

# American Association of Adjunct Education Tentative\* 2013 Conference Schedule

Friday, November 1, 2013

If you will be staying at the Drury Inn and Suites\*\* come and join your colleagues for the 5:30 pm kickback in the lobby.

Saturday, November 2, 2013

8:00 am - 9:00 am	Registration and Continental Breakfast
9:00 am - 9:15 am	Welcome Star of Texas Ballroom II
9:15 am - 9:55 am	<u>Panel Discussion</u> "10 Things Adjunct Professors Want to Know, but are Afraid to Ask" Star of Texas Ballroom II
10:00 am - 10:55 am	<u>Roundtables / Lightening Rounds</u> See next page for descriptions Star of Texas Ballroom II
11:00 am - 12:00 pm	<u>1<sup>st</sup> Breakout Sessions</u> <ul style="list-style-type: none"> <li>➤ Teaching Special Needs Students in Higher Education – <i>Flag Room I</i></li> <li>➤ Where a Kid can be a Kid" – iPads to Increase Outcomes – <i>Flag Room II</i></li> <li>➤ Innovative Teaching Strategies: Can the Methods Used by Corporate University Trainers for Training Inform the Teaching Practice of College Professors? – <i>Star of Texas Ballroom II</i></li> </ul>
12:15 pm - 1:30 pm	Lunch & General Session w/ Keynote address by Essie Childers Star of Texas Ballroom II
1:30 pm - 1:45 pm	Break / Networking
1:45 pm - 2:45 pm	<u>2<sup>nd</sup> Breakout Sessions</u> <ul style="list-style-type: none"> <li>➤ The Advantages of a Liberal Education and Epistemological Approach to Pedagogy – <i>Flag Room I</i></li> <li>➤ Varying Levels of Teaching Presence: Implications on Perceived Learning and Sense of Community in an Online Education Course – <i>Flag Room II</i></li> <li>➤ Engaging, Inspiring and Motivating Students Through the Power of Habit – <i>Star of Texas Ballroom II</i></li> </ul>
3:00 pm - 4:00 pm	<u>3<sup>rd</sup> Breakout Sessions</u> <ul style="list-style-type: none"> <li>➤ Motivation Matters- Creating an Active Learning Classroom – <i>Flag Room I</i></li> <li>➤ Flipping the Classroom- Techniques for Using the Flipped Classroom Model – <i>Flag Room II</i></li> <li>➤ Challenges of First-Generation College Students of the Houston-Galveston Area – <i>Star of Texas Ballroom II</i></li> </ul>
4:00 pm - 4:30 pm	Break / Networking
4:30 pm - 5:30 pm	Dinner & Adjunct of the Year Award presentation Star of Texas Ballroom II

\*This is a tentative schedule and sessions, times, and room locations may change.

## Session Descriptions

### **Panel Discussion**

“10 Things Adjunct Professors Want to Know, but are Afraid to Ask”

**Discussants:** Drs. Shantuan Coleman, Delmar Lee and Carolyn Rogers

Lone Star College / Grand Canyon University, University of Phoenix and Capella University  
(Respectively)

### **Roundtables / Lightning Rounds**

“A Case Study of the Life Experiences of High School Graduates/General Education Development (GED) Recipients in Texas Who Experienced Homelessness During Their Public School Education ”

**Presenter:** Dr. Ruth Ann Reider

Aldine ISD

This qualitative case study examines the personal and educational experiences of seven adults who had been homeless as children or youth and who graduated from high school or earned their General Education Development (GED) equivalents.

“Working with Non-Traditional Students”

**Presenter:** Patrick Gilbert

Lone Star College and Blinn College

The number of non-traditional students in higher education is increasing. Should these students be treated or taught any different than other students? Malcolm Knowles’s Six Principles of Adult Education will be introduced, but the question is whether or not these principles apply to all college students or only non-traditional students? This interactive roundtable will also allow participants to exchange ideas and discuss various programs that target non-traditional students.

