NOVA’s TENTH ANNUAL

POWER UP YOUR PEDAGOGY CONFERENCE

JANUARY 7–8, 2015

BRIDGES: CONNECTING OUR PAST AND OUR FUTURE
PRESIDENTIAL ADDRESS
DR. ROBERT G. TEMPLIN, JR.
PRESIDENT, NORTHERN VIRGINIA COMMUNITY COLLEGE
Bob Templin has been the president of Northern Virginia Community College since 2002. During his tenure at NOVA, Templin has focused diligently on improving the quality of life for the students and faculty of NOVA, as well as the 2 million citizens of Northern Virginia.

Templin holds an associate degree from Harford Community College, a bachelor’s degree from Towson University, a master’s degree from Georgetown University, and a doctorate in education from North Carolina University.

Templin will retire from NOVA in February. He leaves NOVA as a thriving institution for students and faculty and with his own long list of accomplishments and awards. These include the “Virginia Business Newsmaker of the Year” award from Virginia Business magazine. He has been named one of “Washington’s 150 Most Powerful People,” “Washingtonian of the Year,” one of the “100 Tech Titans of the Washington Region,” one of the “Power 100” most important business leaders in Washington, and a “Champion of Change” by the White House. Templin has been honored with the Earle C. Williams Leadership in Technology Award from the Northern Virginia Technology Council, the Marta V. Wyatt Award from the Hispanic Committee of Virginia for his commitment to the state’s immigrant community, the We Are America Now award from Northern Virginia Family Service, the Lifetime Achievement Award for Excellence in Virginia Government by Virginia Commonwealth University, the Community Foundation of the National Capital Region’s Civic Spirit Award for outstanding leadership in the Washington metropolitan region, and the Fairfax County Chamber of Commerce’s James M. Rees Award for contributions to the economy and quality of life in Northern Virginia.

CONFERECE INTRODUCTION
DR. MEL D. SCHIAVELLI
EXECUTIVE VICE PRESIDENT, NORTHERN VIRGINIA COMMUNITY COLLEGE
Mel Schiavelli currently serves as the Executive Vice President and Chief Academic Officer of Northern Virginia Community College. Schiavelli earned his doctorate in Organic Chemistry at the University of California, Berkeley. During his 44-year career in higher education, he has taught at the College of William and Mary, the University of Utah, and the University of Delaware. He served as a faculty member, department chair, dean, provost and interim president at the College of William and Mary, and as provost at the University of Delaware. More recently, he served as the founding president of the Harrisburg University of Science and Technology.

Schiavelli has published numerous scientific articles and book chapters, and has written extensively on higher education topics and STEM education. Among many other accomplishments, he has been a member of the American Chemical Society, the Royal Society of Chemistry, London, and an elected member of the Sigma Xi Scientific Society. He has served as a member of the Board of the Medical College of Hampton Roads, Virginia; President of Opera Delaware; Chair of numerous accreditation teams for the Southern Association of Colleges and Schools and the Middle States Commission on Higher Education; and a charter member of the Education Council of the Manufacturing Institute.

Schiavelli’s recent accomplishments include establishing the first comprehensive university and affiliated SciTech Magnet High School opened in Pennsylvania in more than 100 years. As the institution’s founding president, he was responsible for creating a science and technology-focused curriculum at the graduate and undergraduate levels; the design, financing, and oversight of the construction of a $73 million academic center; and the hiring of the academic and support staff to operate the university and develop a sophisticated science and technology-focused curriculum tied strongly to the corporate community.

PLENARY ADDRESS
Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning
DR. JOSÉ ANTONIO BOWEN
José Antonio Bowen is President of Goucher College. He has taught at Stanford University, Georgetown University, and Southern Methodist University, where he was the dean of the Meadows School of the Arts. Brown has written over 100 scholarly articles and has appeared as a musician with Stan Getz, Bobby McFerrin, and others. He has written a Pulitzer Prize-nominated symphony, music for Hubert Laws and Jerry Garcia, and is an editor for Jazz: The Smithsonian Anthology. His latest book, Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning, was the winner of the Ness Award for Best Book on Higher Education from the American Association of Colleges and Universities. In 2010, Stanford University honored Brown as a Distinguished Alumni Scholar. See his blog at teachingnaked.com or follow him on Twitter @ josebowen.
The conference program is filled with many ways for you to participate in the 2015 Power Up Your Pedagogy (PUP) conference, Bridges: Connecting Our Past and Our Future.

Hear the important talks of the conference:
- Conference Introduction by NOVA Executive Vice President, Dr. Mel Schiavelli.
- The Presidential Address by NOVA President, Dr. Robert G. Templin, Jr.
- The Plenary Address by Goucher College President, Dr. José Antonio Bowen.
- Presidential Acknowledgement by College Senate Chair, Dr. Diane Mucci.

Attend up to five of more than 75 sessions over the two days of the conference, as well as your cluster meeting. Both presenters and attendees will come away with great ideas.

Participate in the backchannels at the conference. A backchannel conversation is the one that occurs concurrently with the main conference and gives voice to participants. Each can add content to the conference, make comments on it as it progresses, and share inspiration from it. Here are this year’s PUP backchannels.
- A PUP Twitter feed #PUP2015
- Face to face conversations in the CETL lounge area located in the CE Forum

Attend the Vendor Showcase and meet the representatives of companies dedicated to providing superior educational products

Attend the College Resource Fair and discover College services that you and your students can use.

See the art of Annandale Campus Faculty, Giulio Porta’s Waterways and Dafna Steinberg’s Home on the Range, at the Verizon Art Gallery. The exhibits are open during the conference and Assistant Professor Virginia Pates will give tours on Friday morning.

Need help? Nearly 100 volunteers are on hand to help you. Look for them in fleece vests that have both the NOVA and the CETL logos on them.

YOUR FEEDBACK IS IMPORTANT

Faculty learning outcomes are very important! Your feedback about these events is essential. Please rate your session using your smart device and the QR code on the left, or by accessing http://www.nvcc.edu/pupeval/sessions. You may also submit a paper feedback form. An evaluation for the entire conference will be available to you at the end of the conference.

If you cannot use this technology, a paper feedback form will be available for you at each session. An evaluation survey of the entire conference will be emailed to you after the conference concludes.

LUNCH AT PUP

The PUP Planning Committee wants you to have lunch. However, in these economic times, we have to provide our caterers with an accurate headcount. If you registered for the conference and for lunch, you’ll be provided with lunch tickets attached to your name badge. Please bring one with you each day to the CF cafeteria to receive your lunch. If you didn’t preregister for PUP, please go to the registration table. You’ll be given a ticket for lunch if it is possible. If not, the NOVA Café in the CA Building will be open and will have food for purchase.
8:00 a.m.  
Registration and Coffee, CE Atrium

8:30 a.m.  
Conference Overview, CE Theater

8:45 a.m.  
Conference Introduction  
Dr. Mel Schiavelli, Executive Vice President, Northern Virginia Community College

9:00 a.m.  
Presidential Address  
Dr. Robert G. Templin, Jr., President, Northern Virginia Community College

9:45 a.m.  
Presidential Acknowledgement  
Dr. Diane Mucci, Chair of the College Senate

10:15 a.m.  
The PUP Lounge, CE Forum  
Vendor Fair, CE Forum  
*Home on the Range and Waterways*, Verizon Art Gallery  
These remain open throughout the conference.

10:45 a.m. to 11:30 a.m.  
Concurrent Sessions A

11:45 a.m. to 12:30 p.m.  
Concurrent Sessions B

12:30 p.m. to 1:30 p.m.  
Complimentary Lunch, CF Cafeteria  
Please bring the lunch ticket that is attached to your name badge.

1:30 p.m.  
Registration Closes

1:30 p.m. to 2:15 p.m.  
Concurrent Sessions C

2:30 p.m. to 3:15 p.m.  
Concurrent Sessions D

3:30 p.m.  
Conference closes for the day. You are welcome to continue your conversations in the CETL lounge.  
Visit the Vendor Showcase, College Resource Fair, and Verizon Art Gallery until 4:30 p.m.
PUP CONFERENCE SCHEDULE
Thursday, January 8, 2015

8:00 a.m.
Registration and Coffee, CE Atrium

8:45 a.m.
Conference Updates, CE Theater

9:00 a.m. to 10:00 a.m.
Plenary Address, CE Theater
Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning
Dr. José Antonio Bowen, President, Goucher College

10:15 a.m. to 12:15 p.m.
All Concurrent Two-Hour Workshops

10:15 a.m.
Vendor Showcase, CE Forum
College Resource Fair, CE Forum
Poster Session, CE Seminar Rooms

12:15 p.m.
Complimentary lunch in CF Cafeteria, followed by Cluster Meetings.
Box Lunch in CF Cafeteria, followed by Cluster Meetings.
Please bring the lunch ticket that is attached to your name badge.

