



Teaching Today for Tomorrow

The Love of Teaching Half-Day Conference

Co-sponsored by

The Office of E-Learning, Innovation, and Teaching Excellence
(ELITE) & The Institute for Part-Time Faculty Engagement &
Support (IPTFES)

Saturday, October 1, 2022

10:00 a.m. - 12:30 p.m.

via Zoom



Table of Contents

A Welcome Message from Dr. Williams	3
Remembering Dr. Eric Grosse.....	4
From The Office of E-Learning, Innovation, and Teaching Excellence (ELITE)	5
A Welcome Message from The Institute for Part-Time Faculty Engagement & Support (IPTFES)	6
The Love of Teaching Conference for 2022.....	7
The History of the Event	7
2022 Love of Teaching Planning Committee	7
Schedule	8
Our Featured Speaker.....	9
Scenario 1	10
Scenario 2	11
Continuum of Digital Teaching and Learning	12
Notes.....	13
Takeaways.....	14
Resources.	15



A Welcome Message from Dr. Williams

Our students are diverse, determined, multi-modal, and managing society and the world in many different ways. Our love for teaching drives us to be agile, compassionate, and equitable in an ever-evolving landscape. The move to remote teaching due to of the pandemic, for example, presented challenges to teachers everywhere, including Montgomery College. In all challenges, there are also seeds of opportunity. Remote instruction gave us all the chance to develop new skills for teaching in the digital age, a time when we are managing the idea of high-touch and high-tech in a conversation led by equity. The 2022 Love of Teaching Conference capitalizes on this conversation and action and celebrates the strides we have all made.

This year's Love of Teaching Conference focuses on reaching our learners who are digital natives. Their needs and aptitudes are often different from previous generations of college students, so guiding these learners to become creative, thoughtful problem solvers requires transformational pedagogy that embodies inclusive excellence. Today's instructors have embraced innovative techniques and strategies, which will be thoroughly explored in this year's events.

I am delighted to be a part of an institution that places a high value on teaching excellence. Finding solutions for challenges students face based on the structures they did not create is paramount. Meeting their needs and the demands of the environment by interrogating current practices and developing new approaches is critical in this era. Continuing to offer students opportunities for intellectual growth will be increasingly important. I believe each of you will strive to deliver on them because of your love of teaching.

Jermaine F. Williams, Ed.D.
President

Remembering Dr. Eric Grosse by Liz Feldman



Dr. Eric Grosse Equals (=) Love of Teaching.

What better way to describe our late colleague than this. We tragically lost Eric last April just days before the 'Love of Teaching' conference was scheduled to take place. Eric taught in the English and Reading Department at the Rockville campus and was a part-time faculty associate with the Institute for Part-Time Faculty Engagement and Support. He was a key member of the 'Love of Teaching' committee and was instrumental in helping plan the events you will see today.

Eric joined Montgomery College in 2015. He previously taught undergraduate students at various institutions, and he also worked in administration. He served as Dean of Academic Affairs at DeVry University and Dean of Academic Development at Strayer University. He brought his unique perspective as an administrator to the Institute for Part-Time Faculty Engagement and Support when he was appointed in 2016. He advocated fiercely for part-time faculty members and worked on a number

of initiatives such as informing part-time faculty about Rank Advancement.

Eric was born in Buffalo, New York in 1947. He earned his Bachelor of Arts degree in English literature from Hobart College. He also obtained two masters degrees, a Master's of Arts in English literature from the University of Maryland and a Master's of Science from American University in Human Resource Development. He earned his EdD in Adult and Continuing education from Teachers College at Columbia University. Eric served in the U.S. Air Force during the Vietnam War. He initially came to the D.C. region to work for the Agriculture Department investigating food stamp fraud. Eric's first love though was always teaching.

He had a special connection with his students. Eric's widow, Linda Feldman said, "Eric's passion was teaching post-secondary education, providing the best possible environment for students to learn and grow. He was especially anxious to have faculty held accountable for the quality of their classroom instruction and interaction with students. His innovative ideas were always ahead of their time. As his wife, I am forever grateful to MC for giving Eric the trust and support to spread his wings, if for only a short time."

His long-time colleague Toby Rabbin said, "Eric was a dedicated professor who did whatever he could to ensure his students succeeded in his classes as well as in their future careers. His overall quality score on Rate My Professor, based on 32 ratings, was 4.8. Very few of us achieve that kind of unanimous approval from our students. He and I spoke frequently about our students and our teaching methods. We shared strategies for how to increase our impact on our students without compromising our educational principles. He was always open to trying something new, and I learned a lot from him."

