



## 14<sup>th</sup> Annual Power Up Your Pedagogy Conference

### Innovate 2020: Teaching and Learning in the 21<sup>st</sup> Century

Northern Virginia Community College - [Annandale campus](#)

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#### Concurrent Sessions: 12:45-1:30 pm

##### **B.01 Engagement at the Core of Quality in Hybrid and Online Teaching: Strategies, Tools, and Examples**

*Hong Wang: Innovating the Lecture, Engaging Students*

Co-presenter: *Jenny Lopez*

While seven principles for good practice in undergraduate education has highlighted engagement in teaching and learning, the national Quality Matters standards have also addressed the importance of engagement in online and hybrid courses. Due to the lack of or less in-person communication, it is more challenging to engage students in an online learning environment. This presenters, based on extensive teaching experience in online and hybrid courses, will share real-world examples about how to engage students in the online learning environment including strategies and tools faculty can use to engage students in their own online and hybrid courses.

45-Minute Peer Session, 1/8/2020, 12:45 -1:30, CN 225

##### **B.02 Can I Just Do It Myself? Designing Group Projects Your Students Will Love**

*Melissa Chabot: Innovating the Lecture, Engaging Students*

In this session, we will outline best practices for developing and implementing group project assignments. Attendees can expect to learn effective strategies for developing project details, setting attainable goals, and building confidence in managing group dynamics. Presenters will discuss effective group grading practices and fostering positive group attitudes and behaviors.

45-Minute Peer Session, 1/8/2020, 12:45 -1:30, CN 227

**B.03 How to Design an Informal Writing Assignment in any Discipline** *Stephen Clarke: Supporting Readers, Writers, Thinkers and Communicators in the Disciplines* Co-presenter: *Karen Doheney*

Writing is a disciplinary practice that represents processes, skills, techniques, and values associated with the academic or professional field. Teaching an informal writing assignment is a highly effective way to introduce students to the way in which writing is used within the field to observe, organize, think, and communicate. This session will feature discussion of a variety of informal writing assignments, grading strategies, as well as an opportunity to develop an informal writing assignment for use this semester. 45-Minute Peer Session, 1/8/2020, 12:45 -1:30, CN 102

**B.04 Adapting to the Changing Student Profile. Am I Mindfully Maintaining My Expectations?**

*Kelly DeSenti: Teaching Non-Traditional Adults and Other Overlooked Students*

This session will explore the influx of dual enrollment, younger first year students, and older students and how to truly maintain uniform expectations for coursework, communication, and behavior within the classroom and in group assignment situations. To help faculty with the range of students in a given class, this session will tackle questions such as the following: How do we be very clear about expectations? How can we share resources for continuing and developing best practices in communication of specific expectations, academic and behavioral, while still being sensitive to individuals' experiences? To whom can you go for support or direction on how best to refer students if you have tried all you can and concerns persist?

45-Minute Training Session, 1/8/2020, 12:45 -1:30, CN 103

**B.05 Advising: The Good, The Bad and The Ugly**

*Maureen Lawson: Instructional Partnerships*

This session will share the "nitty gritty" knowledge one must have to begin to advise at NOVA. Resources will be shared along with the use of technology platforms necessary for advising documentation. Attendees will discuss questions and answers from students and participate in advising scenarios. This will be a good beginning for new faculty and a refresher for more seasoned faculty.

45-Minute Peer Session, 1/8/2020, 12:45 -1:30, CN 123

**B.06 Teaching Research in the Age of Anxiety**

*Kate O'Leary: Supporting Readers, Writers, Thinkers and Communicators in the Disciplines* Co-presenter: *Catherine Gaiser*

As faculty, we want to encourage robust class discussions on timely topics without neglecting the needs students who experience anxiety. This session will present researched strategies that help faculty incorporate into their pedagogy real-world and often controversial issues while maintaining a positive learning environment for all students. Attendees will receive a handout with planning ideas and a bibliography of relevant sources.

45-Minute Peer Session, 1/8/2020, 12:45 -1:30, CN 219

### **B.07 Scientist Spotlight**

*Caitlin Chazen: Innovating the Lecture, Engaging Students*

Who do our students picture when they envision a scientist? The lack of diversity in course material can inhibit the engagement and success of students from traditionally under-served backgrounds. Scientist Spotlight is an effective and engaging way to both enhance lecture content and introduce more diversity to our classroom materials. This workshop will outline what Scientist Spotlights are, why they are important, and best practices for applying them; participants will also explore the current (and growing) digital database of Scientist Spotlights, which makes these types of teaching methods more accessible than ever.

