Fall 2014 Development Day Breakout Sessions - Grouped by Session

Session 1 is 9:45am-10:45am *and* Session 2 is 11:00am-12:00pm

These three sessions are offered twice: Session 1: 9:45am-10:45am *and* Session 2: 11:00am-12:00pm		
Presenter	**Title**	**Abstract**
Sid Beitler, E-Learning Director	New Online Course Delivery Tools – available this Fall	Kaltura: Record, upload, edit, deploy, possibly share and stream your instructional audio/video to multiple devices – in Blackboard or without – with just a few mouse clicks. xpLor: Cloud-based, global learning object repository of rich educational materials and open educational resources – available for you in Blackboard. Monitor: Online exam proctoring tool – available to you in Blackboard. Lessons learned, expectations shattered, best practices. All three tools will be featured and practical use discussed/demonstrated.
Professor Christopher Schmersahl	Making Movies: A Pedagogical Practice	This breakout session will demonstrate the tools to engage students using Windows Movie Maker software. Primarily, the session will provide a step-by-step tutorial of how to make and edit movies with Windows Movie Maker, which is freely available to all faculty through the I.T. Help Desk.
Professor Mike Sfiropoulos	Edutainment: Teaching Your Subject Area through Television	Do you watch TV? Do you ever see teachable moments on TV that might contradict (or reinforce) your content area? Do you think your students might also be watching the same programs and possibly being misinformed? This workshop focuses on how to capture and compile teachable moments from TV that can be used to both challenge and reinforce your students' assumptions about topics you teach in class.

Session 1: 9:45am-10:45am		
Presenter	**Title**	**Abstract**
Professor Steve Brahlek	Floyd F. Koch Honors College Information and Planning Session	This session will start with an overview of the Honors College, followed by a discussion of increasing student enrollment in honors courses, expanding the number of courses offered, and involving faculty in honors activities. This session is for current honors faculty and faculty interested in teaching honors courses in the future.
Dr. Sankaranarayana Chandramohan	Use of Technology in the Classroom: E-Book(s)	The focus of this session wlll be on use of tools like E-Book(s), which may help to better engage students in the content being delivered. Those who teach difficult courses such as math, physics, chemistry, anatomy, and computer science may benefit from the information presented.

Session 1: 9:45am-10:45am		
Presenter	**Title**	**Abstract**
Professor Tracy Ciucci Professor Warren Smith Professor Patrick Tierney	Holding Students Accountable for their Writing – a "How To" Session for Non-English Faculty who Teach Gordon Rule Classes	Do the papers you get from students make you reach for a glass of wine? Do your students halve a spelling chequer tat cam with dare pea sea tats rare lea ever wrong? If so, this exciting and entertaining breakout session is for you! Warren, Pat, and Tracy will take you through effective strategies for holding students accountable for their writing outside the scope of their English classes. We will also review and gather feedback from YOU on the proposed revisions made to the Gordon Rule statement. Join us, you'll be glad you did!
Professor Nicole Edwards	Laughter and Learning: A Dynamic Duo for Student Engagement	Building a community within the classroom that infuses relevant and complementary humor can transform the way students engage in the classroom. Laughter can reduce anxiety, improve participation and pique students' motivation to learn. With the purposeful use of humor as an engagement strategy, professors can build stronger relationships with their students while providing distinctive opportunities for students to be successful in the classroom.
Professor Hector Hernandez	Lead-er-Ship without Permission	Lead-er-Ship is a dialectical, pro-active process wherein an individual persuades others to do something they would not otherwise do. We need to learn how to empower our skills, enhance our competence and energize our "serving Lead-er-Ship" power. Most people think only executives, managers, and project leads possess any Lead-er-Ship skills but the facts reveal another truth - the ability to lead others is held by those who know they can lead from any position. While knowing a great leader can certainly improve the quality of people's life, understanding how to become one yourself is the most important step in helping others achieve success and becoming the best you can be.
Professor Joseph Pick	How the Features of Technology Tools Drive Critical Thinking	The capabilities and weaknesses of the technology tools that we use to solve problems play an important role in the formulation and guidance of our Critical Thinking process. This technology driven viewpoint of Critical Thinking will be illustrated via innovative TI-83/84 calculator solutions to non-trivial problems from Algebra, Calculus, and Statistics. In addition to being introduced to this technology based viewpoint participants of this presentation will also acquire a collection of advanced TI-83/84 techniques that they can bring back to their classroom.
Dr. Debra Trigoboff Dr. Sophia Munro	Pedagogy vs Andragogy	This presentation will explore the similarities and differences between pedagogy and andragogy and will include activities that reflect the best practices of both that keep the adult learner engaged. Attendees will participate in activities that can be utilized to introduce, clarify, and assess course content. ***Wi-Fi may be utilized during the session; please check settings prior to attending.

