

SPC St. Petersburg
College

Teaching & Learning Conference

Inspiring Excellence



Conference Overview

Registration

Registration Open - 7:45 - 9:30 – Front lobby

Welcome, Posters, and Breakfast in Rm. 1-451

Welcome from Dr. Williams and the TLC Committee! – 8:30 – 9:00

Light Breakfast Begins – 8:00 – 9:00

Poster Session – 8:00 – 9:00

Morning Sessions

9:15 - 10:00 - Session 1

10:15 - 11:00 - Session 2

11:15 - 12:00 - Session 3

Lunch and Learn

12:00 – 12:30 – Poster Session - Rm. 1-451

12:00 - 1:45: Lunch and Keynote – Rm. 1-451

12:30 - 1:30 – Keynote – Rm. 1-451

Afternoon Sessions

2:00 - 2:45 - Session 4

3:00 - 3:45 - Session 5

Session 1 - 9:15 - 10:00

College as Empathy: Encouraging Understanding and Community in Higher Education

**Presenters: C. Moriarty
Room: Forrest**

Surprisingly, some studies show today's college students are less empathic than their forebears. Perhaps more forebodingly, instructors and staff are less equipped to deal with the modern issues students face. This session will delve into exactly the kind and background of students we all serve, how to identify problems, and how to encourage empathy in all stakeholders.

So you think you can blog?

**Presenter: G. Kishbaugh
Room: 1-314**

Greta Kishbaugh shares her highlights and best practices for using blogs as a tool for communication and leadership development.

Azure Notebooks for Math, Science, Statistics, and Programming Labs

**Presenters: A. Tillman
N. Munce and E. Gonzalez
Room: 1-310**

Azure Notebooks is a shareable cloud tool that allows instructors to create shareable, interactive notebooks for students. I have been using these notebooks to create virtual labs in the COP 2801 JavaScript course.

Gaming the System: How to Revive the Learning Process for Hard to Reach Students!

**Presenter: N. Watkins and
A. Larson
Room: Water**

Words Matter! Even the pun in this session title may fool you. Attendees for this session will learn how to use technology, academic gaming and higher order thinking questions to lure students across all curriculum areas into a highly engaging process of discussion and finding text-based evidence to justify their answers. The process is authentic, relevant and like magic in the classroom. Those who attend will see how to gamify the Growth Mindset

A Place to Shine: Professional Learning Communities at SPC

**Presenter: M. Paden and
M. Bodie
Room: Beach**

"Even the stars praise me, and I praise them. They and I sometimes belong to a mutual admiration society." -Henry David Thoreau-

We are doing great work across the College, but we don't often get together to show off what we do. Stars like us need a place to shine: a supportive community where we can share our expertise, our projects, and our ideas with others; where we can encourage, inspire, and learn from each other; and where we can show off the successes we've had. In this session, we will discuss establishing learning communities at SPC -- our own "mutual admiration society" of shining stars!

Panel: How to Engage Unengaged Students

Room: Tropics

Join us to hear of Best Practices in the classroom on how to "engage" disengaged students. Are you tired of students looking bored or sleepy during class? Learn tips to make your class more interactive by hearing what techniques other instructors use in their classroom to create a positive, fun learning environment. Both online and face-to-face modalities will be discussed.

Session 2 - 10:15 - 11:00

Community Colleges Need a Makeover: Retention and Revitalization Through Collaborative Relationships

**Presenter: N. Morelli White
and D. Joyce
Room: Forrest**

This paper attempts to provide educators with ways to tailor their teaching strategies to reach community college students through Interdisciplinary Studies (IDS). This document also defines IDS, provides ways to implement IDS, and the importance of implementing IDS in the community college to help retention, provide a sense of community and provide skills necessary in today's workforce.

Strategies for studying- from the students' perspective

**Presenter: A. Naravane
Room: 1-328**

An in -class observation of how students study with some surprising results.

Connecting with Students Beyond the Classroom: Best Practices for Using SPaC

**Presenter: J. Haber
Room: Water**

SPaC is a tool that can help faculty members know and connect with their students. This session will highlight ways that faculty members can use SPaC, including checking student schedules, texting and e-mailing students, and sharing the student's progress with other faculty members and advisors.

Immersive Storytelling in Online Learning

**Presenters: A. Tillman
N. Munce and E. Gonzalez
Room: 1-310**

In collaboration with Nancy Munce and Ed Gonzalez, we have spent significant time redesigning the Core JavaScript course to create an immersive storyline in the online course. The intent was to increase student engagement and retention. The course is currently being piloted and we would like to share the results.

