

Keynote Address

Sarah "Intellagirl" Robbins-Bell

The Seven Deadly Sins of Technology in Higher Education: Exposing Our Sins against Innovation

In 590 AD, Pope Gregory I created a list commonly known as the "Seven Deadly Sins" in an effort to create a shorthand for the rules of virtuous behaviors. In a time of rapid change, a simple to follow list of guidelines can create structure. Today's higher education institutions are in a similar age. Institutions can't keep up with the accelerating development of new technologies that have potential for learning applications. So rather than creating procedures and practices for specific technologies we need simple guidelines that can be applied to any technology. In this talk we'll identify the seven sins that have blocked our ability to adopt or reject technology in an agile fashion.

Biography

Sarah "Intellagirl" Robbins-Bell is a PhD candidate at Ball State University in Muncie, Indiana. She is also a higher education consultant helping colleges and universities integrate Web 2.0 technologies meaningfully into pedagogy. She is the coauthor of *Second Life for Dummies* and has published many articles related to practical integration of new technologies to increase student engagement and community building. Sarah also consults with Kelley Executive Partners at Indiana University. Her work has been featured in the *New York Times*, the *BBC*, *USA Today*, and the *Chronicle of Higher Education*. Links to Sarah's work, videos, and blogs can be found at www.intellagirl.com.

Some of Sarah's publications and presentations include: "Pedagogy before Technology: Exploring and Applying Tomorrow's Technology with Today's Students"; "From If to Ought: Computers, Composing, and the Transformation of Writing Centers"; and "Tagging the Collective: Motivation Analysis and Tagging in Information Literacy."

Early Morning 10:15 – 11:15

Presentation: Beyond Facebook Pages – Educational Uses of Social Networking

Location: Gateway 104

Creating a Facebook page is a good first step, but how do you go beyond branding to better teaching and learning? Hear how Howard University is doing just that!

This presentation will cover how your institution can leverage social networking to:

- Integrate new students into your campus community
- Make learning more social and collaborative
- Facilitate educational opportunities outside of the classroom
- Reinforce student-to-student and student-to-faculty connections

Grant Warner, Howard University, Washington, DC

Presentation: The Value of Learning Portfolios on Student Performance and Motivation

Location: Gateway 106

In summer 2008, a Learning Portfolio project was introduced in the Anatomy and Physiology I course I teach to begin to assess its impact on student performance. The portfolio project evolved as a way to enhance student engagement in the learning process through their creation of a variety of laboratory study aids based upon their individual learning styles. Students include a selection of representative study aids in their portfolios, and write reflection essays on how these items contributed to their understanding and retention of course concepts.

I will share in my presentation three semesters of student feedback on the value of this learning portfolio project, quantitative grade comparisons, and examples of student created study aids and self-assessments. My results demonstrate that successful completion of the portfolio improves exam grades, builds confidence, increases motivation, and promotes a strong sense of achievement in students.

Rob Swatski, Harrisburg Area Community College, York, Pa

Presentation: MUVE the World - Virtual Worlds in the Classroom

Location: Gateway 119

During the SUNY LIVE project, the presenters established a presence in Second Life by creating and sharing an island with educators throughout the SUNY system. The initial six-month multi-campus experience focused on exploring and sharing possible uses of virtual worlds. The emphasis has now shifted to engaging students in Second Life and other virtual worlds through projects, activities, and experiences. Presenters share activities and discuss their strengths and weaknesses in using virtual worlds in the classroom. Discussed are student support, orientation, and other lessons learned.

By the end of this presentation the learner will be able to: Explain the difference between the uses of different virtual worlds. Compare/Contrast different MUVE\'s for classroom use. Describe the stumbling block to implementation for MUVE\'s (Multi User Virtual Environments).

Larry Dugan, Finger Lakes Community College, Canandaigua, NY

Terry Keys, Monroe Community College, Rochester, NY

Dave Shaw, Monroe Community College, Rochester, NY

Presentation: Connect, Communicate, Contribute – Facebook NOT Just for Kids Anymore**Location: Gateway 129**

This session will look at Facebook in a way to connect, communicate, and contribute to communities of teaching and learning. Understanding and building groups on Facebook. How to build events off of Facebook groups. Creating discussions and sharing within groups on Facebook. Contributing to communities on Facebook. And finally, the effect of Facebook group to a community of learning.

