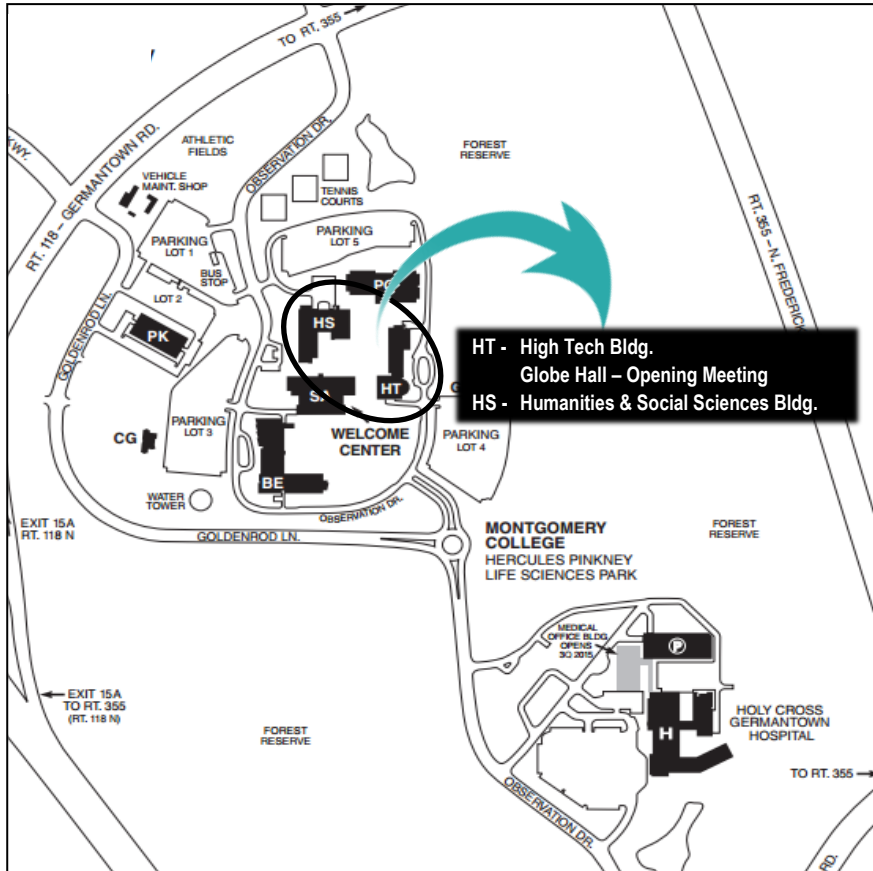


MONTGOMERY COLLEGE

Germantown Campus



Visit  **HUB**

for printable workshop materials and more!

<http://mcblogs.montgomerycollege.edu/thehub/workshop-material/>

07.25.2018

MC MONTGOMERY
COLLEGE

ELITE/MCIW

Professional Day Conference

Tuesday,
August 21, 2018
8:30 am - 12:30 pm



Germantown Campus Globe Hall

ELITE
E-LEARNING, INNOVATION,
AND TEACHING EXCELLENCE

MONTGOMERY COLLEGE
INNOVATIONWORKS

Featured Speaker

Mr. Haydn Shaw



Haydn Shaw is a leading expert on the multiple generations, leadership, change management, personal productivity, and trust. He is the author of *"Sticking Points: How to Get 4 Generations Working Together in the 12 Places They Come Apart"* and Franklin Covey's bestselling workshops *"Leading Across Generations"* and *"Working Across Generations"*. He also writes on generations and leadership for the Huffington Post. TIME wrote, "Shaw is an expert on cultural differences at the office." He has spoken to over 100,000 people and worked with more than 1,500 businesses (from Fortune 500 companies to start ups), not-for-profit organizations, and governmental agencies. He speaks and consults in excess of 160 days each year to clients who consistently invite him back. Hailed as a "leadership guru" by the Washington Post, Haydn Shaw has delivered hundreds of convention keynotes or intimate off-sites. Known for taking groups from hilarity to deep reflection, he combines rich content with use-tomorrow tools. His presentations make an impact because he does his homework, designing each one for your unique needs. Having worked with hundreds of organizations, Haydn connects with virtually any group in any industry, and brings practical and inspiring examples from the boardroom and the front line. He also has worked with Franklin Covey for 23 years as a senior consultant and one of their most requested keynote speakers specializing in their generations, leadership, execution, personal productivity and trust methodologies.



Conference Sponsors

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 and 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.

