Success.</i></p> <p>Educating an increasingly diverse student population has become a growing challenge for college faculty nationwide. Culturally responsive teaching (CRT), which involves using information about our students’ backgrounds and learning to tailor instructions in ways that provide them with more opportunities to succeed, provides the tools and mindset shifts needed to address this challenge. The presenters will discuss their grant-based work developing and helping faculty implement a CRT-based “Discover-Adjust-Assess” process at their institution.</p>	<p align="center">Alla Webb and Ray Gonzales, Montgomery College</p>
A300	<p align="center"><i>Mobile PE Courses Brought to You By App Smashing</i></p> <p>All Harford Community College degree programs require at least 1 credit of Physical Education to fulfill the degree requirement. In a traditional online environment, Physical Education assessment is based on the assumption that students honestly report their weekly volume of exercise. To address concerns about academic integrity, engage students in learning, and foster exercise adherence beyond course completion, all online Physical Education courses have adopted a “BYOM” (Bring Your Own Mobile) Model. Curriculum is designed around “app smashing”, i.e., the use of Dropbox, Blackboard Student, and Map My Fitness in</p>	<p align="center"><i>Debbie Ezell, Harford Community College</i></p>

	conjunction with one another to meet the course requirements.	
A304	<p><i>On-Line Collaboration: Moving from "Ugh!" to "Ahhh!"</i></p> <p>Online collaboration is challenging, and can be frustrating! This session will illustrate how wikis, collaborative journals, peer-reviewed papers, and role-regulated discussion boards have been successfully used in online courses to foster online learning communities.</p>	Melissa Lane, Community College of Baltimore County
Bridgeroom	<p><i>Blended Learning on a Budget for Homebound Students</i></p> <p>Participants will learn how Prince George's County Public Schools (PGCPS) provides an effective and successful blended learning program on a limited budget for homebound students. The program combines weekly virtual synchronous sessions with online asynchronous support materials and assessments.</p>	Sharon Neill and Carmella Doty, Prince George's County Public Schools

Closing Reception — 3:00pm — 3:30 pm