The Benefits of Building a Learning Resources-Faculty Relationship

**Presenter: K. Morrel, A. Buell,
and V. Lanham
Room: Beach**

This presentation will identify stakeholders in, describe the benefits of, and provide strategies and best practices for building Learning Resources-Faculty relationships.

Panel: Managing Rude Students (e.g. texting in class, working on laptop when instructor is lecturing, etc.)

Room: Tropics

Have you experience any of the following rude behavior in your classroom lately?

- Students texting in class?
- Walking into class late or leaving class abruptly?
- Having side conversations?
- Giggling?
- Having earphones plugged in?
- Using their cellphones?
- Going to another website?
- Working on laptop when instructor is lecturing?
- Passing inappropriate comments?
- Getting upset/angry?
- And lots more?

If so, you are not alone! Such interruptive behaviors are on the rise that have real consequences to fellow classmates who get distracted and unmotivated to participate in class. Join us to share your experiences and engage in a dialogue on how to engage students for a more productive class lessons.

Session 3 - 11:15 - 12:00

The Management Lessons of Dr. Seuss

**Presenters: A. Ellison
Room: Forrest**

Now you might think this is childish, silly or not so cool
Or wonder how he relates to college and school
But I challenge you to let you inner child loose
And learn life lessons from the good Dr. Seuss

As Dr. Seuss said:

Think left and think right
And think low and think high
Oh, the THINKS you can think up
If only you try!

The management lessons of Dr. Seuss will be used in an activity

KaHOOT-ION

**Presenter: N. Nelson
Room: 1-310**

I will demonstrate interactive learning across disciplines, by using a smartphone or app. Students will easily be engaged and it takes a mere at most ten minutes of class time.

Using chats in MyCourses: How to use them to increase student success and achieve a high participation rate

**Presenter: W. Rib
Room: Water**

This presentation provides strategies on how to use chats as an interactive real time tool that promotes critical thinking. This tool is often overlooked by online instructors. It is easy to use but most professors don't know the strategies on how to make chats a valuable experience for the whole class.

You Can't Teach One without the Other: Multi-Potentialities VS the Tradition of Silos

**Presenters: J. Flores and
D. Liebert
Room: 1-314**

Traditional courses taught as separate disciplines or classes (addressed here as Silo teaching / learning) are a form of subjugation; they construct students into passive learners who in turn recognize themselves in traditional, cookie cutter roles of popularized knowledge (Focault), hence, limiting our behaviors to conform to identities we traditionally assume in standard college degrees.

Our economic and technological world rapidly changes and shape-shifts, so as a society we have a vested interest in encouraging multidimensional learning and out-of-the-box teaching; that is, combining two or more fields and thereby paving the way for a new direction in education that prepares shape-shifters to meet our rapidly changing needs.

The method of interdisciplinary learning holds to 4 tenets: First, it maintains that both teachers teach in the same time and space as a model for active, ongoing dialogue; secondly, that the cross-over is between disciplines. It enriches and more critically analyzes the over-lap (contact zones) that disciplinary topics naturally have. Thirdly, when these contact zones are deracinated and explored, their association and application provide a more enriching, learning experience for students. Fourthly, it models ongoing critical dialogue between professors, hence, more inclusive towards students, and fifth, it breaks the traditional role of education as a banking concept (Freire).

Although Professors Flores (English) and Liebert (psychology) will share from their experience teaching collaboratively combined courses in General Psychology, Personality Theory, Composition II and Creative Writing (5 years), emphasis will be given to strategies to effectively collaborate with colleagues outside their own educational silos (AKA, departments and disciplines). Attendees will be provided with handouts, along with a power point presentation. The last 15 minutes of the presentation will become open for critical dialogue and questions, question and answer.

Get Rid of the Box! Incorporating Metacognitive Teaching Strategies into the Classroom

Research shows metacognitive teaching strategies increase student success. However, many presenters will tell you what metacognition is, but not how to incorporate its concepts and strategies into your personal teaching pedagogy. This session will demonstrate how to use metacognitive strategies and techniques in your classroom in both the online and face-to-face modalities. You will leave this session full of ideas you can immediately implement into your instruction. Let's get thinking about our thinking!

Presenter: M. Crews and A. Tingley
Room: Beach

Panel: Use of Social Media (e.g. Facebook, Twitter, etc.) for Learning/Teaching Review – Boon or Curse, a Timely Review

Room: Tropics

Social media—almost everyone uses some form of it, but does it have a place in academia? While many believe it does not, social media can actually be a good way to engage students in learning. Panel members will explain different types of social media, ways to use social media with college students, and recommendations for making sure that it is used appropriately.