Julie M. Meyer, Penn State-Great Valley, Malvern, PA

Barrie E. Litzky, Penn State-Great Valley, Malvern, PA

Presentation: Models of Learning Communities: Engaging Students through Interdisciplinary Collaboration**Location: Gateway 203**

Learning communities utilize student-centered pedagogy that transforms the learning environment into an active, collaborative, and interdisciplinary experience. Since 2005, Lehigh Carbon Community College faculty have been designing and facilitating various models of learning communities to cultivate student engagement within the classroom. These learning communities have been offered in several disciplines and for students with a broad range of academic skills such as honors scholars and students in need of remedial courses. This workshop will describe the goals and objectives, course format, teaching strategies, integrative assignments/projects, and assessment measures developed for each learning community model.

Larissa M. Verta, Lehigh Carbon Community College, Shecksville, PA

Presentation: Authoring with an Open Source Publishing**Location: Gateway 205**

The price of textbooks has been rising at more than double the rate of inflation. Textbooks are too expensive for students and too inflexible for instructors. The traditional textbook publishing model no longer serves the interests of students, educators, and authors. And authors, the major, initial source of value in the industry, are increasingly confused by faster revision demands and their compensation for those revisions. Open source textbook publishers, including Flat World Knowledge, have advanced a solution to this problem. They make their books available to students online for free or in print at a very low cost. The books are “open source” and can be edited by instructors to suit their course needs, and instructors can go to new editions of the text only when they wish to do so.

But what about the author part of this business concept? For this model to succeed, texts published by open source publishers must be of the same high quality offered by traditional publishers and must be written by experts in their fields. This presentation will discuss the advantages to authors of publishing with an open source textbook publisher.

Karen Collins, Lehigh University, Bethlehem, PA

Presentation: Bringing Faculty Online as Students**Location: Gateway 211**

The purpose of the Online Academy is to provide faculty with the training they need to be able to offer their classes online. HACC has recognized the importance of this training, and it is included as a requirement for teaching online classes in Administrative Procedure 772, Virtual Campus. The Online Academy is newly redesigned and now completely online in order to keep it current with the changes in online education and the needs of the Virtual Campus and its faculty.

Christopher J. Dawes, Harrisburg Area Community College-Virtual Campus, Harrisburg, PA
David Wartell, Harrisburg Area Community College-Virtual Campus, Harrisburg, PA

Presentation: Use of Learning Style Research as a Mechanism to Increase Achievement in Post-Secondary Student Populations**Location: Gateway 213**

The focus of much of this presentation will be the investigation of cognitive strategies and techniques, which bring an individual from a novice to an expert learner or performer in a particular domain area. Over the past 50 years, much has been learned about the range of cognitive skills and processes of problem solving and learning style differences and their role in aiding students' learning. In recent years, however, the focus is on how a person works on a problem task, not simply how well a person solves a problem. This research has found application in other fields as well such as the ways individuals respond and deal with stressful situations. This presentation will also examine the relationship between problem solving style and strategies of coping that community college students will prefer in response to stressful problems that they might encounter.

Margaret Maghan, Raritan Valley Community College, North Branch, NJ
Kim Schirner, Raritan Valley Community College, North Branch, NJ

Presentation: Constructing Meaning through Digital Rhetoric**Location: Library 211**

To be relevant to digital learners, faculty must work across registers of image, text and sound just as their students do. The concern with visuals in teaching and learning is not new, yet visual aids such as PowerPoint are losing their power in a world where students are reaching out for more interactive and multimedia content. This presentation will focus not only on understanding digital authoring but will also model the creation of teaching resources for less commonly taught courses.

Susie Brooks, Northwestern College, St. Paul, MN

Presentation: iLearning: the iPhone and iPod Touch in Higher Education

Location: Library 120

The iPhone and iPod Touch are two popular devices that allow one to access the web in a variety of ways. This session will give attendees an understanding of the basic functions of these devices, and discuss the various downloadable applications, such as Kindle, student response systems, and IM that are relevant to the classroom. In addition, we will discuss how these devices can be used to access course materials.

Misti Smith, Mount Aloysius College, Cresson, PA
Corrine Syster, Central Pennsylvania College, Summerdale, PA

Presentation: "Setting the Table" for Critical Thought in Your Course

Location: Library 121

Teaching critical thinking skills at a deep level pose a special challenge to most of us. Too often, we assume that critical thinking is happening by implication in our classes. This highly interactive presentation will focus on ways to become explicit in our teaching and evaluation of this core competency. Specifically, this workshop will:

1. Define critical thinking for the 21st century.
2. Provide examples of how to get your students to explore the two main obstacles to critical thinking.
3. Present the elements of thought and intellectual standards.
4. Assist you in effectively evaluating critical thinking skills in the classroom.