12:30 p.m.
Registration Closes

3:15 p.m.
Conference Closes
## Concurrent Sessions A
**10:45 a.m. to 11:30 a.m.**

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<tr>
<th>Primary Presenter</th>
<th>Session Number</th>
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<th>Session Location</th>
<th>Area of Concentration</th>
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</thead>
<tbody>
<tr>
<td>Frances McDonald</td>
<td>A.01</td>
<td>Technology Training (T2): Improving Information Flow, Sharing, and Collaboration</td>
<td>CN 231</td>
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</tr>
<tr>
<td>DeQuan Smith</td>
<td>A.02</td>
<td>A New Way of Educating, through Service</td>
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<tr>
<td>Kristin Snawder</td>
<td>A.03</td>
<td>Collaborative Teaching: Embedding Librarians into the Teaching Process</td>
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<tr>
<td>Jami Yazdani</td>
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<td>Connections to Support Teaching and Learning: Building a Bridge with the LTR</td>
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<tr>
<td>John Kincheloe</td>
<td>A.05</td>
<td>Going Digital or Keeping It Traditional: A Semester Case Study on Best Practices for Internet-enabled Devices in the Classroom</td>
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<tr>
<td>Nelson Kofie</td>
<td>A.06</td>
<td>Best Practices in Student Retention and Completion in Our Courses</td>
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<tr>
<td>Josh Pachter</td>
<td>A.07</td>
<td>Enter the Matrix: A DIY Tool to Promote Student Thought, Writing, and Engagement</td>
<td>CN 103</td>
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<tr>
<td>Jay Steere</td>
<td>A.08</td>
<td>Be a Grading Guru with Online Tools for Better Feedback</td>
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<tr>
<td>Tony Ong</td>
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<td>Active Shooter Response</td>
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<tr>
<td>Jenny Lopez</td>
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<td>PALS: Promoting Affective Learning for Students</td>
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<tr>
<td>Christopher Soholt</td>
<td>A.11</td>
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</tr>
<tr>
<td>Bill Woodard</td>
<td>A.12</td>
<td>Using Jing for Audiovisual Feedback in Composition Classes</td>
<td>CN 109</td>
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</tr>
<tr>
<td>Meredith Aquila</td>
<td>A.13</td>
<td>Ten Lessons for New Teachers from Someone Who Learned Them All the Hard Way</td>
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<tr>
<td>Robert Loser</td>
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<tr>
<td>Ashely Poptanycz</td>
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<td>PLACE (Prior Learning Activity for Credit Evaluation) Portfolio Development and Evaluation at NOVA</td>
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<tr>
<td>Elizabeth Highsmith</td>
<td>A.16</td>
<td>Flipping the Classroom: One Instructor’s Attempt at Improving Student Success in a Precalculus Class</td>
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<tr>
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<tr>
<td>Edward Zuniga</td>
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<td>Jennifer Roberts</td>
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<td>Faculty Experiences with Student Learning Outcomes</td>
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<td><strong>11:45 a.m. to 12:30 p.m.</strong></td>
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<tr>
<td>Stacey Bustillos</td>
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<td>Thinking about Applying for a Fulbright Scholar Award?</td>
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<td>Elisabeth Chan</td>
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<td>Barbara Crain</td>
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<td>Tom Gutnick</td>
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<td>Cynthia Rathjen</td>
<td>B.05</td>
<td>An Adventure with OER Materials in Math That Can Benefit You and Your Students</td>
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<td>Caroline Puente</td>
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<td>Biology is Much More Than Memorizing</td>
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<tr>
<td>Lori Campbell</td>
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<td>Let Us Edutain You: Four Fabulous Engagement Tools</td>
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<td>Jason Skinner</td>
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<td>Lisa Nanni-Messegee</td>
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<td>Margaret Benson-McCarthy</td>
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<td>Cindy Miller</td>
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<td>Writing for Creative Science Thinking: The Case of the Cell Analogy</td>
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<td>Jennifer Roberts</td>
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<td>I’ve Gathered the SLO Data, Now What? Analyzing and Using Results from SLO Assessments</td>
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<td>Christy Jensen</td>
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<tr>
<td>Monica Chenault</td>
<td>B.18</td>
<td>NOVACares: What Does It Mean to “CARE” at NOVA?</td>
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<tr>
<td>Maureen Madden</td>
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<tr>
<td>NOVA Provosts</td>
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<td>Ana Alonso</td>
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<td>Alison Thimblin</td>
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<td>Sharon Karkehabadi</td>
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<td>Regina Warner Derzon</td>
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<td>Cupcakes and Custom Banjos: A Practice Set for Teaching Product Cost and Job Cost Accounting</td>
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A.01 Technology Training (T2): Improving Information Flow, Sharing, and Collaboration
Frances McDonald: 50 Years of Excellence
Co-presenter: Christine Carter
This session introduces Technology Training (T2), the unit responsible for providing College-wide technology training and information on applications and tools such as NOVAConnect, SharePoint, WebEx, Microsoft Office, and eVA. Presenters will include excerpts from their NOVAConnect and SharePoint F2F training workshops.
45-Minute Training Session, 1/7/15, 10:45–11:30, CN 231

A.02 A New Way of Educating, through Service
DeQuan Smith: Collaboration and Social Learning in Higher Education
Co-presenter: Janet Sass
In higher education today, educators are forced to be more creative and innovative than ever. This session discusses and provides strategies to help faculty members use service to build and capture student interest, student engagement, and increase faculty ratings.
45-Minute Practical Peer Session, 1/7/15, 10:45–11:30, CN 119

A.03 Collaborative Teaching: Embedding Librarians into the Teaching Process
Kristin Snawder: Collaboration and Social Learning in Higher Education
Co-presenter: Mary Moseley
Librarians can be a vital resource for student success, and embedding a librarian in your course can bring the students and the library together in a fresh way. This session outlines an embedded librarian experience between the Nursing Department at the Medical Education Campus (MEC) and the MEC Library. Through a collaborative effort, instructors and librarians pool resources and talents to support students through a research-heavy, evidence-based practice project. Through targeted research instruction sessions, one-on-one student support, supportive materials, instructional videos, and other resources, this collaboration is leading to increased student learning and success.
45-Minute Practical Peer Session, 1/7/15, 10:45–11:30, CN 121

A.04 Connections to Support Teaching and Learning: Building a Bridge with the LTR
Jami Yazdani: Collaboration and Social Learning in Higher Education
Co-presenter: Hector Revollo and Sarah Bogdewiecz
Faculty and staff from the Annandale Learning & Technology Resources (LTR) division will present the many ways teaching faculty can connect with the division to improve assignments, use technology, add LTR-created content and instruction workshops to their courses, and develop authentic assessment. Learn more about innovative services and projects and make direct connections with LTR staff to improve teaching and learning.
45-Minute Practical Peer Session, 1/7/15, 10:45–11:30, CN 123

A.05 Going Digital or Keeping It Traditional: A Semester Case Study on Best Practices for Internet-enabled Devices in the Classroom
John Kincheloe: Collaboration and Social Learning in Higher Education
Co-presenter: Doug Campbell
By the time many students reach NOVA, they are already fully integrated into a world of digital learning and reading. But are the devices a distraction or an aid in the quest to develop an engaging learning environment? To answer these questions, the presenters spent a semester conducting an experiment in their classrooms. Doug (the technoskeptic) banned all digital devices in the classroom, forcing students to print off documents, bring them to class, and operate on paper alone. John (the technophile) banned the use of printed documents, and required all students to have either a laptop or tablet out and in use during class. Toward the end of the semester, they compared their experiences and provided their students with a questionnaire asking for reflections on how the presence or absence of digital technology in the classroom affected the learning process. The presenters will share their findings and moderate a discussion about the advantages and disadvantages of either encouraging or prohibiting internet-enabled devices in the classroom.
45-Minute Practical Peer Session, 1/7/15, 10:45–11:30, CN 125

A.06 Best Practices in Student Retention and Completion in Our Courses
Nelson Kofie: Developing an Engaging Learning Environment
This forum will offer an opportunity for faculty to share their personal strategies on retaining, engaging, and ensuring student completion and success in NOVA courses. Presenters will also share best practices to remedy student frustration and to reduce student dropout.
45-Minute Practical Peer Session, 1/7/15, 10:45–11:30, CN 105
A.07 Enter the Matrix: A DIY Tool to Promote Student Thought, Writing, and Engagement
Josh Pachter: Developing an Engaging Learning Environment
In this session, Loudoun Campus CST instructor Josh Pachter will demonstrate how to create a matrix for any course and how to integrate it easily into your curriculum. The matrix project can be used as a homework assignment early in the semester to present students with a vivid overview of a course's content, to provoke in-depth thinking about the subjects a course will explore, and to serve as a prompt for reflective writing. In the classroom, the matrix can be used to actively engage even the shyest students in thoughtful small-group or full-class discussion.
45-Minute Practical Peer Session, 1/7/15, 10:45–11:30, CN 103

A.08 Be a Grading Guru with Online Tools for Better Feedback
Jay Steere: Developing an Engaging Learning Environment
Co-presenter: Elizabeth Harlan
In this session, the presenters will demonstrate and help attendees explore Blackboard's grading function, Crocodoc, which allows instructors to add comments and other markings to student work. They will also introduce faculty to developing and using online grading rubrics and screencast programs that allow for oral feedback.
45-Minute Practical Peer Session, 1/7/15, 10:45–11:30, CM 124

A.09 Active Shooter Response
Tony Ong: Developing an Engaging Learning Environment
Active shooter incidents are increasing in frequency and lethality; an incident even occurred at NOVA's Woodbridge campus in 2009. This training session explains why active shooter incidents occur, provides three response options, and describes how to stay safe during law enforcement's response. The presenter will describe steps the NOVA police have taken to minimize the likelihood and consequences of such an event.
45-Minute Training Session, 1/7/15, 10:45–11:30, CM 203

A.10 PALS: Promoting Affective Learning for Students
Jenny Lopez: Developing an Engaging Learning Environment
Co-presenter: Saleha Bholat
This presentation will discuss the importance of encouraging affective learning within the classroom. Stemming from the First-4-Weeks model established at St. Louis Community College, participants will discuss key factors to develop affective learning such as promoting student engagement, incorporating immediacy, and avoiding common teacher misbehaviors. Session participants will walk away with behaviors they can incorporate into the first four weeks of teaching their classes to build student success.
45-Minute Practical Peer Session, 1/7/15, 10:45–11:30, CN 204

A.11 ESL Level 5 Writing Exam: Developing Criteria
Christopher Soholt: Science of Teaching and Learning in Higher Education
Co-presenters: Breana Bayraktar, Elaine George, Janice Hornyak, and Stefan Lewis
In this session, participants will discuss both the practical and pedagogical aspects of the exit-level ESL writing course, ESL 51. Presenters will compare testing procedures across campuses including when and where tests are administered, time limits, directions, and student resources. Participants from each campus will share examples of past essay prompts, with a focus on types of topics and the way questions are presented to the students. Presenters will also share the essay grading rubrics used to evaluate students' readiness for ENG 111 (Level 6 or 7).
45-Minute Practical Peer Session, 1/7/15, 10:45–11:30, CN 114

