

Conference 2014
“Excellence through Effective Teaching”
November 1, 2014

Keynote Address
"From Adjunct to Dean" by Dr. Daria J. Willis

Lunch Session
**"Bringing Adjunct Faculty into the Texas Community
College Teacher's Association" by Dr. David Lydic and Mr.
Richard Moore**

Roundtables / Lightning Rounds

“Adult Literacy in the 21st Century”

Drs. Ruth Ann Ennis and Janet Willis, Lone Star College

In the 21st Century, an era devoted to excelling in technology, emphasizing meeting ever rising high school assessment standards, it is difficult to imagine that twelve percent of the adults in the United States have not graduated from high school or met high school equivalency standards (U. S. Department of Education). This roundtable discussion will define and present a brief overview of adult literacy as well as provide ideas for educating the adult struggling with literacy.

“Tips for Effective Pedagogy in Higher Education”

Dr. Brenda Meloncon, Grand Canyon University

With the increasing numbers of part-time and adjunct instructors at institutions of higher education, it is important that these instructors are well versed on concepts necessary for effective teaching. This session is designed to provide straight forward tips, strategies, and techniques that will make the teaching experience productive and enjoyable for all.

"Self-Efficacy: Supporting the non-traditional Learner to succeed in Online Environments" Remberto Jimenez, Mildred Elley

The goal of this session is to discuss the current strategies and problems associated with the lack of self-efficacy in online learning environments. The non-traditional learner may face a variety of factors that can lead to limited success when engaging in coursework via online platforms. This session will focus on the factors to consider that can contribute to the success and failure of learners in terms of their self-efficacy towards online environments.

"Teaching Critical Thinking Skills in Higher Education"

Dr. Janet Willis, Jacqueline Allen-Cox, and Millette Roberson-Ikwuagwu

Critical thinking is a learned skill that requires instruction and practice. Higher order thinking skills that are critical to developing those needed in the 21st Century Skills include the ability to think critically, synthesize and evaluate. Critical thinking, as it pertains to teaching and learning, can be considered an open-minded process of discovery and understanding; analysis and application; synthesis and evaluation. Critical thinking involves reflecting on the information received moving away from "surface" memorization and toward deeper levels of learning.

"21st Century Syllabus: Will it Fit All?" Iva Ward, M.Ed.

Participants in this Round Table discussion will discover or confirm the HOW's and WHAT'S to the development of an Inclusive Syllabus for the 21st Century population. Having a copy of their university course syllabus available will enhance the discussion and participation for the attendee. The university syllabus is not mandatory.

Posters

"Elementary Special Education Teachers' Cultural Awareness & Beliefs In One Urban School District Regarding African American Learners." Dr. Janet Willis, Texas A&M University

Teachers' beliefs structure the classroom atmosphere, influence perceptions regarding the abilities of the students, and impact how they teach and expect students to learn and behave. Noted that best practices in teacher education should include a quality of cultural awareness and beliefs need to be explored, and thus, was investigated in this study.

As teacher and student demographics continue to change, teacher beliefs are likely to change in directions that cannot be predicted, complicating the study of the impact of Teacher Beliefs in diverse special education classrooms.

Breakout Sessions

"Student Attrition and Preventive Concepts"

Desurai Strickland and Sharon McGowen, GMC Consultants

With Texas becoming the mecca of business growth and development on all genres of occupations, a downside has presented itself as many Texans are not skilled enough to take advantage of the opportunities that are now available. Where are the gaps? How should educators approach this new emerging trend of unskilled vs. skilled employment opportunities? GMC Consultants, LLC has a unique perspective in addressing this issue with utilizing unique assessment tools, coaching techniques and trainings that will be shared during this workshop.

“Learning Interventions” Gayle Fisher, Lone Star College

Learning Interventions---For parents and caregivers: How neuro-typical children learn. Is your child keeping up with peers? What can you do to help their learning? This workshop covers the stages of learning, brains, immune systems, appropriate growing, 8 senses and how they integrate into learning, and what you can do now to help your child catch up. Understand how a child grows in his learning, find resources, and assemble a team for your child.

