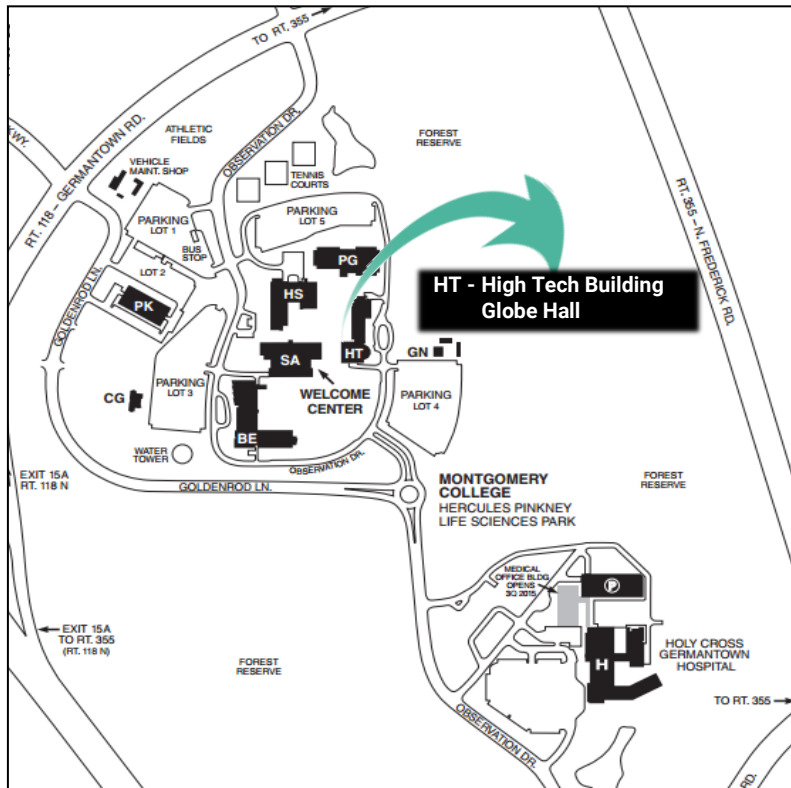


MONTGOMERY COLLEGE
Germantown Campus



06.20.2019

5th Annual
ELITE
Professional Day
Conference

Tuesday,
August 27, 2019
8:30 am - 12:30 pm



Germantown Campus
Globe Hall

ELITE
E-LEARNING, INNOVATION,
AND TEACHING EXCELLENCE

Dr. Tressie McMillan Cottom



Tressie McMillan Cottom's research and writing focuses on race, class, gender, education, and technology in the new economy and has been supported by the Microsoft Research Network's Social Media Collective, the American Educational Research Association, and the UC Davis Center for Poverty Research.

In 2017, Tressie published her book *Lower Ed: The Troubling Rise of For-Profit Colleges in the New Economy* in which she has analyzed large data sets, scrutinized financial filings and interviewed students and staff. The book questions the fundamental narrative of American education policy.

In 2019, Tressie released a collection of essays titled *Thick*. The collection has been described as "essential," and the Chicago Tribune calls Tressie, "The author you need to read now."

Tressie serves on dozens of academic and philanthropic boards and publishes widely on issues of inequality, work, higher education and technology. She worked in enrollment at two for-profit colleges, and after experiencing the kinds of choices students faced, she left the for-profit educational sector to go study it in graduate school. Now she teaches undergraduate and graduate courses in race and digital sociology as well as researches structural inequality, schooling, and labor outcomes.

Tressie is a fan of many things but an uber fan of Dolly Parton, fancy coffee, brunch, nineties hip-hop, bacon, and the Delta blues. She lives in Richmond, Virginia.



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E-Learning, Innovation, and Teaching Excellence (ELITE)

The E-Learning, Innovation, and Teaching Excellence (ELITE) team is committed to providing excellence and leadership to the diverse Montgomery College community in the areas of

- instructional professional development
- learning technology support
- college-wide academic initiatives

We hold ourselves accountable to seek and provide practical, innovative solutions to enhance the learning experience of faculty, staff and students.

<https://www.montgomerycollege.edu/offices/elite/>



Visit The Hub for printable workshop materials and more!
<http://mcblogs.montgomerycollege.edu/thehub/workshop-material/>

8:30 – 9:00 am
 Tea/Coffee Service
Globe Hall Atrium

9:00 – 10:00 am
 Featured Speaker:
 Dr. Tressie McMillan Cottom
Globe Hall

10:15 – 11:15 am
 *Breakout Sessions I

11:30 am – 12:30 pm
 Breakout Sessions II

**All Breakout Sessions I
 will be repeated in Breakout Sessions II*



Please remember to sign in!

Your attendance is required at **both** breakout sessions to receive professional development credit for the conference.

ACADEMIC PLAN: A CRITICAL TOOL TO HELP STUDENTS SUCCEED

Having an academic plan, a plan for the courses to take, and the sequence to take them is essential to student success and completion; however, convincing students to make appointments to do that planning or to meet with program advisors or counselors is often a hard sell, especially when it isn't required or is not connected to a student's experience at the College. Embedding academic planning in courses is an opportunity to create a more comprehensive support system for students, making the link between academics and advising more seamless and meaningful. The Student Academic Plan for Completion (SAPC) is one course planning tool available in MyMC which is easy for students to use and faculty to assign.