A.12 Using Jing for Audiovisual Feedback in Composition Classes
Bill Woodard: Science of Teaching and Learning in Higher Education
The presenter will show participants how to use Jing/Screencast to give effective asynchronous audiovisual feedback in composition courses. Jing is free screen capture software that allows users to make five-minute audiovisual recordings that can be stored on Screencast and securely linked to a student's composition. Using Jing and a cloud-based word processing program, such as Google Docs, instructors and students experience some of the benefits of face-to-face feedback in an asynchronous environment.
45-Minute Practical Peer Session, 1/7/15, 10:45–11:30, CN 109

A.13 Ten Lessons for New Teachers from Someone Who Learned Them All the Hard Way
Meredith Aquila: Science of Teaching and Learning in Higher Education
New teachers often feel overwhelmed by all they have to learn. In this session, the presenter will discuss practical advice for surviving and thriving in an academic environment.
45-Minute Practical Peer Session, 1/7/15, 10:45–11:30, CN 118

A.14 Tools for Critical Course Planning
Robert Loser: Science of Teaching and Learning in Higher Education
This session will discuss strategies for overcoming assumptions that lock faculty into familiar teaching and learning patterns. This will be a guided discussion based on an Ignite NOVA talk. Participants will discuss systematic and iterative design protocols, creative inspiration, the science of learning, peer feedback, and professional development resources.
45-Minute Practical Peer Session, 1/7/15, 10:45–11:30, CN 124
A.15 PLACE (Prior Learning Activity for Credit Evaluation) Portfolio Development and Evaluation at NOVA
Ashely Poptanyucz: Student Success
Co-presenter: Milan Hayward
Prior learning assessment (PLA) is a renewed movement in higher education to help more adult students reach college completion. In this 45-minute session, learn about one of NOVA’s PLA methods, the PLACE portfolio development and evaluation program. Presenters will describe ways to identify students who are good candidates for PLACE, discuss the steps in developing a portfolio, and review the evaluation process. Participants will collaborate with one another to evaluate a sample PLACE portfolio section.
45-Minute Practical Peer Session, 1/7/15, 10:45–11:30, CN 219

A.16 Flipping the Classroom: One Instructor’s Attempt at Improving Student Success in a Precalculus Class
Elizabeth Highsmith: Student Success
After “tweaking” her Precalculus class instruction and not getting the results she wanted, the presenter decided to make a major change. She flipped her classroom based on the best practices listed in a Coursera-partner community “Flipped Classroom Field Guide.” She used techniques such as small group problem solving, packet of problems, and Just-in-Time Teaching, and put all lectures in video format to be viewed by the students outside of the classroom. Inside the classroom, the instructor implemented a highly structured class which included students actively solving problems in groups and taking quizzes on the material. Come to the presentation to hear more about the goals, results and lessons learned from this flipped classroom journey.
45-Minute Practical Peer Session, 1/7/15, 10:45–11:30, CN 217

A.17 Creating Your Own Interactive Study Aids with Software You Already Use
Edward Zuniga: Student Success
This presenter describes how to easily create and use interactive study guides that only require a minimal understanding of Excel. Instructors who can break down the steps necessary to answer a complex question in their field can program Excel to do the same. Students who used these study aids show higher performance on assignments than their peers. This type of study aid, which can be applied to any discipline, can be used in courses that teach problem solving, require memorization and identifying key words in sentences, and can be turned into an assignment.
45-Minute Practical Peer Session, 1/7/15, 10:45–11:30, CN 213

A.18 Faculty Experiences with Student Learning Outcomes
Jennifer Roberts: Student Success
For the past several years, NOVA faculty and staff have been working toward building a culture of assessment at the College. Student learning outcomes (SLOs) are part of that process. During this session, several NOVA faculty members will discuss how they have used the process of assessing SLOs to document the efforts of programs and faculty in improving student learning.
45-Minute Practical Peer Session, 1/7/15, 10:45–11:30, CM 128
B.00 Thinking about Applying for a Fulbright Scholar Award?

*Stacey Bustillos: 50 Years of Excellence*

NOVA has been the top producer among U.S. community colleges for Fulbright Scholar awards for two years in a row. In this session, learn what it takes to become a Fulbright Scholar. Fulbright Scholar awards, which offer recipients the opportunity to teach and/or research abroad for a semester or year, are available in over 125 countries with several awards targeted to junior and community college faculty. A Fulbright is within your reach. NOVA's Fulbright campus representative will discuss the application process and competitive strategies for selecting an award, and past NOVA Fulbright scholars will share their experiences.

45-Minute Topical Interest Session, 1/7/15, 11:45–12:30, CN 204

B.01 Choose Your Words Wisely

*Elisabeth Chan: Developing an Engaging Learning Environment*  
Co-presenters: Ruth Takushi and Mike Waguespack

Presenters will describe the process of selecting the most useful vocabulary words for high intermediate and advanced ESL students to help prepare them for their future academic and professional pursuits. The session will begin with a brief overview of the rationale for making changes, followed by the steps taken to choose vocabulary words more purposefully. The resources and technology used will be demonstrated. The session will conclude with early results of the new approach.

45-Minute Practical Peer Session, 1/7/15, 11:45–12:30, CN 114

B.02 Barbarians in the Classroom?

*Cristina Sparks-Early: Developing an Engaging Learning Environment*

What are the consequences of disruptive student behaviors in the classroom? What one instructor tolerates and accepts may be different than what another accepts in their classroom. Students, in turn, must clearly know what each instructor expects. Participants in this session will discuss and learn ways to manage students and express expectations in syllabi.

45-Minute Practical Peer Session, 1/7/15, 11:45–12:30, CN 119

B.03 Lessons Learned as Faculty Exchange Partner in Ghana

*Barbara Crain: Developing an Engaging Learning Environment*

A geographer looks at physical attributes of a region in the world, knows the major political, economic, and developmental tendencies, and gets a sense of the geography of that particular area. However, experiencing a particular region provides the geographer with a sense of place - a sense of understanding an area and many of its complexities, a sense of how it functions and how people live and make a living. This session will explore what the presenter learned as a faculty exchange partner with the help of his partner, Kwame, who plays a double role as math faculty and traditional chief in Sunyani, Ghana. The presenter will also discuss how he plans to use these experiences in the classroom and beyond, and how his own personal mental map of West Africa improved through this experience.

45-Minute Practical Peer Session, 1/7/15, 11:45–12:30, CN 123

B.04 Forecast: Sunny Due to Cloud (Effective Use of Google Drive in the Classroom)

*Tom Gutnick: Developing an Engaging Learning Environment*

Faculty and students have free access to effective collaboration tools through Google Drive, which is included with all student e-mail accounts. This session will begin with a quick overview of cloud storage, looks at how to harness the benefits through Google Drive, and also describes add-ons that provide research tools. Presented by a self-described IT geek, but in plain English rather than “geekspeak,” this session will likely be of interest to English teachers and those whose students write, research, or collaborate.

45-Minute Practical Peer Session, 1/7/15, 11:45–12:30, CN 127

B.05 An Adventure with OER Materials in Math That Can Benefit You and Your Students

*Cynthia Rathjen: Developing an Engaging Learning Environment*

Online Educational Resources (OERs) have been a focus in recent conferences and are something every instructor should use. There are many options for math faculty, including using cK-12 to create a new textbook or access an existing text. This site contains text for concepts that include videos, simulations, interactive problem, activities, study aids, lesson plans, images, assessments, web links, concept maps and even real world examples. In this session, the presenter will describe how faculty and students can access and benefit from OERs, and what students say about this new adventure.

45-Minute Practical Peer Session, 1/7/15, 11:45–12:30, CN 120
B.06 Biology is Much More Than Memorizing
Caroline Puente: Developing an Engaging Learning Environment
Yes, biology courses comprise many terms that are forgotten during or shortly after the semester ends. But is terminology what students really need to learn in a biology course? This presentation proposes new approaches, instead of memorization, to stimulate more understanding, critical thinking, and problem solving in biology courses.
45-Minute Practical Peer Session, 1/7/15, 11:45–12:30, CN 124

B.07 Let Us Edutain You: Four Fabulous Engagement Tools
Lori Campbell: Developing an Engaging Learning Environment
Co-presenters: Kirstin Riddick, Matt Fox, and Patricia Cooper
In today's world, people's attention spans only last between 5 and 15 minutes, and presenters lose approximately 30% of their audience during PowerPoint presentations. Yet, in front of the classroom, instructors are expected to have 100% of students' attention, 100% of the time. In this session, the presenters will expose participants to a few tools that can make the classroom a little more "Edutaining"! Participants will learn about Office Mix, Prezi, Glogster, and Thinglink, and how they can help transform a "sage on the stage" classroom to an interactive one.
45-Minute Practical Peer Session, 1/7/15, 11:45–12:30, CM 124

B.08 Using Quality Matters to Design and Assess Online Courses
Jason Skinner: Developing an Engaging Learning Environment
Co-presenter: Joan Osborne
The presenters have developed and will share a set of effective practices, centered on current research and best practices, to use while working with faculty to develop and redesign online courses. Practices include the Quality Matters (QM) Standards, and are modeled after QM's collegial faculty peer-review process. Presenters will discuss and demonstrate implementation of QM Standards and best practices to online courses; describe efforts to educate faculty on the application of QM and best practices; and train and encourage faculty to be peer reviewers. They will also present an overview of the faculty-led, QM-based peer review process. Lastly, presenters will also lead a discussion about the challenges of incorporating QM into the quality assurance process.
45-Minute Training Session, 1/7/15, 11:45–12:30, CM 231

B.09 Express Yourself: Vocal Tips to Help You Sound Confident and Keep Your Students Engaged
Lisa Nanni-Messegee: Developing an Engaging Learning Environment
NOVA faculty have great course content to offer, but are students getting the message from their presentations in the classroom? How do faculty keep students interested in a lecture? This interactive workshop includes a vocal workout, along with practical tips on how the body and voice can work together to project confidence.
45-Minute Practical Peer Session, 1/7/15, 11:45–12:30, CN 105

