“Be a RAINBOW in Someone Else's Cloud” - Maya Angelou

IIED's 5th Annual FACULTY AWARDS & STUDENT ENGAGEMENT Innovation Symposium

Workshop Topic
Teach Students How To Learn

Friday, May 19, 2017
7:45 AM - 2:45 PM
Southwest - West Loop Auditorium
Be a rainbow in someone else’s cloud.
– Maya Angelou
IIED's Fifth Annual Faculty Awards &
Student Engagement Innovation Symposium

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BE A RAINBOW IN SOMEONE ELSE’S CLOUD.
- Dr. Maya Angelou

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AGENDA

Sign-in, Breakfast, and Fellowship

Good Morning!!! – HCC
Dr. David Diehl, Director, IIED, Symposium Host

Vice Chancellor’s Welcome: Affirmations & Encouragements
Dr. Kim Beatty, Vice Chancellor for Instructional Services / Chief Academic Officer

Faculty-Focused Interactive Learning Round
Dorsetta Williams, Manager, Instructional Design Services, IIED
Dr. China Jenkins, Manager, Faculty & Instructional Leadership Development, IIED

TEACH STUDENTS HOW TO LEARN
Get the Students’ Brain Engaged in Active Learning:
Metacognition & Mindset are the Keys
Dr. Saundra McGuire, Director Emerita of the Center for Academic Success at Louisiana State University

Presentation of the TLE– 21st Century Xemplary Faculty Awards
and the Judy Hayman Student Engagement Innovation Awards
Dorsetta Williams, Dr. Jenkins

Lunch

Faculty-Focused Interactive Learning Round

Increasing Student Motivation: Strategies that Work
Dr. McGuire

Today’s Take-a-Ways

Adjourn
Dr. Saundra Yancy McGuire is the Director Emerita of the Center for Academic Success and retired Assistant Vice Chancellor and Professor of Chemistry at LSU. Prior to joining LSU, she spent eleven years at Cornell University, where she received the coveted Clark Distinguished Teaching Award. She has delivered keynote addresses or presented workshops at over 250 institutions in 43 states and eight countries. Her latest book, *Teach Students How to Learn: Strategies You Can Incorporate into Any Course to Improve Student Metacognition, Study Skills, and Motivation*, was released in October 2015.

The most recent of her awards is the 2017 American Chemical Society (ACS) Award for Encouraging Disadvantaged Students to Pursue Careers in the Chemical Sciences. She also received the 2015 American Association for the Advancement of Science (AAAS) Lifetime Mentor Award and the 2014 Lifetime Achievement Award from the National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCChE). She is an elected Fellow of the ACS, AAAS, and Council of Learning Assistance and Developmental Education Associations (CLADEA). In November 2007, the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring was presented to her in a White House Oval Office Ceremony. Additionally, she has achieved Level Four Lifetime Learning Center Leadership Certification through the National College Learning Center Association (NCLCA).

She received her B.S. degree, *magna cum laude*, from Southern University in Baton Rouge, LA, her Master’s degree from Cornell and her Ph.D. from the University of Tennessee at Knoxville, where she received the Chancellor’s Citation for Exceptional Professional Promise. She is married to Dr. Stephen C. McGuire, a professor of physics at Southern. They are the parents of Dr. Carla McGuire Davis and Dr. Stephanie McGuire, and the doting grandparents of Joshua, Ruth, Daniel, and Joseph Davis.
The Institute for Instructional Engagement & Development (IIED) serves as part of the Division of Instructional Services. As a service department, the Institute's focus is to bring together experts in teaching and learning matters with faculty, instructional leaders, and administrators in order to positively impact student success. The Institute is comprised of three organizational units that fulfill distinct purposes: the Center for Teaching & Learning Excellence, Faculty Academy, and Instructional Leadership Academy.

Discover the wide array of programs and services offered by the IIED team on HCC’s Virtual Faculty Lounge web portal, or contact an IIED team member at hcc.iied@hccs.edu.