Shawn Queeney, Bucks County Community College, Newtown, PA

Late Morning 11:30 – 12:30

Presentation: Using Clicker Technology to Increase Student Participation

Location: Gateway 104

Colleges continue to experiment with ways to improve student engagement with information literacy instruction. This presentation describes the successful implementation and use of “clicker technology at two schools, Cabrini College and Bucks County Community College.

In 2007, Cabrini conducted 117 information literacy sessions reaching approximately 17,000 students. Often students were required to attend more than one information literacy session as part of their class schedule. To improve student engagement, Cabrini began using an audience response system as part of instruction. This presentation will describe the implementation, student reaction and engagement in the instruction session, and practical uses of audience response systems for assessment.

Bucks County Community College engages nursing students using the clicker technology. This portion describes: how clicker technology can be incorporated into a classroom presentation; assessing students' demographics; using various questions to assess students' knowledge; and using a Likert scale to survey students.

Participants will have an opportunity to use the clickers during the presentation.

Michael LaMagna, Cabrini College, Radnor, PA

Linda S. Garcia, Bucks County Community College, Newtown, PA

Concetta Fiorentino, Bucks County Community College, Newtown, PA

Cynthia Barris, Bucks County Community College, Newtown, PA

Presentation: ePortfolios in Milestone and Capstone Courses

Location: Gateway 106

This presentation shares the faculty experience of implementing e-portfolios in milestone and capstone courses in the business curriculum. Milestone courses are those which gauge the mid-point in a field of study while the capstone courses are those that represent the completion of a course of study. In each case this presentation discusses the challenges, logistics and successes with e-portfolio as a teaching tool in the community college environment. Student examples will be presented and discussed.

Edward Hanssen, Queensborough Community College, Bayside, NY

Christine Mooney, Queensborough Community College, Bayside, NY

Presentation: The Education Collaboration: Using Internet 2 to Educate

Location: Gateway 119

Montgomery County Community College uses Internet 2 technology to video-conference with local elementary schools to enhance student learning and gain student observation hours without leaving the classroom.

At the end of this presentation, participants will be able to: Discuss ways they can use Internet 2 to enhance their classroom; Plan an Internet 2 collaboration in their classroom; and Describe the advantages and challenges in developing an Internet 2 collaboration.

Meryl Sultanik, Montgomery County Community College, Blue Bell, PA

Susan Darlington, Montgomery County Community College, Blue Bell, PA

Presentation: CCSSE: Getting Your College Engaged with Student Engagement**Location: Gateway 129**

Share the experience of a community college that used the results of the Community College Survey of Student Engagement (CCSSE). The presenter discusses this instrument for assessing student engagement and its place in retention efforts. Also discussed are the challenges of interpreting the data and incorporating strategies to enhance student engagement opportunities.

Donna Sohan, Quinebaug Valley Community College, Danielson, CT

Presentation: Is Quality What Matters? Keeping a Student-Centered Teaching Focus in Online Courses**Location: Gateway 203**

Learner-centered teaching in the virtual classroom may be even more important than in seated courses. But how can an instructor know if their course is truly learner-centered? What assurance can they have that students are in an environment that fosters learning? Quality course design really matters when course design becomes the “sage on the stage.” Two faculty members share their journey through the Quality Matters course design process. Using a design rubric, see live courses which demonstrate QM design principles and compare Course Management Systems (CMS) for design elements that keep student success, support and learning in mind.

By the end of this session, participants will be able to: (1) recognize features of online course design that support student success in the online line and hybrid environment, (2) apply some elements of the QM Rubric to their own course design, and (3) value the QM design method as a way to create learner-centered online courses.

Francine Lukacik, Community College of Philadelphia, Philadelphia, PA
Claire Kratz, Montgomery County Community College, Blue Bell, PA

Presentation: To Speak or Not to Speak: Teaching Public Speaking Totally Online**Location: Gateway 205**

The presenters offer a solution to what has been a challenge to online educators delivering public speaking, a highly transferable core course, completely online. Students at Bucks County Community College use a web conferencing tool that has multiple video feeds. Attendees will: get an overview of how to teach a Public Speaking class on line; see a demonstration of the technology used in the class; learn about the evaluation of tools used to teach the class; understand the role of student and teacher in a course offered in this manner; and leave with enough knowledge to pursue this avenue of teaching on their own.

