

Faculty Fridays - Fall Semester 2020

2 p.m. to 4 p.m.

September

11 Faculty Fridays: County and College Demographics

Description: Knowing the demographic make-up of Montgomery County is important as it relates to the demographics of Montgomery College. Do our campuses represent the demographics of the county and do our employees look like our students? Those are questions that impact the success of our students. This seminar examines both county and college demographics, including job sector research.

Learning Outcomes:

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

1. Understand the demographics of Montgomery County and Montgomery College.
2. Understand the employment opportunities in various job sectors and how Montgomery College meets that need.

18 Faculty Fridays: Discipline and Program Data

Description: Improving student success means understanding data at both the discipline and program level. This seminar helps participants examine data that can help shape future academic decisions.

Learning Outcomes:

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

1. Examine data for their discipline and program and understand short-term and long-term projections.
2. Discuss how using discipline and program data can shape curriculum decisions.

25 Faculty Fridays: Classroom Data – Blackboard Analytics and Special Class Lists

Description: Drilling down into the classroom data gives faculty a better understanding of who their students are and how they are performing.

Learning Outcomes:

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

1. Discuss how to use the content in the Special Class Lists to help students succeed.
2. Examine the ethical implications of the Special Class Lists.
3. Discuss how to use Blackboard Analytics for Learn to improve student success.

October

2 Faculty Fridays: The Inclusive Classroom

Description: In light of the current racial tensions in the country, the topic of inclusive teaching and curriculum has become even more critical. This workshop will focus on key aspects and components of inclusive teaching and curriculum within the overall framework of culturally responsive teaching (CRT). Participants will leave the workshop with specific tools, frameworks, principles, and other resources to help them increase the likelihood that their instruction, course content, and assessment will be as inclusive as possible.

Learning Outcomes:

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

1. Identify and explain the importance of key aspects and components of inclusive teaching and curriculum;
2. Apply relevant principles and frameworks to...
 - brainstorm and/or share ideas for inclusive curriculum and teaching;
 - analyze specific case studies and scenarios
3. Engage in and navigate challenging discussions about racial inequality with their students and colleagues with more confidence

9 Faculty Fridays: Collaborative and Active Learning Series Week 1

Description: Increasingly, studies show that college students experience more meaningful and lasting learning when instructional techniques guide them to actively assimilate information into their own personal understanding. In addition, according to educational research such methods especially benefit the learning process of culturally diverse and underrepresented students. Teaching using collaborative and active techniques not only provides the setting for all students to become academically successful, in our diverse classrooms working collaboratively allows students to practice effective functioning in a multicultural and global world (Barkley, 2014). This program is designed for faculty in all disciplines who are interested in refining their teaching and improving the quality of student learning. A multitude of techniques for collaborative and active learning will be discussed and faculty are invited to experiment with these techniques during the workshops and in their own lessons in the month between the sessions.

Learning Outcomes:

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

1. List several reasons why teaching with collaborative and active learning techniques results in higher levels of learning and longer knowledge retention.
2. Describe 8-10 techniques discussed in the three-workshop series.
3. Design, develop and implement 3-5 classroom activities using the discussed collaborative and active learning techniques.

16 Faculty Fridays: Collaborative and Active Learning Series Week 2

This is part of a three-week series. Participants must attend all three sessions. See October 9 for the description and learning outcomes.

23 Faculty Fridays: Collaborative and Active Learning Series Week 3

This is part of a three-week series. Participants must attend all three sessions. See October 9 for the description and learning outcomes.

30 Faculty Fridays: Classroom Assessment Techniques

Description: Informal techniques for assessing student learning that faculty can immediately implement in their courses is important to student success. These techniques enable faculty to gain feedback on what, how much and how well students are learning before a test. The purpose of these techniques is to bridge the gap between what students are learning and what faculty are teaching. Finally, the techniques are not time consuming, are not threatening and are very simple to implement.

Learning Outcomes:

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

1. Implement classroom assessment techniques that bridge the gap between the teacher's instruction and the students' learning.
2. Assess what, how much and how well each student has learned.
3. Assess learning skills and motivational skills of the students.

November

6 Faculty Fridays: Implicit Bias

Description: Implicit bias refers to attitudes or stereotypes that influence one's understanding of and behavior toward individuals in an unconscious way. This type of cognition can lead to harmful and erroneous conclusions about a group of people. In this seminar, there will be an exploration of the negative implications of implicit bias.

Learning Outcomes:

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

1. Understand the social construction of stereotypes related to race/ethnicity, gender, age, and other characteristics.
2. Assess ways to counter stereotypes.
3. Implement tools for identifying implicit bias.
4. Discuss how to effectively reduce or eliminate implicit bias in the classroom.

13 Faculty Fridays: Mental Health

Description: The seminar focuses on the rising mental health issues experience by college students. Common myths will be dispelled, and Montgomery College resources to help students will be shared.

Learning Outcomes:

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

1. Identify term “Mental Health Disorder” and learn about signs of a potential problem
2. Recognize signs in a classroom or online setting
3. Define how faculty can help struggling students
4. Develop increased awareness of campus resources for students with mental health concerns

20 Faculty Fridays: Universal Design Learning

Description: In today’s classroom, student population is growing more diverse with varied backgrounds, expectations, abilities and learning styles. It can be challenging to teach effectively to such a wide variety of learners. This seminar will introduce the principle of Universal Design for Learning (UDL) as inclusive pedagogy that can help to meet all students where they are.

Learning Outcomes:

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

1. Identify potential learning barriers and needs in the classroom.
2. Name three main areas of the UDL principle.
3. Adopt one of the UDL strategies to your teaching.

December

4 Faculty Fridays: Instructional Technologies

Description: Deploying different technologies into the classroom can be both engaging and fun. Students learn in different ways and instructional technologies can touch on those learning styles. In this seminar, several instructional technologies will be highlighted that faculty can use in any classroom setting.

Learning Outcomes:

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

1. Create presentations using Sway.
2. Develop a visual syllabus using concepts of infographics.
3. Understand the value of using video to deliver presentations and use the One Button Studio to create a short faculty introduction.

11 Faculty Celebration and Student Success Stories

This class is part of the Faculty Fridays seminars.

Description: New faculty hires who have been a part of the semester-long Faculty Fridays seminars will have an opportunity to celebrate the beginning part of their journey at Montgomery College. Resources will be shared so that upon completion of the first semester, they have what is needed to be successful Montgomery College faculty.

Learning Outcomes:

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

1. Share related stories of their successes and challenges in their first semester at Montgomery College.
2. Celebrate their accomplishments and be prepared for upcoming semesters.