Session 1: 9:45am-10:45am		
Presenter	**Title**	**Abstract**
Professor Mindy Yale	Crossing the Rubricon	Once you wield a solid rubric, there is no turning back! Participants will hear a lovely argument citing the many benefits of using analytic rubrics, and gain insight into identifying and overcoming common obstacles in design and application. Participants will then work individually and collaboratively while being guided, step-by-step, through the rubric design process. Arrive with an idea of the unit, topic or assignment you would like assess and you will go home with a rubric suitable for framing and the confidence to make rubrics for anything!

Session 2: 10:00am-12:00pm		
Presenter	**Title**	**Abstract**
Dr. Roxanna Anderson	Servant Leadership: Leading by Serving	Servant-leadership is a practical philosophy which supports people who choose to serve first, and then lead as a way of expanding service to individuals and institutions. Servant-leaders may or may not hold formal leadership positions. Servant-leadership encourages collaboration, trust, foresight, listening, and ethical use of power and empowerment. The term originates with Robert K. Greenleaf who wrote in 1970, The Servant as Leader.
Steve Arterburn, Learning Specialist Jesse Rogers, Learning Specialist Arlene Jellinek, Learning Specialist	SI: Around the World and Back to Florida	SI best practices at universities around the world offer examples for Palm Beach State College to consider, follow, or adapt. South Africa's Nelson Mandela Metropolitan University examines ways their program develops SI leaders themselves and formalizes their achievements into a career portfolio document. Britain's University of Brighton reports that SI/PASS helps international students not only in academic skills development but also in cultural adaptation, English proficiency, and feelings of community. Purdue University in Indiana earned the award for most outstanding SI program in 2014, distinguished by its superior marketing, refurbished website, SharePoint Microsoft and Boiler Guide applications, and faculty involvement in recruitment and hiring of SI leaders. The University of California at Irvine's SI program fosters student engagement and independent learning through a suite of online tools including the VARK learning styles questionnaire, Facebook course groups, Kahoot!, YouTube, blogs, phone apps, Prezi, and more.
Professor Arthur Brockway	Defining, Identifying and Reducing Plagiarism in Your Class	This session will examine consistency in academic definitions of plagiarism, and discuss means of communicating with students about academic dishonesty. Methods of reducing or eliminating plagiarism problems with proactive discussion and technological detection will be covered, as well as the ramifications of academic dishonesty at our institution and in the professional world.

Session 2: 10:00am-12:00pm		
Presenter	**Title**	**Abstract**
Professor Christopher Pumphrey	The 5 Part Method: The Teaching of Writing Across Disciplines	If you're not an English professor, but want a sure-fire way to help students write in your courses, the 5 Part Method is for you. Whether you need scientific, historical, or medical writing, the 5 Part Method is guaranteed to fit your discipline perfectly. With simple definitions and a "mathematical" formula, students quickly understand how to craft powerful essays and/or reports.
Carlos Ramos, Associate Dean Jay Matteson, Director, IEES Dr. Becky Mercer, Director, Biotech/STEM Education	STEM at Palm Beach State College: a College-Wide Strategy	"ALL faculty of every discipline are invited to participate in the new "College-wide STEM Committee" initiative. Co-Chairs Dr. Mercer and Associate Dean Ramos will provide an overview of its goals, current outreach efforts, including fundraising, grants, the development of Maker labs, a STEM website, and development of Math Jam for Intermediate Algebra and Developmental Math. In addition, STEM Committee member Dr. Matteson will present on the STEAM Distinction initiative that puts the "A" in STEM and creates a pathway for scholarships and successful completion. Overall, we need faculty to recommend what they would like to see implemented on their campus and College-wide."
Dr. Jacqueline Rogers, Dean, Health Science and Public Safety	Are we using the best instructional strategies to promote critical thinking skills in our graduates? An evaluation of the critical-thinking skills components in a 2-year state college nursing program.	The ability of graduates from nursing education programs to think critically in the clinical setting is an important role of a registered nurse (Oermann, 2000). In studies of nursing graduate preparedness, Del Bueno (2005) and Flores, Matkin, Burbach, Quinn, and Harding (2012) found less than half of nursing graduates think critically. Local nursing employers reported to program administrators not all graduates from the nursing program were able to use critical thinking skills to reach sound clinical judgments in the health care setting. To assess the instructional strategies used to promote the critical thinking skills of nursing students, a program evaluation was conducted to produce and analyze data for improvement of the critical thinking skills of graduates from the 2-year nursing program.
David Wells, Instructional Designer	Teaching Students to Formulate Their Own High Quality Questions	This session will offer participants an opportunity to use the Question Formulation Technique (QFT) as a simple yet deliberate instructional strategy that develops a widely neglected student ability: to create, refine, and prioritize questions which improve student intellectual strength and increase the rigor of learning. The QFT turns the Socratic Method on its head by shifting the burden of building knowledge from the instructor to the student. In short, students learn to develop their own quality questions that then leads to students construct their own knowledge.