Cara Cotellese, Kutztown University, Kutztown, PA
Georglyn Davidson, Bucks County Community College, Newtown, PA
Mary Ellen Bornak, Bucks County Community College, Newtown, PA

Presentation: Rhetoric, Confidence and Philosophy**Location: Gateway 211**

In the Spring of 2009, Brooklyn College held the first meeting of its Rhetoric Society. The Society is unique in focusing not on any particular material or format (as in Toastmasters or Forensics) but rather on the theory and practice of persuasive presentation. This presentation studies the impact of the Society on student education and student confidence (broadly defined) and, in particular, the impact of Rhetoric on Society.

In the spirit of open discussion, the presentation will try to encourage a new approach to teaching humanities basics, especially with regard to Rhetoric. The specifics of application will vary by subject from a separate course, workshops or incorporation into introductory lectures. At the least I hope to inspire more serious consideration of special instruction in Rhetoric.

C. Alexander Evans, Brooklyn College/CUNY, New York, NY

Presentation: Responding to the Chapter 49.2 Changes in PA Teacher Certification Programs and its Impact on Articulation Agreements with 4-Year Programs**Location: Gateway 213**

New Pennsylvania Teacher Certificates will begin to be issued by the Pennsylvania Department of Education starting on January 1, 2013. The current Elementary Education certificate (K-6), Special Education certificate (N-12), and the Early Childhood certificate (N-3) will be discontinued. All programs including Secondary Education will be revised must include up to 9 credits of coursework in Special Education and 3 credits to prepare teachers for English Language Learners. New field placement requirements, competencies, clearances and faculty credentials will be discussed.

This session will offer suggestions to community colleges as they revise programs for students seeking effective transfer and articulation to all Pennsylvania 4 year teacher certification programs. Participants will be introduced to the new Pennsylvania teacher certification programs their requirements and competencies. Participants will discuss suggestions to facilitate transfer articulation agreements to 4- year teacher certification programs in Pennsylvania.

Leonard Soroka, Holy Family University, Philadelphia, PA
Antoinette Schiavo, Holy Family University, Philadelphia, PA
Bruce Rachild, Holy Family University, Philadelphia, PA

Presentation: Creating a Successful Engagement Culture on a Commuter Campus**Location: Library 211**

This presentation will explore how Montgomery County Community College used its participation in the National Policy Center's Foundation of Excellence program to build a successful First year Initiatives Programs (FYIP) on campus. The programs have led to increased retention among its first year students and this session will provide a comprehensive review of key initiatives implemented and lessons learned.

Participants will be introduced to the following concepts: assessment of programs to collect and utilize data effectively; incorporating exemplary community college's practice at your school; innovative use of technology to improve customer service to the students to ensure a smooth transition from applicant to student; and acquiring grants and outside funding to assist your first-year initiatives.

Kathleen Emery, Montgomery County Community College, Pottstown, PA

Leonard Bass, Montgomery County Community College, Pottstown, PA

Barbara Lefevre, Montgomery County Community College, Pottstown, PA

Presentation: Psssst.....Pay Attention**Location: Library 120**

This presentation will discuss ways to invigorate student motivation and ways to increase student attention during classroom lectures. Classic, as well as new ways, to increase learner engagement will be presented. The first half of the presentation will include a review of strategies that can be used to engage students. The second half of the presentation will include an audience participation activity and discussion in which participants share techniques that they have found to be useful and not so useful in engaging student participation.

At the conclusion of this presentation, participants will be able to: (1) identify reasons why students do not pay attention during lectures, (2) identify techniques that have shown to work in increasing student attention, (3) identify techniques that may not be effective in retaining student attention, and (4) identify at least one specific technique that can be used to increase student attention in their discipline that they can use in their fall classes.

Wendy Bartkus, Lehigh Carbon Community College, Emmaus, PA

Early Afternoon 2:00 – 3:00

Presentation: [Introducing Key Skills and Technology to Freshmen](#)

Location: Gateway 104

Capitalizing on the Campus Community and Readily Available Technology to Introduce Key Skills and Resources to Freshmen Students" Presenter will provide a framework for developing, implementing, and evaluating a project that incorporates many of the necessary skills a first year student needs to survive in the University: communication technology, presentation skills, teamwork concepts, and meeting significant campus personnel. Participants will use the framework to discuss the implementation of a similar activity at their home campuses.