"Strategies for Classroom Instruction"

**Presenter:** Dr. Brenda Meloncon

Meloncon Consulting, LLC and Grand Canyon University

Notes, notes, and more notes. Sometimes students don't even take them. This roundtable will discuss you how to keep your students engaged in the lessons by using various teaching methods.

"What is Dyslexia?"

**Presenter:** Mrs. Diane Bailey

This roundtable will discuss how things appear to students struggling in varying degrees. Suggestions for the classroom teacher will be offered.

## "Cultural Awareness in Higher Education Regarding Learning Styles with Differentiation"

**Presenter:** Drs. Janet Willis and Diana Jackson

Crayons Learning Unlimited Enterprise and Texas Southern University (Respectively)

Today's urban colleges and universities are comprised of students from diverse cultural backgrounds and varying levels of academic readiness. Every person has his or her own individual way to learn, and to solve problems in day-to-day situations. These personal cognitive strategies, acquired in a long socialization process are called "learning styles" and may differ depending on gender, age or culture. Therefore, instructors should explore and be prepared to offer differentiated instruction to fit the learning styles and needs of minority students.

## "Creating an Inclusive Classroom: Promises, Predictions and Perceptions"

**Presenters:** Drs. Delmar Lee and Shantuan Coleman

University of Phoenix and Lone Star College / Grand Canyon University (Respectively)

This roundtable will encompass the art of engagement and creating motivation within your students, and understanding the preconceptions and actualities of facilitation in the classroom.

## Workshops

### *1<sup>st</sup> Breakout Sessions*

## "Teaching Special Needs Students in Higher Education"

**Presenters:** Mamta Verma and Iva Ward

Special education is a growing area at the K-12 level. What happens to these students once they enter college? This session will provide participants with useful information about the realm of special education.

## "Where a Kid can be a Kid" – iPads to Increase Outcomes"

**Presenters:** Ronda Blevins and David Blevins

Roane State Community College

While this may be a bad reference back to the days of Chuck E. Cheese's "Where a Kid can Be a Kid," it can definitely apply to our classes and the ways that we use technology to present material and engage our students. Today, iPads in the classroom can help us develop methods of learning beyond anything we have seen in the past and can bring the fun back into education for both students and professors. The use of iPads allows us to bring a dynamic back into our college classrooms to help our students learn things that will stick with them beyond the next test.

## “Innovative Teaching Strategies: Can the Methods Used by Corporate University Trainers for training Inform the Teaching Practice of College Professors?”

**Presenter:** Dr. Mark Collins  
College of DuPage

This study explores the highly impactful pedagogical strategies used by certain corporate trainers to teach their students complex skills and theories. These pedagogical strategies are student-centered and designed to promote engagement and high degrees of rigor. Given the high rate of success of these trainers, which is measured by the performance of their students, it seems to make sense to see how their pedagogical practices can be used in other teaching contexts.

### 2<sup>nd</sup> Breakout Sessions

## “The Advantages of a Liberal Education and Epistemological Approach to Pedagogy”

**Presenter:** Dr. Tommy L. Woods  
Prairie View A&M University

Over the past fifty years, a confluence of factors has served to weaken the traditional liberal arts curriculum in many colleges and universities across the nation. Among these factors are the decline of more intimate forms of communication in favor of electronic contact and mass media interaction, rapid and global advances in technology that make ease, convenience and expediency near absolute norms in living from day to day, and the financially driven mindset that many students adopt in lieu of traditional learning constructs as they negotiate the college experience. As a result of these other detrimental forces impacting the liberal arts tradition in higher education today, many institutions tend often to graduate individuals with a markedly limited focus of concern and decidedly narrow scope of proficiency. This state of affairs may actually contribute to the miseducation of students and can be traced to a certain underdeveloped ability to think critically and reduced capacity for understanding the relational dynamics among wide-ranging issues and concerns in an increasingly complex global community. Also implicated in this regard are the disavowal of abstract formulations and philosophically steeped orientations and their potential value in addressing problems in practical settings. This breakout session will reaffirm the myriad advantages of a strong liberal arts curriculum within the context of general degree requirements at the undergraduate level of instruction. An epistemologically based strategy aimed at reinforcing liberal learning will be presented. Moreover, the *artes liberales* requirements of the medieval university curriculum will be re-visited and their impact on current liberal arts curricula discussed.