Keynote & Lunch – 12:00 – 1:45



Peter Arthur, Ph.D.

Dr. Peter Arthur teaches at the University British Columbia's Faculty of Education and the College of Graduate Studies (undergraduate: learning technology and assessment; graduate: instructional design; doctoral: teaching and learning in higher education). Peter takes a scholarly approach to teaching and is currently the Senior Scholarly Teaching Fellow (February 2018 – July 2019) for BCCampus. In the spring of 2017, Peter engaged in a visiting fellowship at the University of Queensland where he continued his research focusing on new advanced learning models that enhance student success and retention. From 2005 to 2015, Peter was the Founding Director of the University of British Columbia Okanagan's Centre for Teaching and Learning.

Session 4 - 2:00 - 2:45

SPC Faculty Designed 21st Century Tools That Improve Student Core Course Competencies.

Presenters: G. Lloyd and C. Unger
Room: 1-310

Faculty and students have access to tools created by our very own SPC faculty and designers. On average 7,000 students a term use these toolkits in their courses and Virtual Learning Commons. These tools are available to all faculty and students. This session provides faculty with a hands on approach on how to use and evaluate these tools. Several new tools have been added within the last year.

Utilizing a Human Service Professional approach, to building an engaging and life enhancing classroom learning environment.

Presenter: N. Crawford
Room: 1-328

The Human Service approach is interactive and student focus: focuses on self-development, group interaction, and community enhancing skills support.

Building Bridges: "Combining Credit and Noncredit Course Offerings to Advance Student Employability

Presenter: B. Berry and S. Seiter
Room: Beach

Noncredit workforce programs should link students with college-level programming through strategies (e.g., articulation agreements) that align competencies in noncredit and credit programs. This will ensure that students receive instruction that bridges the adult education/college skills gap.

Accessibility.....why do we need it?

Presenter: R. Miller
Room: Forrest

Computer proficiency is expected for accessing information within online courses or accessing books and other printed materials in accessible formats. Many users require adaptive software, such as screen-readers which translate the contents of the screen into speech. This Presentation will review Assistive Technology support offered to visually impaired and blind students here at SPC. Included will be examples of barriers within course content that makes it

inaccessible to users of screen-reader applications and suggestions for resolutions.

Growth Mindset: A Key to Student Resiliency and Motivation

Presenter: S. Brzezinski, J. Haber, C. Weideman, M. Crews, and J. Macdonald
Room: Water

This session will present an overview of how the RSS! Neighborhoods for Success (N4S) incorporate growth mindset into the learning community, and explore how faculty and staff can utilize growth mindset in their work and conversations with students.

Panel: Fake News – How to identify as instructors? How to teach students to identify?

Room: Tropics

The acceleration of content is growing exponentially. Misinformation is cheap to create, disseminate and can be weaponized. Accuracy is tedious and expensive. This panel will examine strategies, technologies, and self-efficacy of faculty and college students understanding trusted resources, degrees of accuracy, and the importance of context.

Session 5 - 3:00 - 3:45

Academic Dishonesty-Migrating to the workplace?

**Presenters: N. Stepanovsky
Room: Water**

We all know the problems we face with academic dishonesty at the college. But does it migrate to the workplace? Hear about current findings in the literature crossing several disciplines, followed by an open discussion on strategies to help prevent it.

Funding for Faculty: How to Turn an Idea into a Fundable Grant

**Presenter: K. Shultz
Room: Tropics**

Interested in obtaining grant funding to enhance your classroom? Fund your professional development? Create a new program? This is an opportune session if you have an idea and you need to get funding, no matter what your role is at the College – we will share the variety of resources at SPC to support your efforts. The process of finding, obtaining and/or managing grant funding can often be daunting and confusing. SPC's Grants Department is here to guide you through the process from beginning to end. You will learn tricks of the trade, helpful hints and available tools developed specifically to guide SPC faculty and staff every step of the way.

Customized Research Guides for Your Assignments

**Presenter: L. Reifler-Alessi
Room: Forrest**

Come and discover collaborative, linked in guides that are tailored to your individual assignments. You can embed the links in your courses, teach from them, and give your students assignment specific, self-help.

Student Engagement using fun and familiar Technology Tools

**Presenter: L. Ducey
Room: 1-314**

Through the use of google slides, PowerPoint, and your smart phone, faculty can increase student engagement with fun and familiar tools of technology.

The superiority of online learning objects

**Presenter: C. Martinez
Room: 1-310**

A sample of SPC students who used an online learning object performed better than students who listened to a PowerPoint presentation on the same subject. There were differences concerning gender, age and academic discipline.

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