Jackie Ritzko, Penn State University-Hazleton, Hazleton, PA

K. Maxwell, Penn State University-Hazleton, Hazleton, PA

Presentation: [Some Like It HOT: A Faculty Seminar on Hybrid Online Teaching](#)

Location: Gateway 106

Hybrid and online classes are among the fastest growing forms of higher education offerings. It is estimated that as many as half of all post-secondary students will take at least some of their coursework online. Hybrid/online education is not for everyone -- and that includes faculty. Through a six-session mini-seminar, online teaching pedagogies were explored and offered an opportunity for faculty to redesign a traditional course for hybrid-online delivery. An overview of the six-sessions that included hybrid-online course design, effective instruction in the online environment, communication, and online assessment will be provided.

Susan M. Sanchirico, LaGuardia Community College, Long Island City, NY

Presentation: [Social Bookmarking the Web 2.0 Platform](#)

Location: Gateway 119

Social bookmarking sites provide an area for people to store, organize, and share their links to Web information. The usefulness of these sites in teaching is only now being explored. We will introduce participants to social bookmarking sites such as Delicious and briefly explain how accounts can be set-up and used in an academic setting.

Charles Keyes, LaGuardia Community College, Long Island City, NY

Alexandra Rojas, LaGuardia Community College, Long Island City, NY

Steven Ovadia, LaGuardia Community College, Long Island City, NY

Presentation: Pictures and Pixels: Innovative and Collaborative Use of Images for Teacher/Student Engagement

Location: Gateway 129

Most of us use digital images in our teaching, from clip art pasted into a handout to hi-res pictures illustrating our PowerPoints. The world of Web 2.0, however, lets us transform otherwise static collections of pixels into objects full of collaborative, interactive learning potential. These tools foster faculty/student engagement, and allow students to become active learners as they themselves employ these tools to learn about the material.

Attendees will be introduced to several online image resources and tools, and the possible applications of these to their particular disciplines. After this presentation, the attendees will have some of the knowledge (and all of the weblinks) they will need to implement these resources and tools in their own classrooms.

Monica Hahn, Community College of Philadelphia, Philadelphia, PA

Presentation: Formative Assessment with Self-Monitoring: An Exploratory Study

Location: Gateway 203

This exploratory study investigated the use of SAFMEDS (Say-All-Fast-Minute-Each-Day-Shuffled) with self-monitoring as a vocabulary fluency exercise for students in two Introduction to Psychology classes. One class performed strictly SAFMEDS and another performed SAFMEDS along with self-monitoring. Self-monitoring involved students actively monitoring their own fluency progress. Fluency was measured by administering a pre- and post-test of SAFMEDS terms. It was hypothesized that 1) the self-monitoring group would have greater fluency at the end of the semester and 2) the self-monitoring group was achieve overall higher exam grades. Although no significant difference was found in this pilot study, a modified study is currently underway. Explanations for the lack of support and the current study will be discussed.

Tiffany Andrews, Bucks County Community College, Newtown, PA

Presentation: Dean, Director, and Committee Chair: Don't Be Afraid To Go Up There!

Location: Gateway 205

Participating in leadership opportunities can enhance career development and enrich the faculty experience. While leadership opportunities may include formal administrative positions, they also encompass roles such as project director and committee chair. This interactive session will focus on the identification of leadership opportunities and strategies participants can utilize to courageously and effectively engage in leadership roles. At the conclusion of this session the attendee will be able to 1. Identify a variety of leadership opportunities. 2. Select strategies for securing leadership roles. 3. Utilize available resources to support professional development of self as leader. 4. Integrate into practice a process for evaluating the effectiveness of self as leader.

Elizabeth Gazza, Chatham University, Pittsburgh, PA

Presentation: Final Answer? Using the Game Show to Reinforce Classroom Learning**Location: Gateway 211**

Technology can be used to create classroom experiences that are memorable, and in turn, memorable experiences help students to retain learning. This presentation will focus on the use of the program PowerPoint, to simulate game shows familiar to students - such as Jeopardy!(R) - to reinforce course content. With the instructor driving the content, a game show can be used as a tool for review, to prepare students for a lesson, or even to deliver the core content of the course.