45-Minute Peer Session, 1/8/2020, 12:45 -1:30, CN 203

### **B.08 Common Teaching Pitfalls and How to Avoid Them**

*Mary Vander Maten: Innovating the Lecture, Engaging Students*

In this session, attendees will discuss recognizing problematic classroom situations, potential responses, and techniques of de-escalation from real-life classroom situations.

45-Minute Peer Session, 1/8/2020, 12:45 -1:30, CN 119

### **B.09 Tech Tools And Tips That Make a Difference**

*Tatiana Stantcheva: Small Changes, Big Results*

What Zoom, Google Suite, and smartphones have in common is that they can all make a big difference in how we teach and interact with our students without large investments of time or effort. In addition to these three tools, the presenter will also offer some technology tips that improved student satisfaction such as using phones as clickers, bringing your third party class grades into Canvas, and using an online booking system for office hours.

45-Minute Peer Session, 1/8/2020, 12:45 -1:30, CN 114

### **B.10 Instructional and Curricular Applications of the ACTFL Oral Proficiency Test for Teaching Languages**

*Julia Ruiz-Ross: Innovating the Lecture, Engaging Students*

The presentation will explain the principles behind the interactive and adaptive ACTFL Oral Proficiency Interview and how to connect it to classroom instruction. Participants will learn to structure the oral interview, find a comfort zone and a ceiling for each learner, and explore the ways teaching to this test can change instruction, class activities and routine assessment.

45-Minute Peer Session, 1/8/2020, 12:45 -1:30, CN 104

## **Concurrent Sessions: 1:45-2:30 pm**

### **C.01 Teaching as Emotional Labor 3.0: Rediscovering our True Selves in the Classroom**

*Jill Caporale: Innovating the Lecture, Engaging Students*

Co-presenter: *Paul Fitzgerald*

Our best teaching comes when we connect, communicate, and engage honestly with our students. Through self-evaluation exercises, faculty will reconnect with their inner strengths, love of learning, and compassion for students and the student experience.

45-Minute Peer Session, 1/8/2020, 1:45 -2:30, CN 225

### **C.02 When the Needs of Students Goes Beyond Academics: How to Help a Student with Sudden Life Situations**

*La'Tonia White: Instructional Partnerships*

How do you respond to students who inform you about a personal need? How do you react when they tell you they are homeless, can't afford to buy food, or just lost their job and now have encountered financial challenges and can't even afford books for class? In this session, we will tell you about Single Stop, NOVA's resource center for students and the services you should know about that will help students when unexpected life situations occur.

45-Minute Peer Session, 1/8/2020, 1:45 -2:30, CN 105

### **C.03 Innovating Small Group Work in the Literature Classroom**

*Patrice Fleck: Small Changes, Big Results*

Co-presenters: *Cathy Gaiser, Steve Lessner, Elizabeth Harlan, Bryan Peters* English instructors will offer a variety of innovative classroom learning activities that are intended to promote student engagement beyond lecture and simple small group discussion. Using literature, film, music lyrics, critical theory, and historical documents, we will discuss our activities that require different types of student interaction with materials and each other.

45-Minute Peer Session, 1/8/2020, 1:45 -2:30, CN 219

### **C.04 Support Inclusion through Planning and Understanding**

*Maureen Madden: Teaching Non-Traditional Adults and Other Overlooked Students*

Co-presenters: *Joan Ehrlich, Anna Martin*

As many as 20% of post-secondary students have a disability, yet not all students self-identify or seek accommodations, especially older adults and other non-traditional students. Proactive planning and familiarity with equipment and tools create an inclusive environment for teaching and learning. Join us to hear from students with diverse backgrounds about what has worked for them, and get some tips for incorporating simple steps in your pedagogy that will open the door for more non-traditional students to be part of the NOVA community.

45-Minute Peer Session, 1/8/2020, 1:45 -2:30, CN 203

### **C.05 Engaging Students with Studio Videos in Hybrid Teaching**

*Bo Yang: Innovating the Lecture, Engaging Students*

Delivering content online outside of class and focusing student-centered activities at the class face-to-face time becomes an increasingly popular approach to facilitate active learning through hybrid courses. Lecture capture video plays an essential role to help students well prepared for interactive classroom activities. However, faculty are concerned students might not view the assigned video before they come to the class. Is there good technology that faculty can create their own lecture-capture video? This session will discuss tips and best practices for using video to enhance student learning. 45-Minute Peer Session, 1/8/2020, 1:45 -2:30, CN 114

### **C.06 Learning to De-Escalate Conflict in a Learning Environment**

*Nicole Munday: Where Have We Been, Where Are We Going?*

Timing is everything when de-escalating conflict in the classroom or other learning spaces. This interactive training session offers advanced strategies that instructors and staff members can use to de-escalate conflicts between students or within a work unit and build the soft skills needed to strengthen NOVA's community of civil discourse and mutual respect.

