

# 2019

## INSTRUCTIONAL INNOVATION CONFERENCE



## Creating Engaging, Inspiring, and Challenging Learning Environments

**Friday, February 15, 2019**

**Hill College**

**9am-2:50pm**

# 2019 INSTRUCTIONAL INNOVATION CONFERENCE

## “CREATING ENGAGING, INSPIRING, AND CHALLENGING LEARNING ENVIRONMENTS”



# MORNING GENERAL SESSION

8:00AM-8:30AM

REGISTRATION AND BREAKFAST

PERFORMING ARTS CENTER (PAC) SOUTH

8:30AM-9:20AM

MORNING GENERAL SESSION

PERFORMING ARTS CENTER (PAC)

### WELCOME

**Pam Boehm**, President, Hill College

### OVERVIEW OF THE DAY

**Christine Hubbard**, President, North Texas Community College Consortium

### INTRODUCTION OF THE KEYNOTE SPEAKER

**Nancy McKenzie**, Instruction Dean of Arts and Humanities, Hill College

### KEYNOTE PRESENTATION

**Jack Williams**, Instructor, Vocational Nursing, Hill College

Jack Williams is a Registered Nurse and Licensed Paramedic who instructs in the Vocational Nursing Program at Hill College, Johnson County Campus. Jack has developed online and hybrid courses for paramedic and vocational nursing programs. He has also been a Master Scuba Diver for over 30 years which factored into the study of unconventional-nontraditional instructional presentation.

### “All Alone, With No Privacy”

This presentation is the result of a study performed on the concept that technology exists to support unconventional teaching presentation. Traditional education involves the instructor and students interacting together at an educational facility. Nontraditional education consists of the instructor developing and teaching online courses at an educational facility with the students in distant locations. Unconventional-nontraditional (U-N) education involves the educator as well as the students being distant from each other and not always supported at an educational facility. This session presents my findings of U-N education presentation conducted in conjunction with Hill College vocational nursing and echocardiography programs. I was located at Jules Undersea Lodge (JUL) which rests in a Florida Keys lagoon under 30 feet of water. The JUL is an undersea habitat where researchers can spend days in a dry environment. The students, located at Hill College, and the instructor were connected audio-visually by the internet. The students presented PowerPoint presentations on diving-related subjects in the Interactive Television (ITV) room at the Hill College Johnson County Campus while I was living for 48 hours underwater in the undersea habitat. I will discuss the conditions and technology required to live and communicate to the surface for educational purposes to students in the ITV room. During the two days that I was living in the habitat, I was streaming live so that students and coworkers could check-in on my daily routine.

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# BREAKOUT SESSIONS ROUND 1

9:30AM-10:20AM

INSTRUCTION BUILDING (INST)

### Promoting Undergraduate Research: Experiential Learning in First-Year-Experience Honors Courses

#### INST 201

**Andrea Hathcote**, Professor, Learning Framework, Tyler Junior College; with **Erica Powell**, Professor/Department Chair, Learning Framework, Tyler Junior College; and **Joan Bruckwiski**, Professor, English, Tyler Junior College

Community college freshmen participating in Honors are required to write a research proposal on a topic of their choosing in their 1st year experience course. Professors guide students through this experiential learning process that culminates in an informal poster session. Instruction includes constructivist principles supported by multi-disciplinary co-teaching.

### Designing for Success: Developing Student-Focused Courses

#### INST 202

**Sha-shonda Porter**, Associate Dean/Director of the Center for Integrative Learning & Teaching Innovation, Richland College

Student success is the primary goal and priority for educators. To effectively support our students, we must begin to plan for student success long before we enter the classroom. In this interactive session, participants will explore some key strategies that will empower us to develop student-focused courses. As aspects of course design, we will also discuss setting goals, developing course plans, exploring teaching and learning interactions, and assessing student learning.

### Lab Rubrics as Used in Embedded Assignments

#### INST 203

**Paula Curbo**, Biology Program Coordinator, Hill College; with **Don Nelson**, Biology Lab Coordinator, Hill College

A lab rubric is used to assess student learning outcomes and college core objectives in one concise methodology. Presentation will address the lab reports role in assessing learning outcomes/college core objectives, focusing on critical thinking skills, empirical and quantitative analysis, teamwork, and communication.