The former director of the Institute for Part-Time Faculty Engagement and Support, Rachel Bonaparte said, "To know Eric was to know that he was a man who was not afraid to ask the hard questions or speak up. His love for students and teaching was evident through his work ethic. However, when it came to his grandkid, work was almost non-existent. He loved that little one to the extent that he wanted his work profile picture to include his grandchild. Eric was principled, dedicated, and not afraid to challenge the status quo. Dr. Grosse is sincerely missed. It is a blessing to know that his legacy will forever live on."

From The Office of 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 MC community in the areas of instructional professional development, learning technology support, and college-wide academic initiatives. We hold ourselves accountable for seeking and providing practical, innovative solutions to enhance the learning experience of faculty, staff, and students.

For more information, please visit the ELITE website at <https://www.montgomerycollege.edu/elite> or contact us at AskELITE@montgomerycollege.edu

Have an idea for a workshop? Submit your proposal by going to:
<https://www.montgomerycollege.edu/offices/elite/professional-development-proposal-form.html>

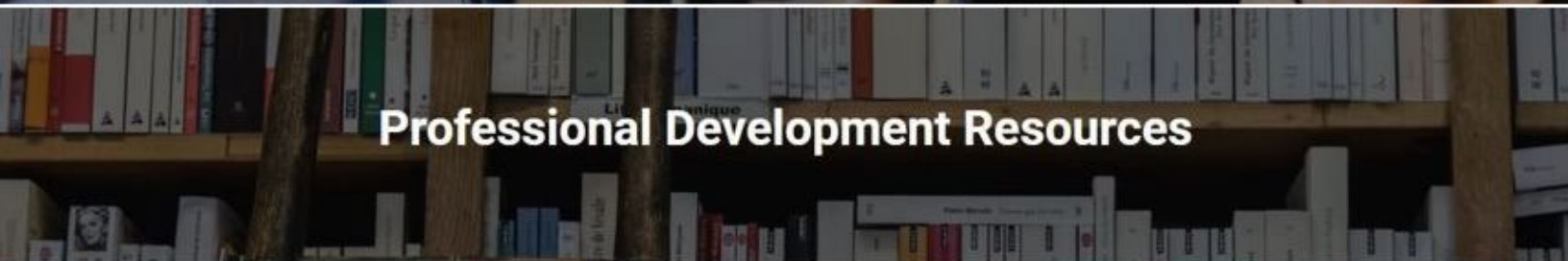
If you have questions about professional development, please contact us at AskELITE@montgomerycollege.edu




Visit The Hub for teaching resources!
<https://mcblogs.montgomerycollege.edu/thehub/>



Fundamentals of Teaching



Professional Development Resources



Stay Connected

A Welcome Message from The Institute for Part-Time Faculty Engagement & Support (IPTFES)



Welcome from Erik Swanson, Interim Director, Institute for Part-Time Faculty Engagement and Support.

The Love of Teaching Conference is unique in that faculty have the chance to really take a deep dive into various instructional topics. The exchange of intellectual ideas and thoughts from presenters and attendees like you is exactly what makes this conference one of a kind. On behalf of the Institute for Part-time Faculty Engagement and Support, we are grateful for your presence and your commitment to your own personal and professional growth. We hope that you are inspired through this experience and that your love for teaching continues to grow as a result.

Here is more about the Institute for Part-Time Faculty Engagement & Support (IPTFES).

We are now in our eighth year of providing resources and guidance to Montgomery College's part-time faculty and counseling community. The Institute also recognizes the exceptional work and contributions made by our faculty and counselors in serving the students at Montgomery College. The Institute has embraced a broad range of responsibilities. Some of our core functions include:

- Providing part-time faculty orientation and professional development opportunities.
- Serving as a problem-solving, trouble-shooting hub for technical and facility-related issues that impact teaching and counseling by part-time faculty and counselors.
- Providing resource centers where faculty can work, meet with students, and engage with colleagues.
- Assisting the academic and counseling departments in communicating and interacting with part-time faculty to more effectively advance department and College goals and initiatives.
- Serving as a source of information regarding rank advancement and appointment requests, professional development, and opportunities for full employment in the educational community.
- Providing both a physical and virtual presence to support part-time faculty on and off campus during both day and evening classes.