B.10 Initial Impact: Sharing First Day Community-Building Strategies
Margaret Benson-McCarth: Developing an Engaging Learning Environment
Many of NOVA's students experience higher education for the very first time when they walk into the College's classrooms. Whether in a student's first semester or their fifth semester, faculty can create interest, and even excitement, to keep students coming back. First day strategies, such as faculty and student introductions and how the course itself is presented, can be combined strategically to create an opportunity for building community. Participants at this 45-minute roundtable session will discuss strategies used on their first days.
45-Minute Practical Peer Session, 1/7/15, 11:45–12:30, CN 103

B.11 Being the Teacher You Want to Be
Cindy Miller: Science of Teaching and Learning in Higher Education
Feedback from any consultation is invaluable for growth as a faculty member. Consultations are always confidential and are never part of a NOVA evaluation. Information is not provided by CETL to anyone else, although participants are encouraged to share it. CETL offers four kinds of teaching consultations; pre-observation consultations; informal one-on-one teaching consultations with a trained CETL faculty associate; classroom consultations with a faculty associate who facilitates a three-part process that includes being in a participant's classroom; and learning and teaching assessment poll featuring interviews of participants' students.
45-Minute Practical Peer Session, 1/7/15, 11:45–12:30, CN 125

B.12 Writing for Creative Science Thinking: The Case of the Cell Analogy
Art Schuhart: Science of Teaching and Learning in Higher Education
Co-presenter: Gillian Backus
Writing is a critical skill in every field, including science. This session will share how a science professor and an English professor worked together to design a novel writing assignment for a science classroom. The presenters will explain how they came to work together, identified the goals of the science writing task, and designed a creative sequence to assist students in achieving those goals. The resulting assignment was more focused on science content and critical thinking, and easier to grade. This session highlights how science and English faculty can work together to integrate Writing Across the Curriculum. The presenters will share the assignment and samples of student writing.
45-Minute Practical Peer Session, 1/7/15, 11:45–12:30, CN 118
B.13 I've Gathered the SLO Data, Now What? Analyzing and Using Results from SLO Assessments
Jennifer Roberts: Science of Teaching and Learning in Higher Education
Assessing student learning outcomes (SLOs) involves many steps, whether at the program level or the course level. A great amount of attention is paid to the first few steps – defining and mapping SLOs and then assessing them - but the last few steps (often called “closing the loop”) are just as important as the beginning of the loop. In this session, the presenter will discuss how to organize and analyze SLO results to determine strengths and possible areas for improvements. She will also discuss setting targets and different ways of summarizing the data with the main goal of improving student learning.
45-Minute Training Session, 1/7/15, 11:45–12:30, CM 128

B.14 When Sexual Assault Intrudes on a Student’s Academic Life – How NOVA SAS Can Help
Negar Ehsani: Student Success
Co-presenter: Angie Acosta
The Sexual Assault Services Program operates within the NOVACares Office and responds 24-hours-a-day to the issues of sexual assault/sexual harassment, dating/domestic violence, and stalking. Campus sexual assault has come to the forefront of the news in the past year due to new federal legislation, as well as the White House Task Force Report on Campus Sexual Assault. Much has been accomplished at NOVA in the past year, including development of a new Sexual Misconduct Policy and a very active office that responds to the persons impacted. Victims are often impacted in many ways following a sexual assault and academic functioning is certainly one of them. Join presenters to learn more about the issue, the resources, and the way to better respond to and refer a student in need.
45-Minute Practical Peer Session, 1/7/15, 11:45–12:30, CN 102

B.15 Curriculum Mapping to NOVA’s Information Literacy General Education Goal
Kevin Simons: Student Success
Co-presenters: Kerry Cotter and Kristin Snawder
Curriculum mapping courses to learning goals for each degree program is an important step to successfully assessing student learning, as is curriculum mapping to NOVA’s General Education Goals. The NOVA Libraries have developed a rubric designed to help faculty teaching or proposing General Education courses map the course to the Information Literacy General Education Goal. This session will introduce faculty to the rubric, which has been approved by NOVA’s General Education Council, and provide practice in applying it to map a course to NOVA’s Information Literacy Goal.
45-Minute Practical Peer Session, 1/7/15, 11:45–12:30, CN 121

B.16 Resources to Support Students with Their Career Planning
Christy Jensen: Student Success
This session will provide an overview of the career development process and several resources students can use to assist with their career planning. Presenters will highlight resources that help students identify the nature of work, educational requirements, job outlook, and wages. Participants will leave this session with a basic understanding of the career development process and resources they can share with students to support their career planning.
45-Minute Practical Peer Session, 1/7/15, 11:45–12:30, CN 219

B.17 Reaching Out to the Entire Class: Make That Lecture Entertaining and Rewarding
Nader Chaaban: Student Success
This session will focus on the various techniques that instructors can use to reach out to the entire class, especially students who are not engaged, and make the lecture lively, exciting, and rewarding. The presenter will show how to take even a boring lecture topic and turn it into a fun and exciting one.
45-Minute Practical Peer Session, 1/7/15, 11:45–12:30, CN 217

B.18 NOVACares: What Does It Mean to “CARE” at NOVA?
Monica Chenault: Student Success
The NOVACares program, which stands for Campus Assessment Response and Evaluation, is managed by the NOVACares Office. NOVACares includes all of NOVA’s community members (students, faculty, staff, contractors and visitors) and collaborates with Campus CARE Teams, which are early intervention teams for student issues. NOVACares Responders have been trained to intervene and handle situations in timely manner, preferably before they reach crisis level. This session will explain the life cycle of a NOVACares report, focusing on policy, process and future goals. The presenter will describe how to file a report, access NOVACares Statistics, provide “need to know” feedback to reporters, and understand FERPA and liability.
45-Minute Practical Peer Session, 1/7/15, 11:45–12:30, CN 213

B.19 Creating Accessible Learning Materials
Maureen Madden: Student Success
Participants will learn basic strategies for creating accessible Word documents, PowerPoint presentations, and PDF files. This easy process helps faculty to create a welcoming and inclusive learning environment for all students.
45-Minute Practical Peer Session, 1/7/15, 11:45–12:30, CN 109

B.20 Collaboration and Social Learning in Higher Education (Vendor Session: George Mason University)
Lori Scher: Collaboration and Social Learning in Higher Education
This will be an informational presentation on the D.A. in Community College Teaching and the Ph.D. in Education with a specialization in Higher Education offered at George Mason University.
45-Minute Topical Interest Session, 1/7/15, 11:45–12:30, CN 126
C.00 On Leadership
*NOVA Provosts: 50 Years of Excellence*
NOVA’s provosts will lead a lively discussion about leadership at NOVA. They will share their own pathways to leadership and provide information on how other faculty can assume a leadership role at NOVA.
45-Minute Practical Peer Session, 1:30–2:15, CE PDR

C.01 Let Us Make NOVA an Excellence Center of Community College Undergraduate Research
*Walerian Majewski: 50 Years of Excellence*
Since 1985, the presenter has been experimenting with some forms of undergraduate research for students majoring in engineering/science. Specific barriers exist at community colleges that make it difficult for such programs to be implemented and sustained. However, with close to 50% of American undergraduates currently pursuing education at a community college, an opportunity must exist for student research at community colleges. Learn about opportunities the presenter has created for his students, and discuss how to create opportunities for early undergraduate research for biology, chemistry, and geology students.
45-Minute Scholarly Projects Session, 1/7/15, 1:30–2:15, CN 102

C.02 New Bridges Abroad
*Ana Alonso: 50 Years of Excellence*
Co-presenter: Stacey Bustillos
This session will be for faculty members who are interested in leading a NOVA study abroad program for 2016 and beyond. NOVA’s study abroad coordinator will present new policies and procedures that assist faculty in preparing and submitting a successful study abroad program proposal. This session will be relevant for both faculty who have led programs in the past and for those who may consider leading a program. Faculty members who have led recent study abroad programs for NOVA will share their experiences.
45-Minute Topical Interest Session, 1/7/15, 1:30–2:15, CN 204

C.03 The Dos and Don’ts of Honors Students: Promoting Effective Habits and Behaviors
*Stacy Rice: Collaboration and Social Learning in Higher Education*
Co-presenter: Paul Fitzgerald
Personal academic success is more achievable when communities of scholars support and challenge one another. How can faculty and staff promote effective habits and behaviors? How can faculty and staff model effective habits and behaviors? A panel discussion with Honors Program students will discuss these questions and others related to building community in the classroom and on campus.
45-Minute Topical Interest Session, 1/7/15, 1:30–2:15, CN 219

C.04 Presenting a “Missing Link” in the Development of Western Civilization
*Sheda Vasseghi: Collaboration and Social Learning in Higher Education*
This session will present findings in an ongoing doctorate research topic studying a “missing link” that is lost, marginalized, “bleached out,” confused, and misrepresented in connection with the development of Western civilization. In collecting more than 2,000 sources across historical ages and various cultural genres, a “missing link” has emerged that may clarify the ongoing debate about the origins of Western civilization and its place in world history, but also its relevancy in higher education curriculum. This session focuses on the educator’s duty as a researcher to find the untold stories and connections rather than relying on incomplete textbooks. Attendees will participate in active learning tools, such as bingo or symbolism, to illuminate misconceptions and make connections in discerning the “missing link.”
45-Minute Topical Interest Session, 1/7/15, 1:30–2:15, CN 217

C.05 Cyber Disobedience: Weapons of Mass Media Destruction?
*Michele Rivera: Collaboration and Social Learning in Higher Education*
With the onslaught of the internet and social media in the late 20th century and early 21st century, major trends have developed that affect many areas of humanity - some positive and some negative. The presenter will focus on the various problems and attributes related to education, media, and politics.
45-Minute Topical Interest Session, 1/7/15, 1:30–2:15, CN 213
C.06 ESL Games Galore  
Stefan Lewis: Developing an Engaging Learning Environment  
The purpose of this session is to share ESL games and activities that have worked in the classroom. Participants will also have the opportunity to share ideas about how they have integrated ESL games and activities into their classrooms.  
45-Minute Practical Peer Session, 1/7/15, 1:30–2:15, CN 109