### Incorporating Competency-Based Strategies into Traditional Online Courses

#### INST 204

**Diane Minger**, Management/Business Program Coordinator, Cedar Valley College

Engaged students are more likely to COMPLETE! Discover some tips to increase learner engagement, get all of your program instructors and online courses "on the same page," and use the BEST elements of competency-based education in your traditional 3-credit-hour semester-length online courses.

### Re-Establishment of a Basic Peace Officer Academy

#### INST 206

**Kyle May**, Program Coordinator, Criminal Justice, Hill College

*CLARA Project*

The Hill College Criminal Justice Program decided that a police academy was a necessary program component, not only for increased enrollment, but also for the needs of local law enforcement agencies. Learn the process by which Hill College re-established the Basic Peace Officer Academy.

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# BREAKOUT SESSIONS ROUND 2

10:30AM-11:20AM

INSTRUCTION BUILDING (INST)

### What is a Learning Community?

#### INST 202

**Lisa Blank**, Instructor of History, Tarrant County College Trinity River Campus; with **Mary French**, Associate Professor of English, Tarrant County College Trinity River Campus; and **Jinnell Killingsworth Lee**, Instructor of Government, Tarrant County College Trinity River Campus

Have you ever wondered what exactly a Learning Community looks like at the college level? Well, now is your chance to learn! We will cover the educational benefits of a learning community, how to collaborate with colleagues to engage students, how to recruit students to enroll in a learning community, and strategies for designing meaningful, inclusive, and accessible learning not only through course materials, but also through the use of instructional technology.

### Using Classroom Action Research to Spur Innovation

#### INST 203

**Sha-shonda Porter**, Associate Dean/Director of the Center for Integrative Learning & Teaching Innovation, Richland College; with **Christopher Maines**, Response to Intervention Coordinator, Richland College; **Deborah Stephens**, Adjunct Faculty, English, Richland College; and **Jennifer Gray**, Faculty, Speech, Richland College

Richland College launched the Center for Integrative Learning and Teaching Innovation (CILTI) to promote the use of integrative learning and high-impact practices. In this presentation, we will share information about Richland's Integrative Learning Fellows program, which uses classroom action research to promote teaching and learning innovation. Prior Integrative Learning Fellows will share information about their experiences in the program. Each one will also share information about his/her unique project, the results, and the impact on student success as well as his/her own teaching/pedagogical practices.

### Technological Tools

#### INST 204

**Elizabeth Hamner**, Instructor, Psychology, Hill College

This presentation will cover several options for using technology in the classroom. Some demonstrations will be provided. Examples of some of the tools include Socrative, PollEverywhere, and Kahoot.

### Discussion Boards of the Future

#### INST 208

**Julia Quarles**, English Instructor, Tarrant County College Connect Campus

Discussion boards are often either a cause of frustration or ignored by instructors of online or hybrid classes. This causes them to often become places of mock interaction, extra essays, or drivel. However, in online classes especially, this becomes one of the few points where classroom interaction can be imitated. The presenter will briefly discuss her deep hatred for discussion boards and the barriers that keep true interaction from occurring. She will also touch on how this drove her to identify what caused discussion boards to go wrong and how online, text-based communities create discourse. Finally, she will discuss her current experiments with discussion board assignments. As more and more students transition to online courses, perfecting methods of encouraging online discussion and comradery will become increasingly more important.

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# LUNCH GENERAL SESSION

**11:30AM-12:00PM**

**LUNCH BUFFET**

**PERFORMING ARTS CENTER (PAC) SOUTH**

**12:00PM-12:50PM**

**LUNCH GENERAL SESSION**

**PERFORMING ARTS CENTER (PAC)**

### **INTRODUCTION OF THE KEYNOTE SPEAKER**

**Kerry Schindler**, Vice President of Instruction, Hill College

### **KEYNOTE PRESENTATION**

**Rosalyn Hunter**, Biology Instructor, Hill College

A graduate of the University of Texas, Austin, Ms. Hunter has taught at Tarrant County College, Navarro College, and The University of Arizona. She has taught dual credit courses while a teacher at Wanda R. Smith, High School in Keene, TX where she was an instructor of Chemistry and Biology. She has worked as a scientist at The University of Arizona where she received her Masters Degree in Molecular and Cellular Biology, and at The California Institute of Technology where she was a laboratory manager (Lab Mom). At Hill College, she teaches Anatomy Labs on the Cleburne (and sometimes Hillsboro) campuses. She also teaches Non Majors Biology as an Adjunct Instructor.