Please reach out to us. Your involvement with the Institute's virtual presence begins by visiting our website at <https://info.montgomerycollege.edu/resources/part-time-faculty>.

Please also connect with us on Facebook: *@MC.PTFaculty*

The Love of Teaching Conference for 2022

Education is constantly adapting. Many of today's students have grown up with technology, and studies show that their learning preferences differ from previous generations. Our students' worlds move rapidly. They are surrounded by endless information, often at odds with society's traditional view of teaching and learning. As they enter the workforce, students are being met with greater demands than ever before.

The next generation of workers and thinkers is preparing today for their future. Through dynamic teaching and learning frameworks, students are active and involved, and the focus shifts from the instructor to the students. This moves the emphasis from teaching to learning.

Fall in love with teaching again at the 2022 Love of Teaching Conference as we discuss our role in preparing our students for a world that is yet to exist.

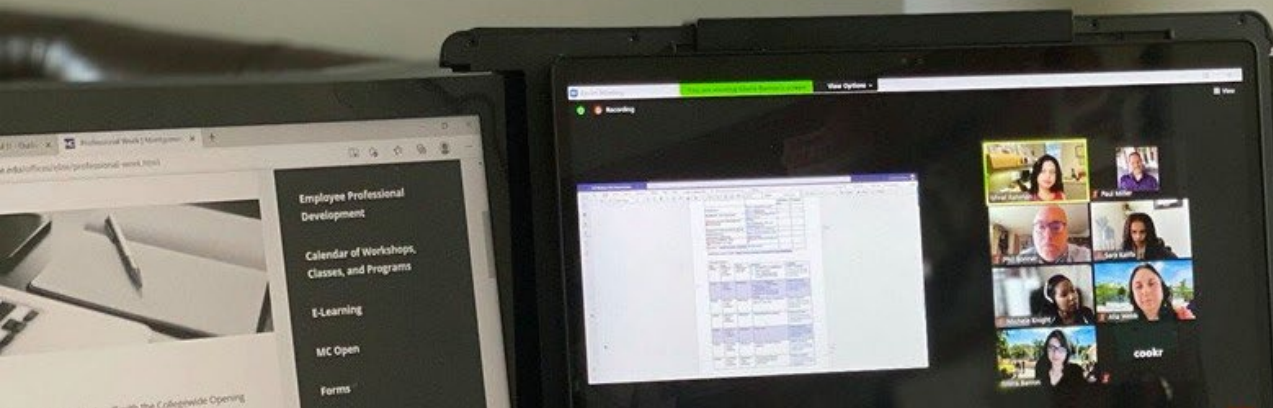
The History of the Event

The Love of Teaching Annual Conference is held every spring on the last Saturday in April. Originally conceived by Instructional Designer Dr. Carol Moore, the first conference was held in 2016, and it has been held every year since except in 2020 due to the pandemic. The Love of Teaching is different from other professional development events in that it is a celebration of the teaching profession. It provides an opportunity for participants to explore a topic of interest with colleagues and do so in a convivial atmosphere that allows for greater camaraderie and collaborative learning. Since its inception, the event has grown in participation and is one of the most popular professional development events offered at Montgomery College.

2022 Love of Teaching Planning Committee

Gloria Barron, Instructional Designer, ELITE
Philip Bonner, Instructional Designer, ELITE
Elizabeth Feldman, Part-Time Faculty, IPTFES
Nghi Nguyen, Web Specialist, ELITE





Schedule

10:00 - 10:05 a.m.

Welcome, Mr. Philip Bonner

10:05 - 10:15 a.m.

Dr. Jermaine Williams, Montgomery College President

10:15 - 10:20 a.m.

Dr. Sanjay Rai, Senior Vice President for Academic Affairs

10:20 - 10:25 a.m.

Dr. Michael Mills, Vice President of ELITE

10:25 - 11:25 a.m.

Keynote Presentation, Dr. Paul Miller

11:25 - 11:45 a.m.

Breakout Session 1

11:45 - 11:55 a.m.

Team Reports

11:55 a.m. - 12:10 p.m.

Breakout Session 2

12:10 - 12:20 p.m.

Team Reports

12:20 - 12:25 p.m.

Wrap-Up

12:25 - 12:30 p.m.