C.07 Inviting Students into Critical Pedagogy: Teaching Social Justice Education Texts in the Classroom  
Marissa Mack: Developing an Engaging Learning Environment  
Co-presenters: Nicole Tong and Tricia Kurban  
In this presentation, three professors of Developmental English at the Annandale campus will discuss their use of social justice pedagogical texts and concepts in their classrooms, present model assignments (problem/solution essay, synthesis-focused response essay, and classroom discussion prompts), and lead participant brainstorming of potential assignments. Theorists and concepts will include: Elliot Eisner’s philosophy of the student as an individual within the classroom environment; Paulo Freire’s banking system of education; bell hooks’ explicit inclusion of social status in classroom discussions; and Kevin Kumashiro’s crisis model of learning.  
45-Minute Practical Peer Session, 1/7/15, 1:30–2:15, CN 105

Session Canceled

C.08 Kissing and Killing It: Emerging Technology and Strategies for Presentation Majesty  
Angela Gunder: Developing an Engaging Learning Environment  
Co-presenters: Jennifer Rainey and Stephen Clarke  
This is a must-see session for faculty looking for practical strategies on presentation planning, design, and delivery to support a student-centered learning environment. Participants will be challenged to stop using worn and weary presentation methods, and build meaningful and dynamic learning experiences instead. The presenters will cover: 1) Rethinking content strategy to shatter preconceived notions and promote open dialogue; 2) Utilizing free and easy web 2.0 applications that will keep the students immersed in the learning experience; and 3) Presenting challenging and complex topics in ways that will engage students. Participants will leave with new, nontraditional presentation techniques and free, web 2.0 technology to help bring the fire back into their classrooms.  
45-Minute Practical Peer Session, 1/7/15, 1:30–2:15, CN 103

C.09 My Hybrid Experience: Bridging the Gap Between the Online and Classroom Environment  
Laura Shulman: Developing an Engaging Learning Environment  
This experienced faculty member recently decided to use the 50/50 Hybrid format in her classroom after taking NOVA's Hybrid training. In this presentation, she will share her planning process and format for class sessions for her hybrid course. Session participants will leave with ideas and cautions for using the Hybrid format, and will also have the opportunity to share their own experiences and ask questions.  
45-Minute Practical Peer Session, 1/7/15, 1:30–2:15, CN 123

C.10 Reference in the 21st Century Library: Promoting Use by Opening Access  
Russell Grooms: Developing an Engaging Learning Environment  
Co-presenter: Anne Beebe  
The Woodbridge Campus Library has taken a bold step in opening student access to its collection by completely eliminating the concept of “reference books.” Every book in the main collection can be checked out and taken home, including all encyclopedias, dictionaries, and atlases. In this session, the presenters will discuss the changing role of reference in modern libraries, factors leading to their decision, and the impact of the decision on the library’s collection and users. This session will be of interest to librarians and library staff, as well as faculty who frequent the library.  
45-Minute Practical Peer Session, 1/7/15, 1:30–2:15, CN 127

C.11 Strategies & Motivators: Creating a Vision of Inspiration from the Master Teacher Seminar  
Megan Davies: Developing an Engaging Learning Environment  
Co-presenters: Bryan Peters and Lisa Stelle  
The Master Teacher Seminar is an annual event held at Hampden-Sydney College. NOVA generously financed the presenters’ attendance at the seminar in July 2014. This presentation will address the benefits of the seminar, as well as teaching strategies and 5-minute motivators that the presenters were inspired to create as a result of the seminar. Faculty are encouraged to share their own 5-minute motivators to help engage students.  
45-Minute Practical Peer Session, 1/7/15, 1:30–2:15, CN 118

C.12 Student Development Issues That Can Affect the Academic Advising Relationship  
Keri Bowman: Developing an Engaging Learning Environment  
The practice of “meeting students where they are” can be a good way to engage students and enhance their learning. In academic advising situations, proper communication methods can be instrumental in developing rapport and are often influenced by the different developmental issues that a student may be facing. Choosing coursework and career paths are noteworthy tasks through which a student can be guided best by understanding “where they are” developmentally. Participants in this session will practice identification of behaviors that may indicate developmental stages, learn about the issues these stages present for students, and discuss practical strategies advisors and professors can use to appropriately guide students toward success.  
45-Minute Practical Peer Session, 1/7/15, 1:30–2:15, CN 120
C.13 The Tale of an (Discussion-based, Case-study, Open Education Resourced, Online) A&P Course
Peter Jo: Developing an Engaging Learning Environment
This session demonstrates how two science professors developed a highly unusual, collaborative online A&P course. Students use inductive reasoning to discern and apply content details. Taking a “discuss first, read later” approach, students identify key concepts in a discussion of super heroes. Then students complete readings, case studies and labs.
45-Minute Practical Peer Session, 1/7/15, 1:30–2:15, CN 124

C.14 Mindful-Based Stress Management and Its Use in the Classroom
Gail Freedman: Science of Teaching and Learning in Higher Education
This is a session based on John Kabat-Zinn’s research on mindfulness, meditation and stress reduction. The presenter’s focus is on the awareness of intentionality in the classroom by the faculty who teach any course. By using the Mindful-Based Stress Reduction technique, the presenter hopes participants will find a new way of engaging the students and being fully present themselves.
45-Minute Training Session, 1/7/15, 1:30–2:15, CN 125

C.15 How Much Do They Understand: Second Language Learners in Content Classes
Chris Soholt: Student Success
This session will allow participants to discuss challenges and benefits of working with non-native English speakers in their classrooms, and hear the presenter’s ideas. Participants will have an opportunity to share tactics they have employed.
45-Minute Topical Interest Session, 1/7/15, 1:30–2:15, CN 114

C.16 Using SAILS to Improve Academic Success
Alison Thimblin: Student Success
Using the SAILS Early Alert System to raise academic concerns for students can have a positive impact on their success. Learn how SAILS works and how it can be used to reach out to students.
45-Minute Training Session, 1/7/15, 1:30–2:15, CM 124

C.17 How Can Faculty Change the Face of Office Hours?
Woody Givens: Student Success
Co-presenter: Gillian Backus
Though faculty are required to have ten hours of scheduled office time each week, many have observed that students do not take advantage of this access to professors during non-instructional time. The purpose of this forum is to investigate the feasibility of using online tools like Skype, FaceTime, Facebook, and Twitter as alternate ways to engage students outside of class, answer their course questions, and extend the physical office into cyberspace. During this conversation, some basic usage information of Twitter will be discussed as well as possible applications. As an open-ended discussion, this forum may also serve to consolidate issues associated with office hours, including how policies may need to be changed, deleted, or implemented in the face of emerging technologies. Participants should bring along their mobile devices for practice.
45-Minute Topical Interest Session, 1/7/15, 1:30–2:15, CM 128

C.18 Kaleidoscope – Leveraging Open Educational Resources to Reduce Costs and Support Student Success
Dr. Braddlee: Student Success
Co-presenters: David Fernandez and Jennifer Winters
Kaleidoscope is a national project, supported by EDUCAUSE’s Next Generation Learning Challenges and the Gates Foundation, to assist faculty in making use of the existing portfolio of Open Educational Resources (OER) to reduce the cost of textbooks, and ensure that student have access to high-quality, low-cost course materials on the first day of classes. NOVA, in a partnership between Learning and Technology Resources, CETL, and ELI, began a Kaleidoscope pilot in the summer of 2014. Four courses, each with a small faculty team from across the campuses, have been working to adapt and supplement OER in Anatomy and Physiology, Biology, Chemistry, and History. In this session, presenters will provide the background of the project and the context of other ongoing work on OER at NOVA, and members of two of the faculty teams will present on their work and progress thus far. Presenters will also describe the work of the CETL Kaleidoscope Learning Community and discuss some the challenges, opportunities, and lessons learned along with some thoughts about best practices for supporting faculty in making a shift to OER.
45-Minute Practical Peer Session, 1/7/15, 1:30–2:15, CN 121
CONCURRENT SESSIONS D

Wednesday, January 7, 2015
2:30 p.m. to 3:15 p.m.

D.00 Internationalization at NOVA
Paul McVeigh: 50 Years of Excellence
Co-presenter: Stacey Bustillos
NOVA has always been known as "international," but only in the past decade has it worked intentionally to use its assets toward a larger, more coherent purpose- to become an internationally-known, globally-engaged institution. This session will provide an overview of NOVA's international activities, its opportunities, and plans looking forward.
45-Minute Topical Interest Session, 1/7/15, 2:30–3:15, CN 204

D.01 Fear versus Threat: What NOVA Does to Keep You Safe
Monica Chenault: 50 Years of Excellence
Co-presenter: MaryAnn Raybuck
Recent statistics from the FBI confirm mass shootings are on the rise, and no college can afford to neglect their approach to managing threats. But what is the difference between alarming/aggressive behavior and the threat of targeted violence? This workshop will discuss the multi-tiered process NOVA uses to maintain the safety of the College. Using best practices and the latest research, NOVA embraces an early alert approach and encourages faculty and staff to assist in the process. The presenters will discuss the decision making process of assessing threat and how the NOVA system works to balance student's rights, student and faculty fears, and appropriate intervention strategies.
45-Minute Practical Peer Session, 1/7/15, 2:30–3:15, CN 124

D.02 Keeping It Fresh with Supplemental Materials
Janet Giannotti: Developing an Engaging Learning Environment
High-quality textbooks are at the core of strong instruction, but this presenter shares that there are also several reasons to use supplemental materials. She will share teacher-made supplemental materials that she uses in ESL reading and composition courses, including anticipation guides for before reading; DRTA, reading road maps, and reading process guides to make students' reading more deliberate; and a variety of graphic organizers for after reading. The presenter also shows how she uses jokes and stories in her composition classes to address a variety of language trouble spots, and how she creates ordering exercises to teach organization while making her class lessons more hands on.
45-Minute Practical Peer Session, 1/7/15, 2:30–3:15, CN 114