“Sensory Interventions” Gayle Fisher, Lone Star College

Learning is based on sensory messages getting to the right location at the right synchronization. Lifelong learning happens because of appropriate sensory input and processing. If the student has learning differences, what happens to these brain inputs? How can you optimize future learning while fighting sensory mis-fires? This workshop lets you feel sensory integration trouble first-hand, and demonstrates what interventions look like for life, home and lifelong learning. Ideally, prerequisites: Learning & Behavior Interventions workshops.

“Behavior Interventions” Gayle Fisher, Lone Star College

Behavior Interventions in Childhood Development when Learning Differences are Involved: Why kids choose misbehaviors. Based on intrinsic motivation, this workshop covers multiple intelligences, tough love, redirection, consequences, and suggested behavior interventions, from both parent’s and therapist’s perspectives. Knowing that each child is unique, we cover how to use what motivates the child, how to redirect the child both in learning and at home, and what interventions are available. Ideally, the prerequisite is Learning Interventions.

“Making Videos for Effective Teaching” Marilyn Larsen, College of the Mainland

The goal of the presentation is for the attendees to walk away with 2 different websites to use to make free videos as well as be given some websites to find good videos besides YouTube.

We all know that the student’s attention span is short. Teachers have to vary their teaching style and make the class interactive to keep the students engaged. Videos are a good way to engage the students in the classroom as well as outside the classroom.

“Learning to Teach in the 21st Century: Why, What and How of Active Learning to Engage Students” Dr. Vimlarani Chopra, Houston Community College

The new millennium was ushered in by a dramatic technological revolution and teachers had to learn to teach subject matter in ways that actively engage and reengage students in learning in virtual class rooms and F2F classes. It has been assumed for centuries by educators that student learning consisted of rote memorization of new knowledge and based on lectures and books, their progress was measured by their ability to recite what they had heard and read. But the learning that occurs today when instruction is inquiry-oriented, encourages learners to actively think about and try out new ideas in light of their prior knowledge, to personally transform the knowledge for their own use, and to apply it in other situations. This shift in understanding a new form of learning has triggered an important

new direction for teacher learning. Engaging students in the learning process increases their attention and focus, motivates them to practice higher level critical thinking skills, and promotes meaningful learning experiences. Teachers who adopt a student-centered approach (flipped classroom, inclusive teaching, active learning, dynamic discussions, service learning, teaching with technology, problem solving, icebreakers, etc.) to instruction increase opportunities for student engagement. This helps everyone more successfully to achieve the course's learning objectives. 21st century skills learned through our project-based curriculum, which is interdisciplinary and integrated, utilize the seven survival skills: critical thinking and problem solving, collaboration across networks and leading by influence, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, accessing and analyzing information, and curiosity and imagination

"Tips on How to Help First-Generation Students Transition from College to Professional Life" Cruz Imelda Wicks, University of Houston-Clear Lake

Students who are the first ones in their family to attend college lack academic as well as professional skills that must be developed with the help of family, friends, and academic professionals. Therefore, it is of great importance for those service underrepresented first-generation students to know how to help students transition from college to professional life. The workshop, "Tips on how to Help First-Generation Students Transition from College to Professional Life," will help academic professionals know how to make connections between classroom material with professional life. It will give participants tools and techniques to help students become a successful professional while still in school.

"The Keys to Future STEM Careers: Basic Skills, Critical Thinking, and Ethics"

Dr. Kathleen Ramsey, University of Phoenix and Lone Star College

The U.S. has lost its competitive edge in science, technology, engineering, and mathematics (STEM) education so that STEM disciplines are no longer a career of choice. Some attribute these trends to lack of student interest. The Breakout discusses experiences and results of informal research that led to the position that students' level of basic skills, ability to think critically, and ethical commitment are major factors in the success and continued interest of science majors.