Virtual Faculty Lounge http://hccs.edu/vfl

Quality Active Learning Courses
The Center for Teaching & Learning Excellence (CTLE) provides district-wide curriculum development and instructional design services that focus on active learning teaching strategies, learning activities, and assessment methods. CTLE implements its services through the Teaching and Learning Excellence Program where faculty work in partnership with instructional designers to develop and design courses that implement learner-centered concepts and strategies.

The CTLE includes a team of experienced educators who hold graduate degrees in teaching, curriculum development, and instructional design. The staff of CTLE works in collegial partnerships with faculty, instructional leaders, and administrators to ensure course quality for all HCC Programs and courses.

Quality Student-Centered Instruction
The Faculty Academy offers full-time and part-time faculty access to innovative training and development programs and services. The focus of these resources are on increasing knowledge and skills of active learning instructional strategies. Also, the Faculty Academy oversees various specialized programs including Adjunct Academy and the Faculty Professional Development Funds Program where full-time faculty may access up to $2,000 each academic year to participate in various teaching and learning conferences, pay for professional memberships, and more.

To learn more about Faculty Academy programs and services, go the HCC Virtual Faculty Lounge.

Quality Instructional Leadership
The Instructional Leadership Academy (ILA) supports instructional leaders by providing innovative and relevant professional development opportunities. The ILA sponsors ongoing training that is designed to develop instructional leaders who sustain the institution and enhance student success and completion. Also, the ILA hosts various learning opportunities that ensure instructional leaders are equipped to effectively and consistently implement institutional policies and procedures.

To learn more about Instructional Leadership Academy programs and services, go the HCC Virtual Faculty Lounge.
Teaching and learning resources created and disseminated by the HCC Institute for Instructional Engagement & Development (IIED) are founded upon the following student engagement concepts:

**Community College Survey of Student Engagement (CCSSE) Benchmarks of Effective Educational Practice***

1. Active and Collaborative Learning
2. Student Effort
3. Academic Challenge
4. Student-Faculty Interaction
5. Support for Learners


**Critical Keys of Effective Student-Engagement Teaching Strategies**
(Implemented by IIED through its programs and services.)

**Effective teaching...**

1. Encourages student autonomy and responsibility for learning.
2. Encourages students to link new information to existing knowledge and life experiences in meaningful ways through multiple learning styles.
3. Encourages students to use a repertoire of critical thinking and reasoning strategies to achieve higher-order learning outcomes.
4. Encourages student-faculty partnership in the learning enterprise.
5. Encourages active and collaborative engagement among students in the learning process.
6. Provides reinforcement of student learning through prompt feedback.
7. Communicates high expectations for those involved in the learning partnership.
8. Promotes deep understanding of vital course concepts.

**Imagine HCC 2019 Strategic Plan**

- Provide opportunities and training to encourage the pursuit of creativity and innovation.
- Provide more faculty development opportunities based upon current teaching and learning research.
- Develop and provide access to high quality shared instructional resources.
- Develop and model best practices in instructional technology.
The JUDY HAYMAN Student Engagement Innovation Award

Judy Hayman
Educator
Educational Leader
Teaching and Learning Consultant

Judy Hayman served as an educator for over 40 years. She began studying the philosophy of engaging students in learning while attending graduate school to become a reading specialist. In her role as a reading specialist in public school, she discovered that students who could not read well could still think at higher levels. As she introduced lessons that actively engaged students to analyze and synthesize, Judy found they met higher expectations of academic success.

Judy implemented a student-centered teaching approach during her 34 years of service at Houston Community College; first as faculty for 28 years, and then for 6 years as Associate Dean of Academics at HCC Southwest.

She became involved in the Center for Teaching and Learning Excellence in order to facilitate faculty professional development that encouraged faculty to include in their curricula student engagement teaching strategies, learning tasks, and assessment methods. She provided educational leadership throughout HCC that strongly encouraged her peers to get engaged themselves, and then to engage their students.