45-Minute Training Session, 1/8/2020, 1:45 -2:30, CN 123

### **C.07 Creating a Core Learning Assessment Plan Useful to Your Program/Discipline**

*Sharon Karkehabadi: Small Changes, Big Results*

Co-presenter: *Linda Baughman*

Core Learning Assessment is an opportunity to innovate: classroom activities, assignments, and learning goals for our courses; succeeding in Core Learning Assessment is critical to the success of our accreditation, but it is also central meeting your program/discipline goals. As we walk through the Core Learning Assessment process, we will discuss how the process generates information about student learning you want/need. We will discuss both the process of assessing Core Learning at NOVA, and using that process to bring to the fore issues important to your discipline/program.

45-Minute Peer Session, 1/8/2020, 1:45 -2:30, CN 102

### **C.08 Encouraging Student Investment**

*Rebecca Walter: Small Changes, Big Results*

This session will examine the interactive syllabus in CANVAS and how it can be a game changer. Students with MOAs are better supported and all information can be stored in one place and updated in real time. In addition, student-generated discussion questions have led to student-driven discussions.

45-Minute Peer Session, 1/8/2020, 1:45 -2:30, CN 103

### **C.09 Novel Tests Answer All of Your Questions**

*Janet Giannotti : Supporting Readers, Writers, Thinkers and Communicators in the Disciplines*

Regular tests help scaffold students' experiences with novels in ESL classes. The presentation will include how a variety of tests used with several novels in ESL courses can answer questions that instructors ask in order to guide instruction around fluency, accuracy, word knowledge, and connection-making. The presenter will show easy ways to create both the tests and in-class practices and share ample tests over multiple course levels.

45-Minute Peer Session, 1/8/2020, 1:45 -2:30, CN 227

### **C.10 A Modest Proposal for Engaging Students in Unengageable Courses**

*Andrew Wyner: Innovating the Lecture, Engaging Students*

Some courses are eminently suited to student engagement. Environmental Science (ENV 121) or Teaching Art and Music (CHD 145) afford a multitude of opportunities to engage students directly based on their previous personal experiences with the subject matter covered in the course. But what about the “unengageable” courses that tend to require a large dose of delivering extensive amounts of detailed information to the student rather than engaging in dialogue with the class? Attendees will experience how to engage students in unengageable courses using five techniques the presenter has used with success.

45-Minute Peer Session, 1/8/2020, 1:45 -2:30, CN 119

## **Concurrent Workshops: 1:45-3:15 pm**

### **W.01 Easy-to-use Technology Tools to Create Dynamic, Student-Centered Learning in Your Online and Hybrid Courses**

*Julie Gilliam: Innovating the Lecture, Engaging Students*

Co-presenters: *Elizabeth Anderson, Kimberly Grewe*

Employing a constructivist framework, this workshop will take attendees through the process of creating an engaging and student-centered learning object for your online and hybrid learners. Participants will be presented with a Technology Toolbox including various templates to get started in creating meaningful, dynamic learning for online and hybrid students. This workshop includes key design and aesthetic principles that drive student satisfaction and success.

90-Minute Workshop, 1/8/2020, 1:45 -3:15, CM 124

### **W.02 Accuplacer Norming Session**

*Til Turner: Instructional Partnerships*

Co-presenters: *Elaine George, William Woodard*

This session is for full-time NOVA ESL faculty who are tasked with assessing Accuplacer placement tests throughout the year, which ensures placement consistency across campuses.

90-Minute Workshop, 1/8/2020, 1:45 -3:15, CN 120

## **Concurrent Sessions: 2:45-3:30 pm**

### **D.01 Calling All Faculty: Coaching and Training on Classroom Assessment Techniques**

*Nicole Martello: Small Changes, Big Results*

Assessment does not have to be boring or difficult; this session will give practical tips and ideas for assessment techniques that will work for you and your students. The presenter will introduce the process for developing an assessment plan for your courses and different types of classroom assessment techniques that you can begin utilizing immediately.

45-Minute Training Session, 1/8/2020, 2:45 -3:30, CN 102

### **D.02 (Re)Introducing The Northern Virginia Review**

*Ruth Stewart: Where Have We Been, Where Are We Going?*

To introduce recent hires to The Northern Virginia Review, and update older faculty on the journal's growth across the last 34 years, this is a panel presentation by the journal's editors and recent contributors. The presentation will include readings by faculty and community contributors. Attendees would receive a complimentary issue of the Review and learn how to submit to future volumes.

45-Minute Peer Session, 1/8/2020, 2:45 -3:30, CN 104

### **D.03 Creating an Inclusive Classroom for the LGBTQPIA+ Community**

*Margarita Martinez: Small Changes, Big Results*

This workshop will help attendees with using inclusive language and taking advantage of Google and Canvas technology available to make the classroom inclusive for the LGBTQPIA community.