### **“Stories Overheard—What Students Say About Their Teachers”**

As a lab instructor, I hear many students talk about their problems. In this workshop, I will present the results of an informal student survey, as well as comments that students have said about their college experiences and needs. Through discussion of anecdotes observed during my tenure, and presentation of results from a Survey Monkey survey of students at the end of the spring semester, we will identify students' needs and brainstorm ways to meet them. Together we will reflect on our teaching styles and how they help or hinder our students and offer solutions to student and teacher problems.

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# BREAKOUT SESSIONS ROUND 3

1:00PM-1:50PM

INSTRUCTION BUILDING (INST)

### How to Do a Course Audit

PAC

**Rosalyn Hunter**, Biology Instructor, Hill College

When one teaches the same class year after year, it is often difficult to tell if your course is actually covering what you are hoping to teach. This talk demonstrates a technique to get an overall view of course structure useful for assessment or planning online courses.

### Promoting Success Skills for All: Student Equity Through Tech Communication

INST 201

**Susan Long**, Dean, Technology Enhanced Learning, Richland College; with **Jill Buettner**, Faculty, Biology, Richland College

Students from traditionally marginalized segments of society often arrive in higher education without the confidence to challenge themselves and reach their educational goals. Do your students have enough confidence to ask the relevant questions? Can they admit when they don't understand something? In this session you will learn how to use technology to help build confidence in students who never speak up. Three innovative software approaches and suggested applications will be presented that can be used in both on-campus and online classrooms.

### How to Build Online/Hybrid Labs that Engage Students

INST 202

**Natalie Russell**, Instructor of Biology, Tarrant County College Connect Campus

Learn strategies for creating collaborative online/hybrid science lab courses that mimic traditional face-to-face lab experiences. The discussion will describe how lab environments can be created using existing technology in a Learning Management System and help students experience the genuine excitement of discovery science without coming to a physical campus. Examples of experimentation and documentation procedures that reflect actual lab environments and create student lab results that verify individual and group participation will be shared. This session will also include a discussion of innovative assessments.

### Best Practices: Practical Tools for Providing Quality Online Instruction

INST 203

**Amanda Jackson**, Online Adjunct Faculty, BYU-Idaho

During this presentation, you will hear from practitioner and researcher, Amanda Jackson, about "tried and true" tools for online instruction. She will review core tasks to increase student performance and retention, as well as practices she has found to be beneficial in the field.

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# BREAKOUT SESSIONS ROUND 4

2:00PM-2:50PM

INSTRUCTION BUILDING (INST)

### Improving Minority Student Success Using Thinking Routines

#### INST 201

**Melinda Andrews**, Faculty, Learning Framework, Richland College; with **Carol Kent**, Faculty, Speech Communications, Richland College; and **Rolanda Randle**, Faculty, Government, Richland College

We will discuss the encouraging findings for Richland College minority students after the implementation of our five-year Quality Enhancement Plan: Developing Learning Power. To develop learning power, we encouraged the intentional practice of thinking by using "thinking routines." This encouraged our students to think and engage with the course material.

### Equity Richland: A Collaborative Model for Institutional Transformation

#### INST 202

**Denecia Spence**, Speech Chair and Co-Chair of Equity Richland, Richland College; with **Amy Bell**, History Faculty and Co-Chair of Equity Richland, Richland College

Equity Richland is a community of Richland College faculty, staff and administrators, dedicated to fostering diversity, equity, and inclusion both in the classroom and in our larger community. Our Community Conversation Series and holistic approach to institutional change, serves as a testament to the transformative power of collaborative cooperation.

### Creating an Engaging Civic Engagement Webinar

#### INST 203

**Angela Thurman**, Economics Instructor, Tarrant County College Connect Campus

With the background of the 2018 midterms, TCC Connect professors from across various disciplines planned a Civic Engagement event program for the Fall 2018 semester. Rather than being presented as an online lecture, professors utilized YouTube Live and allowed students to actively participate in the discussions.