Judy has presented at state and national conferences on “Engaging Students in the Learning Process.” She regularly presents at national conferences; and her presentations have been recognized nationally.

Judy retired in spring 2014. She now offers her student-centered teaching and learning expertise as an independent teaching and learning consultant.

HCC Center for Teaching and Learning Excellence proudly honored Judy Hayman for her exemplary service in education, and more particularly, for her important contribution to student success by renaming this award to the “Judy Hayman Student Engagement Innovation Award.”

For years to come, as CTLE recognizes HCC faculty who commit to student engagement teaching approaches, Judy will be honored for making a difference in the way faculty produce learning environments that increase student success.

CONGRATULATIONS JUDY!
The JUDY HAYMAN Student Engagement Innovation Award

HCC defines learner-centered teaching as implementing active and collaborative student engagement techniques connected to real-world scenarios that result in increased student performance.

Learner-centered leadership is defined as an institution-wide effort led by educational leaders at all levels collaborating to make their institution into a learner-centered environment.

IIED’s Student Engagement Innovation (SEI) Award was established in 2013 to recognize faculty and instructional leaders who have demonstrated an established commitment to implementing learner-centeredness in their educational practice, both in teaching and leadership.

Recipients of the SEI Award have made an innovative difference as evidenced in one or more of the following areas:

1. **Student Academic Performance**
   a) Completed the CTLE Teaching & Learning Excellence Certified Course Program
      i) Designation as a TLE Certified – 21st Century Xemplary Faculty
      ii) Designation of a course as TLE Certified by implementing learner-centered principles into teaching practice; and
   b) Contributed to increase student academic performance as supported by quantitative and/or qualitative data.

2. **District-wide Teaching, Learning, and Leadership**
   Offered learner-centered growth opportunities to both part-time and full-time HCC faculty through the CTLE instructional design process (and other CTLE-sponsored learning opportunities) and by providing district-wide leadership that advances learner-centeredness in various student support services.

3. **State-wide and National Impact**
   Offered learner-centered consultation through conference presentations and organizational leadership.

In 2014, the IIED Student Engagement Innovation Award was renamed after longtime Teacher Education Professor Judy Hayman.
CONGRATULATIONS!
The Judy Hayman Student Engagement Innovation Award
Recipients for 2017

Cecilia Bonnor
Cecilia Bonnor is a part-time instructor, who has taught English 1301 and 1302 at HCC since 2011. In fall of 2016, Cecilia began teaching Humanities 1301, as well. As an instructor, she facilitates classroom discussions in which students make sense of their experiences through individual and group-writing assignments. Cecilia guides students in developing fruitful research questions and cultivating their curiosity. She is committed to helping students think critically through inquiry, dialogue, and reflection. Most importantly, Cecilia is passionate about enabling students to improve their written and oral communication skills to meet the challenges of the twenty-first century.

Margaret Freeman
Margaret Freeman is a full-time instructor who has been with HCC since 1989. She was originally employed as a counselor for the Health Sciences and then as instructor in 2004. She brings a realistic yet optimistic approach to students in her HPRS 1201 course. She loves teaching this course because of the joy of self-discovery that each student makes as they link who they are as a person to this one expression of themselves: their future careers. Margaret can think of nothing more fulfilling than to see a student grasp hold of their future to happily and committedly embark on their scholastic path to endless possibilities.

Elizabeth Ho
Elizabeth Ho graduated from the Diagnostic Medical Sonography program at Houston Community College (HCC) in 2001. Due to her love of teaching and desire to share her knowledge with others, Ms. Ho returned to HCC as an instructor in 2005. Currently, she is the Program Director of the Diagnostic Medical Sonography program at HCC. Thanks to her association with HCC, Elizabeth Ho has reached her ultimate goals by helping others to accomplish their dreams of becoming sonographers.