At the end of the workshop, participants will be able to:

- *Explain the value of embedding academic planning activities in a course and the purpose of the Student Academic Plan for Completion (SAPC).*
- *Develop course-specific strategies for implementing academic planning activities.*
- *Identify strategies to adopt and implement academic planning activities in a course.*

HT
122

Vedham Karpakakunjaram, Christina Gentile & Samantha Veneruso

ACHIEVING THE DREAM AND FACULTY/STAFF ENGAGEMENT FOR STUDENT SUCCESS

Come and learn about the Montgomery College Student Success Network and why it is everyone's business. This workshop will increase your understanding of Scheduling for Success, Comprehensive Advising, Start Smart and Guided Pathways, in relation to the 2025 Master Plan.

At the end of the workshop, participants will be able to:

- *Articulate the nature of the Student Success Network college-wide efforts.*
- *List activities that all MC faculty and staff members can implement to increase support for students.*

HT
304

Shinta Hernandez, Janee McFadden & Denise Simmons Graves

TWO IS BETTER THAN ONE: A TEACHER AND COACH REFLECT ON THEIR JOURNEY WITH STRUGGLING WRITERS

The facilitators will describe their experiences with Achieving the Promise Academy's embedded coaching model and will use large and small group discussion to describe embedded coaching as a tool, not only for student success, but for better curriculum and pedagogy. Participants will gain an understanding of the theoretical underpinning of coaching, brainstorm ways to "see themselves" in a collaborative teaching environment, and, for experienced coaches, share practices that can improve teaching and coaching in various courses.

At the end of the workshop, participants will be able to:

- Describe the theoretical underpinning of embedded support.
- Brainstorm ways of envisioning their participation in embedded support.
- Recommend ways to strengthen embedded support.

HT
406

Elizabeth Benton and Kim Henley-Oarr



To request one of these sessions as a workshop on your campus, please contact a Faculty Associate or Instructional Designer listed in this program.

CREATING AN ACCESSIBLE SYLLABUS

Your syllabus is one of the most important documents you share with your students, and making it accessible is not only doing the "right" thing, it is also the "smart" thing! Students of all abilities and learning styles may be registered for your class, so don't wait until classes start to make your syllabus accessible. This session will show you how to create an accessible version using Microsoft Word.

At the end of the workshop, participants will be able to:

- Assess syllabus accessibility and remediate errors using both visual and automated testing.
- Discuss how students with disabilities access materials, including the use of assistive technology.
- Apply elements in MS Word to create an accessible syllabus.

HT
123

Jillian Pfau

EVERYONE CAN CREATE AN OPEN EDUCATIONAL RESOURCE

In a fun and fast-paced presentation, Professor of Media Arts and Technologies and Apple Distinguished Educator Harry St. Ours shows faculty how to easily build a digital library that serves their students' own unique needs.

At the end of the workshop, participants will be able to:

- Describe how authors, educators, and students design, compile, and publish professional-level print and electronic books, for free or for profit.
- Create compelling, customized books without relying on impersonal publishers, using new resources, remixing existing and collaboratively created content, and building a digital library that serves their students' unique needs.
- Take control of their authoring and publishing life.

HT
400

Harry St. Ours

FILM LIKE A PRO WITH YOUR MOBILE CAMERA

Film like a Pro with your Mobile Phone. This workshop will gear participants toward learning to film properly with good composition and exposure. This will enable them to film with confidence, add visuals to class lectures, and aid in student learning. Participants can learn filming individually and in small groups.

At the end of the workshop, participants will be able to:

- Create content related to their discipline without seeking professional help in taking pictures or videos.
- Communicate effectively in the classroom with visuals and impact learning practices.
- Restructure their courses to focus on broader learning outcomes.

HT
401

Sowbhagyalakshmi Areke

FINALLY, YOU CAN TAKE ATTENDANCE USING BLACKBOARD!

Blackboard Attendance is a much-awaited tool that has become available in our newest Blackboard Upgrade. A demonstration of taking attendance records will be provided, including keeping attendance for a single class period, adjusting attendance percentages, and bulk marking student attendance. Faculty will receive information on where to obtain documentation and video demonstrations for using the attendance tool.

At the end of the workshop, participants will be able to:

- Describe Blackboard's New Attendance tool and identify documentation and video demonstrations.
- Examine the steps for taking attendance records.
- Review advanced attendance features.

HT
402

Michele Knight

IT DOES TAKE ALL THAT: ENGAGING GENERATION Z THROUGH UNIVERSAL DESIGN FOR LEARNING AND CULTURAL RESPONSIVENESS

This session will enhance practitioners' lenses to understand Universal Design for Learning (UDL) and Culturally Responsive Teaching (CRT). Additionally, participants will be able to see the convergence between the aforementioned frameworks, build and then practice opportunities to develop materials to utilize within the classroom with specific students. In this step-by-step, lecture-turned-workshop, learners will be able to understand the basic tenants of UDL and CRT and practice developing tools to ensure that the cultural contexts of students are being embedded into the classroom.

At the end of the workshop, participants will be able to:

- Distinguish the differences and similarities of Universal Design for Learning and Culturally Responsive Teaching.
- Develop an instructional tool to incorporate and enhance the actualization of student-centered lesson planning and lesson delivering.
- Integrate collective ideas to support a connective, trending support system of knowledgeable others.

HT
403

Brandon Wallace

STUDENT MENTAL HEALTH CONCERNS AND HOW TO RESPOND

The prevalence of students with mental health disorders has been on the rise for years. These individuals are on community college campuses, and many are not getting treatment because of stigma, financial concerns, or just not being able to recognize that what they are experiencing is a mental health disorder. This session will discuss how to recognize students who may be struggling with their mental health, how to respond appropriately, and how to refer them for additional support.

At the end of the workshop, participants will be able to:

- Identify signs and symptoms of mental health disorders.
- Discuss how to talk with students who may be struggling.
- Identify Montgomery College and community resources available to students.

HT
404

Stephanie Will