### Low-Tech Innovations: Leveraging the Power of Learning Anytime and Anywhere

#### INST 204

**Greta Bowling**, Professor of Biology, Tarrant County College Northwest Campus

For those in higher education, the word "innovation" brings to mind new technologies that often come with a substantial price tag. Innovation can also be taken to mean transformation and revolution. Place-Based Education is a low-tech, student-centered approach, promoting deeper learning outcomes for students as well as fostering global stewardship.

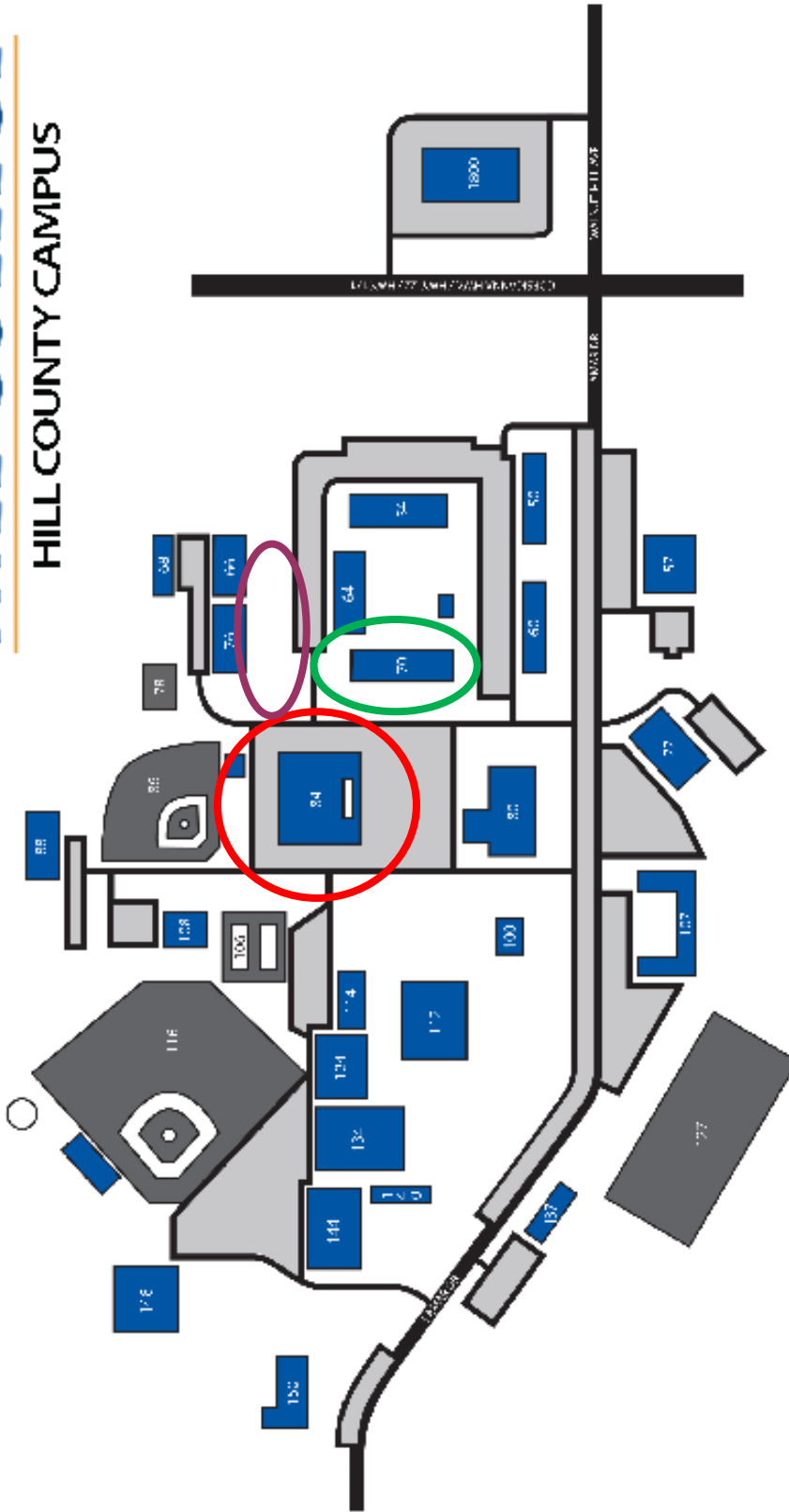
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# HILL COLLEGE

## HILL COUNTY CAMPUS



Event Parking

Performing Arts Center (PAC)

Instruction Building (INST)