Montgomery College Innovation Works (MCIW)

Montgomery College Innovation Works is an integrated Think and Do Tank, a center for supporting and nurturing mission-driven innovation. Montgomery College Innovation Works supports the direction of MC2020 by helping to create a culture that sees being innovative, agile and proactive as our charge and that understands that innovation often requires communication and collaboration that goes beyond department and discipline units.

ELITE

Vice-President

Dr. Michael Mills

Administrative Support Coordinators

Ms. Sharmini Azeez

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Faculty Associates

Professor Kathy Andrews-Williams - Germantown

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MCIW

Professor Samantha Veneruso

Using Tough Empathy Pedagogy to Motivate Students

Shinta Hernandez

HS 217

Tough empathy pedagogy (TEP) is an educational practice that requires instructors to feel the emotions of their students, communicate about various resources and support services, and to teach and mentor using this perspective. In this workshop, the presenter will discuss her experiences with TEP, analyze how increased quantity and quality of interactions between faculty and students may increase students' motivation to do well in school, and discuss how TEP could play out in your classroom.

Visible Thinking Routines to Encourage Thinking Dispositions and Empower Student Learning

Sara Ducey & Angela Lanier

HS 218

Visible Thinking, a term coined by Harvard's Project Zero Initiative, refers to routines faculty can implement in order to encourage students to share and document their thinking. In this workshop participants will engage in several routines that help students make their thinking visible and discuss ways to adapt the routines and document students' thinking.

Write of Passage: Supporting Student Writers With Autism in the Composition Classroom

Andrea Herman

HS 252

How do student writers with autism spectrum disorder (ASD) experience our well-intentioned classroom practices? Listen to the voices and struggles of students on the spectrum as they face the challenges of a semester composition course. Participants will learn three theoretical lenses for understanding ASD to help us engage, retain and support these neurodiverse learners.

Program

8:30 — 9:00 am

Tea/Coffee service

Globe Hall Atrium

9:00 — 10:00 am

Featured Speaker: Mr. Haydn Shaw

Globe Hall

10:15 — 11:15 am

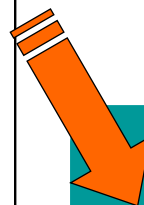
***Breakout Sessions I**

11:30 am — 12:30 pm

Breakout Sessions II

***All Breakout Sessions I**

will be repeated in Breakout Sessions II



These one-hour breakout sessions are not designed to satisfy the multiculturalism/diversity training requirement of the College.

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

BREAKOUT SESSIONS

Assessment Confusion and Duplication?

Tom Cantu, Deborah Grubb & Michele Knight

HT 123

If you have participated in CAR, program assessment or general education – this session is for you. Come to this session to contribute ideas about how to streamline our assessment processes. This will be an opportunity for you to shape how the college conducts program assessment and CAR in the future.

Autism Spectrum Disorders: Beyond the Basics

Sue Haddad & Melissa Scarfone

HT 304

Through interactive exercises and case scenarios, the presenters will go beyond the definition and characteristics of autism by offering insights on how autism impacts social and communication skills and how behaviors can easily be misinterpreted in the classroom. The presenters will discuss interventions and specific strategies to improve academic experiences.

Beyond Academic Content: Easy to Teach Skills for Academic Success

Ja'Bette Lozupone & Eurae Muhn Primosch

HT 400

Participants will discuss practical strategies that are being implemented effectively at Achieving the Dream schools with visible results in student GPAs, persistence rates, and retention rates. The workshop will introduce a spectrum of easily applicable tools such as first-day-of-the-semester activities, texting apps, tips on fostering students' sense of belonging at the college, and ways to weave mini-lessons on non-

The giant social media companies maintain that they are neutral platforms whose users provide and control their content, but their creation of a workforce of commercial content mediators says otherwise. The work of Dr. Sarah T. Roberts, who coined the term “commercial content mediators,” brings attention to the existence of a low-paid contract workforce that protects us from disturbing content even as it censors posts on a daily basis, following guidelines that are held as proprietary trade secrets by the social media companies.

Transforming Documents and Presentations into Engaging and Accessible Teaching Tools

Matthew Decker

HS 214

Designing impactful assignments and presenting engaging PowerPoint presentations can be challenging prospects; however, Microsoft Word and PowerPoint have many built-in features that can make an assignment or lecture not only effective but also visually attractive and accessible. Participants will learn simple strategies and skills to implement immediately to better reach students, keep their attention, and ensure understanding of course documents and presentations.