W. Michael Fagan, Raritan Valley Community College, Somerville, NJ
Melanie. R. B. Morris, Raritan Valley Community College, Somerville, NJ

Presentation: Four Philosophers Discuss Student Engagement**Location: Gateway 213**

Philosophy courses lend themselves particularly well to a student-centered pedagogy, which de-centers the professor and engages the student in active examination of arguments and ideas. This presentation, will describe several student-centered teaching techniques for use by those teaching Philosophy (and related) courses. It will also explain the potential benefits and disadvantages of using such methods, and will focus the discussion on student-centered teaching within a community college context. Lastly, all participants are welcome to share their own experiences and practices (including bringing samples of syllabi, writing assignments, etc.) that are relevant to making Philosophy more student-centered.

Jason L. Mallory, Raritan Valley Community College, Somerville, NJ
David, Brahinsky, Bucks County Community College, Newtown, PA
Mehul Shah, Bucks County Community College, Newtown, PA
Mark Cobb, Bucks County Community College, Newtown, PA

Presentation: Mashing It Up: Students Make Videos to Create the Content**Location: Library 211**

Faculty are utilizing “quick and dirty” video projects to energize the classroom experience. Learn how easy it is to design content-related mini video projects. Learn how to handle the logistical considerations including the planning, producing and uploading of their quick flicks. Learn how Bucks County Community College used a video mash-up contest to create assessment rubrics and to promote the development of 21st century skills. Participants will become part of the presentation by being captured on video. The video will then be uploaded to a blog to demonstrate ease of use.

James Sell, Bucks County Community College, Newtown, PA
Kelly Gredone, Bucks County Community College, Newtown, PA
Marilyn Puchalski, Bucks County Community College, Newtown, PA

Presentation: Take Your eLearners to the Library: The Embedded eBrarian Program at Bucks County Community College

Location: Library 120

This session will assist librarians and online classroom faculty in incorporating information literacy instruction into online courses. Participants will join the presenters in the process of collaborating with classroom faculty, creating customized tutorials that address specific assignments, facilitating student collaboration in dedicated online discussion topics, and sharing guides to online resources using Del.icio.us.

William Hemmig, Bucks County Community College, Newtown, PA

Margaret Montet, Bucks County Community College, Newtown, PA

Late Afternoon 3:10 – 4:10

Presentation: Classrooms Without Borders: Service Learning

Location: Gateway 104

Service learning takes learning outside of the 4 walled classroom box - encouraging students to apply and experience that which they're learning. Service learning is EASILY integrated into classes & produces a host of positive outcomes. Service learning inspires student & faculty engagement, augments and reinforces classroom learning, enhances collaborative social skills and creates connections between higher education and community businesses/organizations.

Participants will leave being able to: differentiate service learning from community service; create a syllabus/format that includes service learning requirements and grade percentage; integrate service learning into a pre-existing class with the help of pre-designed materials and determine how to choose service sites and make contact.

Deb Sedik, Bucks County Community College, Newtown, PA

Presentation: Teaching and Learning with YouTube

Location: Gateway 106

Broadcast Your Class! Through the phenomenon of YouTube, instructors can easily incorporate multimedia presentations into every lesson. The potential educational uses for YouTube materials, including using available video, creating simple videos, and creating assignments around YouTube will be discussed. By the end of the session, an attendee will be able to: Develop a lesson or assignment around YouTube. Create a simple video and add it to YouTube.

Melanie R. B. Morris, Raritan Valley Community College, North Branch, NJ

Presentation: Opportunity Knocks: Riding the Blended (Hybrid) Learning Wave to Pedagogical Excellence

Location: Gateway 129

We teach in changing and difficult economic times with ever-present risks for tenured, tenure track, fixed term and adjunct faculty to be released from employment. No individual, division, department or university is immune from the reach of the financial crisis. Despite the dismal state of our economy, some good news exists for proactive college faculty with foresight and ability to facilitate blended (hybrid) learning courses. This interactive session/workshop features proven blended learning strategies and an exploration of theory and practice for co-creating student-centered cohesive community capacity (SCCCC). Attendees will become more confident and creative to facilitate blended learning courses with clear and focused approaches. Yes, you can survive and thrive in a challenging current academic and economic climate with blended learning competencies.