## “Varying Levels of Teaching Presence: Implications on Perceived Learning and Sense of Community in an Online Education Course”

**Presenters:** Michelle Giles, Dr. Jana Willis, and Laura Reeves  
University of Houston – Clear Lake

Study examines relationship between varying levels of teaching presence and student perceived sense of community. Data collection is from two sections of an online technology course. Instructor A provides average teaching presence and Instructor B an exaggerated presence. Students’ confidence and level of use of digital technologies and enrollment status will be considered. Research implications may provide insight into students’ perceived learning and sense of community in online instruction when varying levels of teaching presence are displayed.

## “Engaging, Inspiring, and Motivating Students through the Power of Habit”

**Presenter:** Dr. Valschka Dabney  
San Jacinto College District

Do you ever wonder why some students are motivated to succeed and outperform their peers, while others lack the internal drive needed to persist until a given activity is completed? Attending class, participating in class discussions, and turning in assignments on time are often the result of a “habit loop” that is learned, practiced, and sometimes rehearsed.

Charles Duhigg, author of *The Power of Habit: Why We Do What We Do in Life and Business* suggests that organizations and individuals achieve success by focusing on the patterns or “keystone habits” that shape every aspect of their lives. Then, what “keystone habits” are at play among students who consistently earn good grades and graduate?

In this interactive session, participants will learn about the concept of motivation and a few important tips on how to help students cultivate the “keystone habits” needed to succeed in their academic and professional lives. Participants will also discuss ways to engage, inspire, and motivate students through the “habit loop” which includes tools like cues, routines, and rewards.

### 3<sup>rd</sup> Breakout Sessions

## “Motivation Matters – Creating an Active Learning Classroom”

**Presenter:** Essie Childers  
Blinn College

Are your students bored? Do you find them sleeping in class or tweeting? Do you have a high dropout rate? Well, stop being a “normal” instructor. Normal is just a knob on the washing machine. It is time to energize and rekindle your teaching activities through innovative active learning strategies. These strategies can be adapted for any subject. Bring your thinking cap and let’s have fun!

*“Flipping the Classroom – Techniques for using the Flipped Classroom Model”*

**Presenter:** Remberto “Rem” Jimenez  
Mildred Elley

In flip teaching, also known as the Flipped Classroom, the students first study the topic by themselves, typically using video lessons prepared by the teacher or third parties such as the Khan Academy. Classroom time is for the students to apply the knowledge by solving problems and doing practical work. The teacher tutors the students when they become stuck, rather than imparting the initial lesson. Complementary techniques include differentiated instruction and project-based learning.

*“Challenges of First-Generation Students in the Houston-Galveston Area ”*

**Presenter:** Imelda Estrada-Wicks  
University of Houston – Clear Lake

*Challenges of First-Generation Students in the Houston-Galveston Area* explores the barriers first-generation students face in the Houston-Galveston area, and analyze the intersection of these barriers with the economic status, race, and ethnicity of these students. It demonstrates that first-generation students encounter financial, language, and social capital barriers in higher education; regardless of being admitted to college they are still not fully accepted and incorporated.

**Conference location:**

Lone Star Community Building  
5000 Research Forest Dr.  
The Woodlands, TX 77381

**Hotel Location:**

Drury Inn and Suites  
28099 I-45 South,  
The Woodlands, TX 77380

\*\*To obtain the group rate at the Drury Inn and Suites visit our [website](#).

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<http://adjuncteducation.weebly.com>