D.03 The First Class – Make It Matter
Ritu Kansal: Student Success
Co-presenter: Barbara Crain
The first class is a great opportunity to set the tone for the entire semester. NOVA's early registration initiative encourages students to Start Strong right from day one, and faculty and staff can start strong, too. In this session, the presenters will explore effective ways to create an engaging active and positive learning environment starting on day one, the very first class.
45-Minute Practical Peer Session, 1/7/15, 2:30–3:15, CN 103

D.04 Using Assessment as a Tool to Improve Student Learning in the Classroom and Program Wide
Sharon Karkehabadi: Developing an Engaging Learning Environment
Assessment is first and foremost a tool to improve student learning. In this session, presenters will discuss and share practical methods for using assessment as a diagnostic tool for teachers and students. The session will be divided into three sections: 1) Pre-assessment (finding out), 2) Formative assessment (keeping track and checking up); and 3) Summative assessment (making sure). Each section will include a short discussion of the purpose of the assessment category, benefits, and examples of best practice and useful resources for a variety of programs and disciplines. The session will end with applications for program-wide assessment.
45-Minute Practical Peer Session, 1/7/15, 2:30–3:15, CN 121
D.05 Redesign for Results

Nantana Wongtanasirikul: Developing an Engaging Learning Environment
Co-presenters: Laura Shulman and John Sound

Introduction to the Study of Religion (REL 100) has been offered as an online course through the Extended Learning Institute (ELI) since 2011. Two faculty and one instructional designer recently redesigned the course as part of the Open Education Resource program by examining the current online course using the Quality Matters (QM) standard and identifying areas for updating. One of their biggest challenges was how to organize various useful resources and content that seemed to be overwhelming for online students. In this session, the presenters will describe the before and after redesign to demonstrate how clear instructions can help encourage active learning in the course. In addition, they will also discuss their experience incorporating Facebook and live sessions (using Collaborate) to enhance teaching and learning by extending access to new populations of students.

45-Minute Practical Peer Session, 1/7/15, 2:30–3:15, CN 123

D.06 Turning Points: Mobile Learning at the Community College

Bo Yang: Developing an Engaging Learning Environment
Co-presenter: Jennifer Sovine and Edward Zuniga

With the rising popularity of mobile devices, mobile learning has become a major area of interest in higher education. However, faculty members’ ability to use mobile tablets and embrace mobile learning is not as strong as their allegiance for teaching. Perhaps they lack experience using mobile devices, or/and lack training on mobile learning. In this practical peer session, two faculty members and one instructional technologist will discuss teaching pedagogy, and share their success and challenges with the implementation of the mobile learning environment. This session is for faculty seeking suggestions and encouragement to integrate mobile learning into their practice.

45-Minute Practical Peer Session, 1/7/15, 2:30–3:15, CN 125

D.07 Ed-YOU-cation: Reassociations into the Learning Experience

Kevin Simons: Developing an Engaging Learning Environment
Co-presenters: Ray Orkwis and Matt Boyle

Has American education removed the student from the learning experience? Has students’ involvement in the learning process become a series of mechanical exercises in the eyes of both students and the institutions? Is learning for learning’s sake a dead concept? A panel of educators including instructors and librarians will discuss their perspectives and attempts to engage students in the learning process.

45-Minute Topical Interest Session, 1/7/15, 2:30–3:15, CN 102

D.08 Using Literature in Second Semester Composition Class

Kate Lassman: Developing an Engaging Learning Environment

This session will feature a presentation and discussion about use of literary works in the composition classroom. Topics will include choosing literary works, creating writing prompts, avoiding making the composition class too much like a literature class, and discouraging plagiarism.

45-Minute Topical Interest Session, 1/7/15, 2:30–3:15, CN 119

D.09 Stress Management: Cheer Up – It Could Be Worse

Florine Greenberg: Developing an Engaging Learning Environment

What is stress? The presenter will discuss types and causes of stress, and what to do about it.

45-Minute Practical Peer Session, 1/7/15, 2:30–3:15, CN 231

D.10 Integrating Reading and Writing for Student Success

Jim Toepper: Student Success

The benefits of integrating reading and composition skills for adult language learners have progressively become apparent, most notably for developmental English learners including non-native English speakers. The presenter will describe a model of classroom integration of reading and writing skills in the context of an ESL classroom, but not limited to ESL students. This workshop-based presentation will focus on specific strategies and instructional methods available to all adult learners, but with a focus on the growing non-native English speaking population.

45-Minute Practical Peer Session, 1/7/15, 2:30–3:15, CN 127

D.11 Designing an Experience: Lessons Learned from Honors Students

Stephen Clarke: Student Success
Co-presenter: Rebecca Hayes, LeeAnn Thomas, Michael Amey, and Paul Fitzgerald

The dream: A student enters class early in order to speak with the instructor before the start of lecture. The student says, “Over the weekend, I was thinking about what we talked about in class...” Over time, students may forget facts, terms, concepts, and procedures, but students rarely forget classroom experiences that engage, inspire, and motivate. How can faculty foster an environment where students feel comfortable with and accountable to each other and the instructor? The presenters and several Honors students will share their successes and struggles developing communities of scholars that enrich lives in the short and long term.

45-Minute Practical Peer Session, 1/7/15, 2:30–3:15, CN 118
D.12 First Class Ideas for Nipping Classroom Management Issues in the Bud

Georgana Stratton: Student Success

For students to learn, they must have a comfortable environment free of disruptions. Unfortunately, much of the time disruptions are created by the students themselves. The presenter will share ideas and solicit participant ideas for dealing with several classroom management issues. In particular, the session will focus on how to communicate appropriate classroom behavior with a strong syllabus and first class organization.

45-Minute Practical Peer Session, 1/7/15, 2:30–3:15, CN 120

D.13 The Student Success Planner: A Tool to Improve Advising and Students’ Academic Planning Skills

Alison Thimblin: Student Success

The use of the Student Success Planner is an excellent way for faculty advisors to provide more efficient and consistent academic advising. Learn how to take notes on advisees, and how students use the Student Success Planner to map out their academic career at NOVA.

45-Minute Training Session, 1/7/15, 2:30–3:15, CM 124

D.14 The Engaged Listening Project: Building Student Success through Listening

Philip Tirpak: Student Success

Ensuring student success requires both a broad knowledge base and developing skills that can be applied beyond the classroom. In this session, participants will learn how to build student success through a skills-based approach that can be implemented immediately. Additionally, they will learn to assess these skills through a ground-breaking project being developed by International Listening Association Vice President Philip C. Tirpak.

45-Minute Practical Peer Session, 1/7/15, 2:30-3:15, CN 105

D.15 Achieving the Dream’s Working Families Success Network: Engaging External Supports to Enhance Post-Secondary Academic Success

Deborah Rosen: Student Success

Co-presenters: Kerith Bowman, Kerin Hilker, and Mark Mannheimer

Community college faculty know all too well how often “life issues” can derail academic success for even the most promising students. Students with access to both internal and external supports and benefits are demonstrated to have a higher chance for academic success. NOVA was recently selected to participate in the Achieving the Dream (ATD) Working Families Success Network (WFSN), which is designed to enhance access to college services and benefits that can make the difference in keeping NOVA students both enrolled and engaged in higher education. This session will explore the AtD WFSN project, and how both teaching and professional faculty can play a pivotal role in connecting NOVA students with critical campus and community resources.

45-Minute Topical Interest Session, 2:30–3:15, CN 213

D.16 Managing Personal Electronics in the Classroom

Reginald Bennett: Student Success

Frustrated by students texting and tweeting during lectures and class activities? Is there any redeeming value or possible constructive use of these devices in the educational environment? This discussion group will provide an opportunity for participants to share their comments, ideas and concerns about this ever-increasing classroom challenge. Presenters will also discuss the value versus the distraction of personal electronics, and its overall impact on student learning and success.

45-Minute Topical Interest Session, 1/7/15, 2:30–3:15, CN 217

D.17 Tackling the Hybrid

Jessica Gardner: 50 Years of Excellence

When this presenter was faced with the challenge of teaching a hybrid studio art class, the prospect seemed initially daunting. Then, while she was catching up with past colleagues online, the potential of this type of classroom became clear. For years, she had viewed art work, commented online with her peers, and researched and sent inquiries to professionals in the field. In this topical interest group, participants will discuss what dynamic social media communities teach about engaging students online and share tips about how traditional material can be translated into online curriculum. Learn about how hybrids not only create classroom space and make classes more accessible to non-traditional students, but also truly enrich the course material.

45-Minute Topical Interest Session, 1/7/15, 2:30–3:15, CN 219
ALL CONCURRENT 2-HOUR WORKSHOPS
Thursday, January 8, 2015
10:15 a.m. to 12:15 p.m.