Raffle, Closing, and Evaluations

Our Featured Speaker



Dr. Paul D. Miller has extensive experience in STEM instruction; K-12 curriculum development; instructional design and teaching methodologies; project evaluation; inclusive professional learning/development; instructional technology integration; instructional systems development; program implementation fidelity and evaluation; and over \$34 million in federal and state grant facilitation and management. He has worked with school systems in 28 states and presented internationally at conferences on cooperative learning models, scaling programs for enhanced math achievement, effective leadership coaching practices, professional development, competency-based learning, and technology integration to support teaching and learning.

From 2007 to 2018, Dr. Miller worked at the Success for All Foundation and Johns Hopkins University, where he led the development of technology-based learning materials (for reading and mathematics), piloted web-based professional development and personalized learning systems, developed training workshops for teachers and administrators, and managed teams to develop early childhood program materials in partnership with Sesame Workshop, Inc.

Before joining Montgomery College, Dr. Miller has served as Director of Strategic Operations/Section Chief for Monitoring and Accountability for the Maryland State Department of Education's Division of Early Intervention and Special Education Services, where he led the design and development of a statewide micro-credentialing program and provided professional development support for the integration of specially designed instruction within an inclusive environment to meet the needs of students with disabilities.

Dr. Miller holds an Ed.D. focusing on Instructional Design for Online Teaching and Learning from Johns Hopkins University and an M.A. in Instructional Systems Development from the University of Maryland Baltimore County.

Scenario 1

Professor A teaches online and face-to-face. He/she gives four tests/quizzes each semester to gauge student learning of the units covered, a research paper, and discussion questions. The professor notices that students are not retaining the information. Furthermore, some students are doing poorly on the tests.

Using your understanding of the continuum of teaching and learning (e.g., 21st Century Skills) please discuss the following questions.

1. What do you suggest for the professor to help promote students' ability to retain information?
2. What skills do you recommend to boost the thinking processes and behaviors to deepen the students' understanding of the content?
3. Do you find differences across the disciplines?

Notes

Scenario 2

A professor teaches a course remotely. The class meets two times each week on Monday and Wednesday afternoons. The professor feels that it demands a lecture.

The students are always very quiet, leading the instructor to feel insecure. Even though students attend the zoom meetings regularly, they keep their cameras and mics turned off, allowing very little interaction.

The professor has difficulty imagining how much the students behind the screens pay attention to the lecture. The professor feels lonely as he/she teaches from the home office and is actively looking for ways to increase engagement.

1. How can the professor use teaching and learning skills (e.g., 21st Century Skills) to help the students feel more comfortable about actively engaging? Offer some examples.
2. Would this approach change if the class were a face-to-face course?
3. How can this instructor help students build relationships with course material and each other to continue exploring the topic outside of the course hours?

Notes

Continuum of Digital Teaching and Learning

21st Century Skills Self-Assessment



- ✓ Do you promote and reinforce doing things that you have done before, where you and your learners have to rethink to think anew?
- ✓ Do you ask learners to generate and ask their own unique, essential questions?
- ✓ Do you build opportunities for the use of inductive and deductive reasoning?



- ✓ Do you facilitate global communication and collaboration with your learners?
- ✓ Do you give learners opportunities to collaborate face-to-face and virtually?
- ✓ Do you assist your learners in developing their own personal learning networks?



- ✓ Do you provide learners with opportunities to speak and write using their own unique and genuine voices?
- ✓ Do you help learners create focus, energy, and passion around the oral and written communications they want to make?
- ✓ Do you help learners identify or select digital media tools to express themselves?



- ✓ Do you promote, encourage, and reinforce inquisitiveness?
- ✓ Do you encourage your learners to add their own "personal touches" to their learning experience?
- ✓ Do you expose learners to stories that portray how others have succeeded or overcome adversity?

Notes

[illegible]

Takeaways

What are your key takeaways from this event?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Resources

The Professor of the 21st Century Framework

Professor of the 21st Century Framework (Levelled Document)

<https://www.algonquincollege.com/profres/files/2019/08/2019-Levelled-Document.pdf>

Competencies of Today's Learners - Jigsaw

Directions: With your group, watch your assigned video and discuss your assigned competency. To help support your discussion, consider:

defining the competency;

identifying what it looks/sounds like in practice; and

exploring what an instructor needs to do to develop, practice, and reinforce the competency in their course.

<https://docs.google.com/document/d/1GiwdWUYeF1NYLRUB2JuKnLXj1KN-tdviSnEC8xhh7Tc/edit?usp=sharing>

MC