45-Minute Training Session, 1/8/2020, 2:45 -3:30, CN 114

### **D.04 Ignite Instruction with Google Slides**

*Peg O'Hara: Innovating the Lecture, Engaging Students*

Co-presenter: *Brett Ross*

Google Apps for Education provides apps that can be used collaboratively with Google Slides such as Google Drawings, YouTube, Docs and Forms. Participants will understand how to create multimedia-rich and interactive lessons using Google Apps to innovate their instruction and explore the Google Slides application to discover how it may encourage interactive instruction and learning. Presenters will also introduce innovative enhancements such as the Chrome extensions: Pear Deck, Poll Everywhere, Screencastify, and Creator Studio.

45-Minute Peer Session, 1/8/2020, 2:45 -3:30, CN 119

#### **D.05 10 Teaching Tips for Stronger Instructor Communication in Any Discipline**

*Wendy Riemann: Small Changes, Big Results*

Join this energetic adjunct-faculty led session to discuss various teaching tools and tips that could be helpful to other adjuncts, junior faculty, or those who onboard new educators. Pulled from research and books, we'll discuss topics such as promoting stronger study tips among students, key feedback methods, credibility and immediacy, and other classroom lessons that can be applied, regardless of discipline.

45-Minute Peer Session, 1/8/2020, 2:45 -3:30, CN 123

#### **D.06 STEM Education, You, and the NSF: Money in Your Pocket**

*Gillian Backus: Instructional Partnerships*

Co-presenters: *Vashti Bryant, Rob Henderson, Susi Mattheisen*

As a community college, NOVA is an ideal medium to champion elevated undergraduate STEM teaching and learning. Come hear from our grants office, STEM faculty, and a recent National Science Foundation insider for perspective on opportunities to translate your STEM ideas into enhanced student learning experiences.

45-Minute Peer Session, 1/8/2020, 2:45 -3:30, CN 227

#### **D.07 Fourth Industrial Revolution: Preparing Students**

*Sushma Shukla: Innovating the Lecture, Engaging Students*

The fourth industrial revolution is said to be ushered in by advancements in robotics, virtual reality, cloud technology, big data, artificial intelligence, the internet, and other technologies. Because of the convergence of man and machine, it will reduce the subject distance between humanities and science as well as social science and technology and will necessarily require much more interdisciplinary teaching, research, and innovation. This presentation focuses on preparing students for the fourth industrial revolution by creating more engaging classes, and its presenter will share some strategies and techniques provided by the fourth industrial revolution that will make the lessons more exciting and engaging.

45-Minute Peer Session, 1/8/2020, 2:45 -3:30, CN 203

#### **D.08 Weekly Journals**

*Daoud Nassimi: Innovating the Lecture, Engaging Students*

Using weekly journals is one of the best methods to engage the students in learning and build an effective relationship with them. The self-reflective aspect of the weekly journal can also produce many other fruitful results towards students learning and development linked to improved critical thinking and writing.

45-Minute Peer Session, 1/8/2020, 2:45 -3:30, CN 219



#### **D.09 Technological Potpourri**

*Donald Goral: Innovating the Lecture, Engaging Students*

The presenter will demonstrate the hardware and software tools used to teach math, which are applicable to all disciplines.

45-Minute Peer Session, 1/8/2020, 2:45 -3:30, CN 105

#### **D.10 Assimilating Student Interests into the Hybrid Environment**

*Robin Bairley: Supporting Readers, Writers, Thinkers and Communicators in the Disciplines*

This session will take a STEM discipline and make it fascinating and approachable by incorporating the arts, humanities, case-studies and daily situations into a variety of before-class, during, and after-class graded and non-graded assessments in ways that integrate multiple ways of learning.

45-Minute Peer Session, 1/8/2020, 2:45 -3:30, CN 225

#### **D.11 Professors as Parents: Support in Creating a Healthy Work-Life Balance**

*Ann Stegner: Instructional Partnerships*

Co-presenters: *Melissa Chabot, Stephanie Thornton-Grant*

This session is part of an ongoing project to identify and address the challenges that face faculty parents in creating and maintaining a healthy work-life balance, with the ultimate goals of providing various kinds of support for faculty parents (such as a peer group and a resource guidebook) and advocating for college-wide policies that acknowledge the specific needs of faculty parents. Presenters will start with a brief introduction and then break out into small groups to discuss the challenges we face as faculty parents, share advice as to what has helped each of us in our experiences, and identify actionable goals to work toward in the coming semesters.

45-Minute Peer Session, 1/8/2020, 2:45 -3:30, CN 103