Steven N. Pyser, Penn State University – Abington College, Abington, PA

Presentation: [Web Conferencing: An Alternative Strategy to Engage Learners OFF Campus](#)

Location: Gateway 203

Research has shown that reduction in time and costs, and interaction with a live instructor are the three major benefits of synchronous learning. In addition, new models are needed to motivate and improve the learning of disadvantaged students. Because of the high drop-out rate, the insufficient use of support services and poor attendance in Elementary Algebra classes, I was compelled to find a method to address these concerns. I initially implemented web conferencing with my online students so they could have access to my traditional tutoring sessions being offered. The result of this effort showed that more students were inspired to complete assignments, fewer learners dropped-out and more learners attended the tutoring sessions. The methodology will illustrate giving online students a traditional classroom experience and traditional students a virtual course experience. The web conferencing software will be utilized to illustrate communicating with students synchronously and a wireless tablet with its software will illustrate how to engage students. Upon completion of the demonstration, there will be time for discussion and questions and answers.

Lester Owens, Camden County College, Blackwood, NJ

Presentation: Real World: English Class

Location: Gateway 205

How can one comma cost a corporation millions of dollars? Why do nursing students need to take Composition courses? Is studying poetry useful for business majors? These questions and more will be addressed in Real World: English Class. The presentation addresses student concerns that required Composition and Literature courses do not relate to their academic goals and professional lives. While faculty and future employers recognize the need for competent communication skills, some students do not. This disconnect can lead to less involvement and effort in these courses. Showing students how the skills learned in Composition and Literature will benefit them in other courses and their future careers, however, can increase their interest, involvement, effort and learning outcomes.

Maureen McVeigh, Bucks County Community College, Newtown, PA

Presentation: Teaching Visual Literacy as a 21st Century Skill

Location: Gateway 211

Although we live in a visual world, most students do not interpret that world effectively. Session participants gain interactive ways of engaging students in the acquisition of visual literacy skills. The presenter discusses visual literacy as a key component of critical thinking.

Phyllis Flemming, Patrick Henry Community College, Martinsville, VA

Presentation: Typing Practical Application with Textbook Theory**Location: Gateway 213**

Students, especially those with little or no work experience, have difficulty understanding abstract concepts and theories. My Management Information System course incorporates Systems Analysis and Design into a capstone project that requires students to "live" the System Development Life Cycle (SDLC) for 3 team presentations during the semester, ending with a demonstration system that meets their stated requirements. The technique can be used for a variety of classes that can incorporate a semester project that requires students to demonstrate knowledge in a way that mirrors real-world applications. The case for the project is on a website with background information, interviews, and discussion forums so there is an interactive format for students.

Norma Hall, Manor College, Jenkintown, PA

Presentation: All the World's a Stage!**Location: Library 211**

A workshop that takes the art and skills of the acting and theatre world and applies the craft to all presentation and communication needs. The participant will come away with:
Stronger, more resonant voices. Clearer articulation. Integration of the physical. Techniques to enhance the dynamics of presentations. Handle "stage fright".

Susan Lehman, De Sales University, Center Valley, PA

Presentation: How Podcasting Can Revitalize Your Classes and Change Your Life**Location: Library 212**

What is it about podcasting, anyway, and why should educators take notice? And how about blogs and tweets - is anybody listening? Faculty using static web pages to enhance traditional courses? Old hat. Daily blogging, hourly Twitter updates and group emails are simply expected. Is any of this of value pedagogically? The communication design revolution almost demands we as educators stand up and pay attention, but should we? The answer is a resounding "Yes!" Among the most important developments in remote learning and distance education over the last decade are the advancements made in social networking technology. Using them can change the way we teach and students learn, all for the better, and it could even change your life!

Harry St. Ours, Montgomery College, Rockville, MD

**Presentation: Creative Commons in the Classroom and Copyright in the College
Environment: What's Right, What's New**

Location: Library 120

The development of participatory technologies such as blogging (e.g. Blogger), photo-sharing (e.g. Flickr), online social networks (e.g., Facebook), video-sharing (e.g., YouTube), and wikis created a need for re-defining the copyright. Find out how Sussex County and Bucks County Community Colleges are teaching students how to comply with copyright law.

Learn new jargon, become familiar with Creative Commons licenses and explore Creative Commons databases. How do we comply now that technology has given us more information in a growing number of formats? This session will explore copyright basics and present ways to use websites, film, file-sharing information and other media in compliance with copyright regulation.

Angela Camack, Sussex County Community College, Newton, NJ

Debra Geoghan, Bucks County Community College, Newtown, PA

Marzenna Ostrowski, Bucks County Community College, Newtown, PA