Use “Group Me”- an App to create a Classroom Learning Community

Susan Blumen

HS 215

Want to use a simple web application to grow a classroom learning community? Want to save yourself time and effort answering the same questions over and over again? Want to ensure students are clear on the assignments at 1 am when you are sleeping? Come with your cell phone and learn an app called Group Me.

Teaching Learning Strategies: How and Why

David Fallick

HS 177

Learning strategy instruction is important for students who have trouble academically. It is also useful for those who do not. Additionally, learning strategy instruction is applicable to all learning, regardless of the discipline. During this workshop, attendees will learn before-, during-, and after-reading strategies; strategies to lower affective barriers; and strategies that help students with organization and studying outside of class. Attendees will also be introduced to how to teach the strategies to their students.

The Transformative Power of Scholarships: Working with First Generation, International and Minority Students

Christina Devlin, Lucy Laufe & Jorinde van den Berg

HS 244

Stratification within higher education is increasing with the rising cost of education. Access to scholarships is one way for students to try to address this concern. However, many students who are not familiar with the norms of academic and scholarship culture may be disadvantaged when applying for these awards. This presentation will explore effective ways to mentor these students to develop a scholarship strategy and to help with the components of the application process. The presentation will also explore how the Honors Program can help address the scholarship knowledge gap for students from under-represented populations.

Through A Glass Darkly: The Hidden Work of Content Moderation on Social Media Platforms

Nancy Nyland

HS 213

cognitive skills into the curriculum.

Can We Teach Empathy? If so, how?

Rita Kranidis, Heather Satrom & Deborah Taylor

HT 401

The global humanities approach to teaching trains students to be engaged global citizens, which largely relies on a sense of connectedness to others and concern for their well-being. This session explores the question of how teachers can set the stage for making students aware and civically engaged. The presenters offer both a humanities text and an experience abroad to demonstrate the GHI's pedagogy.

Digital Downside? Effects of Digital Technology on Learning

Heather Ganginis Del Pino, Jessica McLaughlin & Alejandra Morales Picard

HT 402

This workshop will consist of a critical assessment of the digital revolution and its impact on student learning. Participants will learn about experimental research that investigates the effects of digital technology on how students read and think -specifically how these digital approaches affect retention and comprehension of course material and processing of information in the brain.

Embracing Cross-Generational Perspectives, Including Emerging Gen Z

Patti Polimadei, Cynthia Mauris & Laura White

HT 404

Reflect on the intergenerational dynamics, including our emerging Gen Z, that impact classroom and workplace, while practicing dialogue in

various formats. Skills are transferable to lunchroom conversation as well as customer service and work team applications. Develop an action-plan for further learning.

Emergency Preparedness for MC Faculty

Shawn Harrison, James Ray & Carlo Sanchez

HT 406

In this session, participants will learn best practices in emergency procedures in the classroom. What should faculty do on the first day of class to prepare students for emergency situations? What should faculty do in the case of an active shooter, or medical emergency? These and other scenarios will be discussed.

Implementing Active and Collaborative Learning Techniques in Various Disciplines

Sara Kalifa & Stacey Peterson

HT 122

In order to have students develop critical thinking skills, address the diversity in their learning styles, and to stimulate creative classroom interaction, it is important to infuse our teaching with active and collaborative learning techniques. We will discuss several collaborative and active learning techniques in general, and share several that we have implemented in our own classrooms.

Incivility: Concrete Tools to Manage Conflict

Lena Choudhary & Jasline Moreno

HT 403

What in primary education is called bullying, in college is called incivility and manifests itself, for instance, in eye rolling or gossip. This workshop will provide concrete strategies and food for thought to help our students

deal with conflict in constructive ways.

Manuscript Evaluation of Papers Written in the Disciplines Outside of English Composition Classes

Virginia Streamer

HT 216

The purpose of this presentation is to persuade faculty who are not English teachers that they can use written assignments as an effective learning tool even if the writing seems very poor. We will look at some papers, discuss what is valuable in them, and participants will learn specific techniques to evaluate a piece of writing that do not require knowledge of teaching composition

Simple Techniques to Promote an Inclusive Blackboard Course Site

Qing (Alison) Yu

HS 175

Are you interested in providing a barrier-free learning environment for students in your Blackboard course site? In this session, we will discuss the things you need to know about designing accessible content for Blackboard course site, including multimedia.

Student Mental Health Concerns and How to Respond

Stephanie Will

HS 209

This workshop will address basic information about mental health disorders, including dispelling some common myths. We will discuss what signs to look for, how to engage a student who seems to be struggling with a mental health disorder and how to utilize Montgomery College resources to help the student be successful in your classroom.