E.00 Designing Assignment and Activities for Massively Better Classes
José Antonio Bowen: Developing an Engaging Learning Environment
The presenter will conduct a two-hour workshop based on his keynote speech, Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning.
2-Hour Practical Peer Session, 1/8/15, 10:15–12:15, CE President’s Dining Room

E.01 Annandale Campus Best Practices for Working with “The New Student”
Annandale Retention Committee: 50 Years of Excellence
Co-presenters: Joann Credle, Emily Miller, Rima Gulshan, and Philip Tirpak
The Annandale Retention Committee hopes to kick off the 2015 year by collecting retention best practices already in action at the Annandale campus. These best practices will come from various NOVA departments including: Mathematics, Science and Engineering; Languages and Literature; Counseling; Learning and Technology Services; Administration; and Business and Public Services. The presenters will compile best practices into an informal handbook for NOVA faculty and staff.
2-Hour Practical Peer Session, 1/8/15, 10:15–12:15, CN 120

E.02 Integrating Ethics into the Curriculum: Is It Our Job to Focus on Character as Well as Content?
Deanna DeGidio: 50 Years of Excellence
Thomas Lickona, a psychologist and moral educator, said that schools have two jobs: “To help young people become smart and to help them become good.” Both tasks are undertaken by elementary and high schools but, traditionally, helping students to become “good” doesn’t make its way back into the curriculum until graduate school, with the teaching of professional ethics. Publications introduced with the new millennium, however, such as the Journal of College and Character and the Journal for the Society of Teaching Ethics Across the Curriculum, suggest that educators and researchers are becoming more interested in the moral lives of undergraduates. The latter journal is published as part of an ethics across the curriculum (EAC) initiative, through which universities integrate ethical theory and discussion into courses across disciplines. Other colleges have created offices or programs on ethics, justice, or civic engagement, while still others offer specific courses with a volunteering or service learning component. Research supports a need for such interventions. This session reviews research in the social sciences and includes a conversation on how educators at NOVA can best meet the changing needs of students and society.
2-Hour Practical Peer Session, 1/8/15, 10:15–12:15, CN 121

E.03 An Introduction to Applying Universal Design to Your Teaching
Estela Landeros: Developing an Engaging Learning Environment
Co-presenter: Stephanie Gernert
This session will cover an introduction to the Principles of Universal Design and examples of how faculty can create universally designed courses and classrooms. Hands-on activities and group discussions will give faculty immediate practical ideas. If possible, faculty should bring their syllabus from a previous or future course.
2-Hour Practical Peer Session, 1/8/15, 10:15–12:15, CN 119

E.04 Faculty, Staff, and the Active Shooter: Surprising Linkages
John Weinstein: Developing an Engaging Learning Environment
Research suggests that a significant percentage of active shooters cite either real or perceived problems with school faculty and staff as a reason for their behavior. Regardless of where the actual blame lies, there are a number of factors that may impede effective communications with our audiences. These factors include generational and cultural differences, divergent expectations, and non-verbal communication idiosyncrasies. This two-hour workshop addresses sources of potential misunderstandings and tension and identifies ways to mitigate them.
2-Hour Training Session, 1/8/15, 10:15–12:15, CN 126

E.05 Use and Expectations of Technology in Higher Education
Katie Hoskins: Developing an Engaging Learning Environment
Co-presenters: Kirstin Riddick, Lori Campbell, and Patricia Cooper
A two-part session: Explore student and faculty perceptions of technology use in higher education, based on national studies conducted by EDUCAUSE, followed by hands-on demonstrations of technologies designed to facilitate an engaging learning environment.
2-Hour Practical Peer Session, 1/8/15, 10:15–12:15, CN 123
E.06 Using NOVA’s Virtual Campus to Enliven Online and Hybrid Classes
Greg Perrier: Developing an Engaging Learning Environment
Many faculty members are unaware that NOVA pays to maintain a virtual campus. This presentation will highlight how faculty offering online classes through ELI and hybrid classes can use NOVA’s campus in the virtual world, called Second Life, to enliven their classes and to offer a venue for students to interact more with the professor.
2-Hour Practical Peer Session, 1/8/15, 10:15–12:15, CM 128

E.07 Making the Case for Case Studies and Laboratories in Biology
Paula Rodgers: Developing an Engaging Learning Environment
Co-presenter: Malvika Talwar
Case studies are an effective tool that can be used across all disciplines to connect course material with real-life problems and to current events. In addition to using cases to provide a realistic context for lecture materials, case-based teaching is increasingly being used in science laboratory classrooms to help students engage with complex concepts. Even in laboratory courses with high enrollments and many sections, this strategy has been effective in enhancing student engagement. In this two-hour session, the presenters will first provide an overview of the different methodologies for using case studies in the science lecture classroom and for laboratories. They will also share their own experiences using case studies in a science course. The second part of the session will be devoted to brainstorming and outlining ideas for lab-based case studies that can be used in science majors courses at NOVA.
2-Hour Practical Peer Session, 1/8/15, 10:15–12:15, CN 118

E.08 Video, Video, Video Everywhere
Shaoyu Chi: Developing an Engaging Learning Environment
Co-presenter: Rong Zhu
Videos are increasingly becoming a preferred mode of communication in online instructions. The use of videos engages and motivates students and helps establish an instructor’s social presence in an online environment. Blackboard Video Everywhere works with YouTube seamlessly to allow users to record, edit, caption, and embed videos into courses. It enables users to create their own ADA-compliant videos to make them an integral part of a course. This presentation will provide an overview of these easy-to-use features and walk participants through the steps to create and caption videos for their courses.
45-Minute Training Session, 1/7/15, 2:30–3:15, CM 128

E.09 Evaluating ESL Placement Test Writing Samples
Mary Charleza: Student Success
Co-presenters: Elaine George, Justin Hvitfeldt-Matthews, Nasim Khawaja, and Judith Snyder
The assessment of student writing for proper course placement requires consistency and a firm grasp of course level expectations. This norming session is valuable for new ESL faculty learning proper assignment of placement test writing samples and for experienced ESL faculty renewing their skills. Participants will assess actual student writing samples according to the ESL Cluster standards for each placement level.
2-Hour Practical Peer Session, 1/8/15, 10:15–12:15, CN 114

E.10 Transfer Advising for the Top 5 Transfer Options for NOVA Students
Douglas Rhoney: Student Success
Presenters will provide tips and resources for successfully advising students with the intent to transfer into specific majors at the five colleges that receive the greatest number of NOVA transfer students. This session will help develop skill at considering curricular choices to help students transfer the maximum number of credits for their intended college and major.
2-Hour Training Session, 1/8/15, 10:15–12:15, CN 125

E.11 Student Learning with Google Drive
Matthew Fox: Student Success
Interested in creating an interactive syllabus with Google Docs, leaving voice critiques on student work with Kaizena, or using Google Forms to create a clickable rubric for student presentations? Google Drive is the “Swiss Army Knife” of educational tools: it is a collaboration space, an upload space, a space to save files and data, a space to create, and a space to share. Since Google owns YouTube, faculty interested in flipping their classrooms, creating their own channel, uploading student video assignments, or uploading their own creations, will be able to seamlessly transition.
2-Hour Practical Peer Session, 1/8/15, 10:15–12:15, CM 124
P.01 The Science Learning Center – A Valuable Resource for Student-Led Learning
Denise Booth: Collaboration and Social Learning in Higher Education
The Science Learning Center (SLC) is a unique student resource for NOVA, located on the Annandale campus. The SLC provides a variety of educational resources as well as a welcoming environment for students to interact with faculty and one another, fostering collaborative learning in scientific disciplines. Students who use the SLC find it to be an invaluable resource in enhancing their learning.
2-Hour Poster Session, 1/8/15, 10:15–12:15, CE Seminar Rooms

P.02 Game Changers: How Careers in Anthropology Are Making a Difference
Katharine Kirakosian: Developing an Engaging Learning Environment
This presentation is based on an adjunct faculty grant that the presenter received in 2014. She proposed to interview several anthropologists to better understand the ways in which their research was making a difference. In this session, the presenter will show the videos that she created from these interviews.
2-Hour Poster Session, 1/8/15, 10:15–12:15, CE Seminar Rooms

P.03 Hoplite Hoplons: Ancient Greek Shields
Vicki Arnold: 50 Years of Excellence
View full-sized replicas of Ancient Greek Shields that were made for a History of Western Civilization 1 class.
2-Hour Poster Session, 1/8/15, 10:15–12:15, CE Seminar Rooms

P.04 Gender, Culture, and Communication: An Exploration
Khadijah Ali-Coleman: 50 Years of Excellence
The intersection of gender and culture impacts the nature of one’s successful communication. This project introduces students to the impact that gender and culture play on the lives of high-profile women as case studies. Privilege, oppression and tolerance are explored.
2-Hour Poster Session, 1/8/15, 10:15–12:15, CE Seminar Rooms

P.05 Bolivia in Motion: Migration Patterns of a Nation in Flux
Robert Thornett: Developing an Engaging Learning Environment
“Bolivia in Motion: Exploring Geography in Changing Bolivia” was first funded by a 2012 VCCS Paul Lee Grant and sought to observe and understand first-hand the multiple migration flows in Bolivia. Arlington, Virginia, has the largest Bolivian community in the U.S., estimated at 100,000. New opportunities, as well as past economic hardships under an oligarchy, have been push factors for Bolivians to migrate across the country and the world.
2-Hour Poster Session, 1/8/15, 10:15–12:15, CE Seminar Rooms

P.06 Yes, And: Using the Rules of Improv to Engage Students in the English Composition Classroom
Kelly Wolfe: 50 Years of Excellence
Teaching is similar to improvisation; Faculty stand in front of two dozen people and try to connect and engage, not knowing what kind of response they may elicit. Learning to use the rules of improvisation, the first of which is to always say yes, can help turn surprises into teaching moments. Using the rules of the stage, body language, and inflection can help encourage student engagement, discussion and learning.
2-Hour Poster Session, 1/8/15, 10:15–12:15, CE Seminar Rooms

P.07 Virginia’s Electoral Geography: Changing from a Red to Purple State
David Miller: Science of Teaching and Learning in Higher Education
Dynamic population growth in Northern Virginia makes this region a growing Democratic stronghold for the state. The 2014 election cycle will be a test for the Democratic and Republican brands.
2-Hour Poster Session, 1/8/15, 10:15–12:15, CE Seminar Rooms

P.08 Topics in Online Teaching and Learning
Robert Loser: Science of Teaching and Learning in Higher Education
Co-presenter: Joan Osborne
This session is geared toward participants who want to build their skills for developing and teaching online or hybrid courses. The presenters will describe TOTAL (Topics in Online Teaching and Learning), a three-year Chancellor’s Innovation Fund project to develop VCCS faculty professional development for online and hybrid teaching. They will also describe the curriculum and how it aligns with certification requirements, the instructional format, and the procedures for registration.
2-Hour Poster Session, 1/8/15, 10:15–12:15, CE Seminar Rooms
P.09 Insights and Inspiration Gained from the College Conference of Composition and Communication

*Mary Masi: Science of Teaching and Learning in Higher Education*

The presenter at this session will describe new ways to teach composition.
2-Hour Poster Session, 1/8/15, 10:15–12:15, CE Seminar Rooms

P.10 The Promise of Nano-STEM

*Pritha Roy: Student Success*

*Co-presenter: Ahmed Benhusen*

Nanotechnology is not just a single technology, it is a compilation of many technologies researching the ability to manipulate matter, structures and systems on the atomic and molecular scale. To research properly, the presenters use expertise in the fields of physical chemistry, analytical and surface chemistry, physics, mathematics, instrumental engineering, and many other fields. The objective of this poster is to provide the structure of the Nano-STEM course and its potential.
2-Hour Poster Session, 1/8/15, 10:15–12:15, CE Seminar Rooms

P.11 Credit for Prior Learning at NOVA

*Ashely Poptanycz: Student Success*

Credit for prior learning is a strategy NOVA uses to help more adult students reach college completion. The presenter, who is NOVA’s Prior Learning Assessment Specialist, will share the different credit for prior learning opportunities available to NOVA’s adult students, including credit for evaluated workplace training and certificates, credit for military service, credit by exam, and credit for experiential learning (PLACE).
2-Hour Poster Session, 1/8/15, 10:15–12:15, CE Seminar Rooms

P.12 Science, Art, and Civic Engagement

*Gillian Backus: Student Success*

*Co-presenters: Diane Mucci and Cindy Miller*

Through two Faculty Learning Communities (FLCs), the presenters have developed and piloted two intentionally cross-disciplinary courses combining science with other disciplines. Now offered as ENV124: Cross-Disciplinary Explorations of Science and Society, this 4-credit laboratory science course employs multiple faculty from both the humanities and science disciplines to teach around the theme of “How clean is our water?” The second course, STEAM 299: The Creative Mind: The Intersection of Art and Science, is a 1-credit, 8-week honors course where each student has two faculty mentors—one from science and one from an art discipline. Both of these efforts promote student-centered learning and civic engagement, and also significantly improve faculty collaboration across departments.
2-Hour Poster Session, 1/8/15, 10:15–12:15, CE Seminar Rooms

P.13 Cupcakes and Custom Banjos: A Practice Set for Teaching Product Cost and Job Cost Accounting

*Regina Warner Derzon: Developing an Engaging Learning Environment*

Students learn more effectively with real-world, hands-on projects that allow them to interact with the actual information and forms used in actual accounting. A “practice set” which was used traditionally in accounting instruction several years ago would provide this interaction. Also, using “real” products which students can see and relate to would enhance their understanding of the cost concepts that go into manufacturing a product. The materials could be expanded for use in developing pricing structures and budgets which are taught in other chapters and courses. Students could actually see the parts of a banjo, how each one is priced, and how it becomes a part of the finished product.
2-Hour Poster Session, 10:15–12:15, CE Seminar Rooms
### DISCIPLINE CLUSTER MEETINGS
Thursday, January 8, 2015

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Course Prefixes</th>
<th>Room</th>
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<tbody>
<tr>
<td>Accounting</td>
<td>ACC</td>
<td>CT 330</td>
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<tr>
<td>Administration of Justice</td>
<td>ADJ</td>
<td>CT 219</td>
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<tr>
<td>Air Conditioning &amp; Refrigeration</td>
<td>AIR</td>
<td>CM 236</td>
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<tr>
<td>American Sign Language</td>
<td>ASL/INT</td>
<td>ASL Office - CN 228B</td>
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<td>Architecture Technology</td>
<td>ARC</td>
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<tr>
<td>Art (Fine Arts)</td>
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<td>CM 222</td>
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<tr>
<td>Art (Communication Design)</td>
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<tr>
<td>Automotive/Welding</td>
<td>AUB/AUT/WEL</td>
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<tr>
<td>Biology/Bio-related Natural Science</td>
<td>BIO/NAS</td>
<td>CS 129</td>
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<td>Business/Administrative Support Technology/Finance/Contract Management/</td>
<td>AST/BUS/CON/FIN/PBS/REA</td>
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<td>Public Service/Real Estate</td>
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<td>Chemistry</td>
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<td>Communication Studies &amp; Theatre</td>
<td>CST/BCS</td>
<td>CC 107</td>
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<td>Computer Science</td>
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<tr>
<td>Construction Management</td>
<td>BLD</td>
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<td>Dental Hygiene and Dental Assisting</td>
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<td>Diagnostic Medical Sonography</td>
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<td>CHD/EDU/HMS</td>
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<td>Emergency Medical Services</td>
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<td>Fire Science Technology</td>
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<td>Geography &amp; Geographic Information Systems</td>
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<td>Geology</td>
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<td>LGL</td>
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<td>Philosophy/Religion</td>
<td>PHI/REL</td>
<td>CM 218</td>
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<td>Photography</td>
<td>PHT</td>
<td>CM 206</td>
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<tr>
<td>Physical Education/Recreation &amp; Parks/Personal Health</td>
<td>PED/ARK /HLT</td>
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<td>Political Science</td>
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<td>Psychology</td>
<td>PSY</td>
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<td>Radiography</td>
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<td>Sociology</td>
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<td>Teacher Education</td>
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<td>Veterinary Technology</td>
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<td>Welding</td>
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<td>Workforce Development</td>
<td>Program Developers and Directors</td>
<td>CN 103</td>
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<tr>
<td>World Languages</td>
<td>ARA-VTN</td>
<td>CS 131</td>
</tr>
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</table>
ACKNOWLEDGEMENTS

THE PUP COMMITTEE

Power Up Your Pedagogy is the result of countless hours of work by many people, beginning with the members of the 2015 PUP Committee

Cindy Miller, Acting Coordinator, Center for Excellence in Teaching and Learning, Committee Chair
Robin Muse, Administrative Assistant, Center for Excellence in Teaching and Learning
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Deshawn Davis, Dean, Business and Social Science Division, Woodbridge Campus
Margaret Embolm-Callahan, Assistant Dean of Biology, Alexandria Campus
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Wayne Ledford, Director of IT Client Services
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Sheri Robertson, Associate Vice President for Academic Services
Cathy Simpson, Associate Vice President, Internal Communications and Web Services
Judy Zhou, Applications Specialist, Web Design and Digital Media

Please acknowledge the following, listed in alphabetical order, without whom PUP would not be possible.

The Annandale Campus, who graciously provide the facilities that make PUP possible.
Leslie Bosch, Kara Buenafe, and Cameron Tyler, who perfect the PUP Program.
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Carlo Salano, who programs the PUP Apps.
The nearly 100 volunteers who give their time to PUP.
And many, many others.

The Center for Excellence in Teaching and Learning directs and coordinates Power Up Your Pedagogy.
Human Resources’ Professional Development funding supports Power Up Your Pedagogy.
## CONFERENCE PLANNER

### WEDNESDAY, JANUARY 7, 2015

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
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<tr>
<td>8:00 a.m.</td>
<td>Registration and Coffee</td>
<td>CE Atrium</td>
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<tr>
<td>8:30 a.m.</td>
<td>Conference Overview</td>
<td>The PUP Planning Committee</td>
</tr>
<tr>
<td>8:45 a.m.</td>
<td>Conference Introduction</td>
<td>Dr. Mel Schiavelli</td>
</tr>
<tr>
<td>9:00 a.m.</td>
<td>Presidential Address</td>
<td>Dr. Robert G. Templin, Jr.</td>
</tr>
<tr>
<td>9:45 a.m.</td>
<td>Presidential Acknowledgement</td>
<td>Dr. Diane Mucci</td>
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<tr>
<td>10:15 a.m.</td>
<td>Vendor Showcase, College Resource Fair, <em>Home on the Range</em>, and <em>Waterways</em></td>
<td>CE Forum Verizon Gallery</td>
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<tr>
<td>10:45 a.m.</td>
<td>Concurrent Sessions A</td>
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<tr>
<td>11:45 a.m.</td>
<td>Concurrent Sessions B</td>
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</tr>
<tr>
<td>12:30 p.m.</td>
<td>Complimentary Lunch or Lunch on Your Own</td>
<td>Your lunch ticket is attached to your name badge.</td>
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<td>1:30 p.m.</td>
<td>Concurrent Sessions C</td>
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<tr>
<td>2:30 p.m.</td>
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### THURSDAY, JANUARY 8, 2015

<table>
<thead>
<tr>
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<tr>
<td>8:00 a.m.</td>
<td>Registration and Coffee</td>
<td>CE Atrium</td>
</tr>
<tr>
<td>8:45 a.m.</td>
<td>Conference Updates</td>
<td>CE Theater</td>
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<tr>
<td>9:00 a.m.</td>
<td>Plenary Speaker</td>
<td>Dr. José Antonio Bowen</td>
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<tr>
<td>10:15 a.m.</td>
<td>Vendor Showcase and College Resource Fair</td>
<td>CE Forum</td>
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<td></td>
<td>Poster Session</td>
<td>CE Seminar Rooms</td>
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<td>All Concurrent Two-Hour Workshops</td>
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<tr>
<td>12:15 p.m.</td>
<td>Complimentary Lunch followed by Cluster Meetings</td>
<td>Your lunch ticket is attached to your name badge.</td>
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</table>
MAP OF THE ANNANDALE CAMPUS

BUILDINGS
CA  Student Services
CBG  Building and Grounds
CC  Classroom Building
CE  Richard J. Ernst Community Cultural Center
CF  Food Services Building
CG  Godwin Building
CH  Brault Building
CI  Police Station
CK  Greenhouse
CM  McDiarmid Building
CN  CN Building
CP  Parking Garage
CS  Shuler Building
CT  TV Tech. Building
CW  College Warehouse Building
G  Gymnasium
T  Theater

PARKING
A  Faculty/Staff Parking
B  Student Parking
C  Faculty/Staff Parking
H  Handicapped Parking
M  Motorcycle Parking
V  Visitor Parking
O  Official State Parking

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