Lucy Quinn
Lucy Quinn began teaching as a full-time instructor and clinical coordinator for the Diagnostic Medical Sonography program at Houston Community College Coleman Campus in 2012. As an instructor, Lucy’s goal and privilege is to expand her students’ perception of the field of Sonography. She teaches her students skills necessary to aid radiologists in a diagnosis as well as how to be sympathetic to and comfort their patients. “Sonography has been my passion for the past ten years, and I am thankful that I get to teach a profession that is ever expanding and growing.”

Evelyn Velasquez
Evelyn Velasquez has been with HCC for 12 years in various administrative positions and has served as a full-time instructor since 2015. Evelyn teaches in business management where she uses real-world experiences to motivate students to connect critical concepts. She is passionate about teaching because it allows her to share her lifelong love of learning with our diverse student population. Evelyn strives to bridge education with inspiration. “Learning has made such a difference in my life and I know it will impact and inspire not just the students I come in contact with but their family, friends, coworkers, and the next generation.”
CONGRATULATIONS!

Center for Teaching & Learning Excellence
TLE Certified Course Program

2017 Certificate of Teaching Excellence

Full-Time Graduates
Reni Abraham, Digital Gaming & Simulation
Molly Albers, Instructional Designer
Bryan Baus, Art
Raven Davenport, Faculty Division Chair
Alissa De Jongh, Cosmetology
Amy Dopierala, Speech
Margaret Freeman, Health Science
Richard Gosselin, Faculty Division Chair
Sophie Haci, Economics
Elizabeth Ho, Digital Medical Sonography

Renu Jain, Biology
Katrina McCrary, Human Service Technology
Tonia Pope, Speech
Lucy Quinn, Digital Medical Sonography
Charles Rucker, Cher/Culinary Arts
Pramila Sen, Biology
Christy Shell, Business Administration
Mohamad Tlass, Pharmacy Technician
Marsha Turell, Biology
Evelyn Velasquez, Business Administration
Pauline Ward, Biology

Part-Time Graduates
Lilian Bassett, Cosmetology
Cecilia Bonnor, Humanities
Nicole Ducharme Ross, Biology

Graham Stoner, Chemistry
Jackie Swindle, Business Administration

2016 Certificate of Teaching Excellence

Full-Time Graduates
Russell Armstrong, Digital Communication
Rosa Chaidez, Cosmetology
Alex Chapman, Fashion Design
Emily Chavez, Instructional Designer
Amy Dopierala, Speech
Margaret Eomurian, Spanish
Daniel Gonzalez, Instructional Designer
Charles Hackner, Economics

China Jenkins, Manager, Faculty Academy
Shaila Khan, Instructional Designer
Marisol Montemayor, Faculty Associate Chair
Hien Nguyen, Developmental Math
Tonia Pope, Speech
Evelyn Velasquez, Business Administration
Carol Watson, Psychology

Part-Time Graduates
Brenda Arceneaux, Business Technology
Vimlarani Chopra, Biology
Karen Fortune, Chemistry
Michael Glover, History

Martin Koszegi, English
Lon Ridgway, Biology
Sumor Sheppard, Spanish
Ramin Zamanian, History
2015 Certificate of Teaching Excellence

Full-Time Graduates

Eddy Attar, Developmental Math
Cheryl Brent, Vocational Nursing
Suzette Brimmer, Faculty Division Chair
Linda Cook, Sociology
Raven Davenport, Business Administration
Susan Fife, Mathematics/Physics
Jennifer Freytag, English
Silvia Garcia, Business Administration
Linda Griffin, Faculty Division Chair
Kevin Hansbro, Business Administration
Elizabeth Ho, Faculty Program Director - Health
Andrea Jaber, Music
Sonja Kamrani, Biology
Michael King, Integrated Reading/Writing
Rajone Lyman, Integrated Reading/Writing

Lizette Moon, Spanish
Alice Pae, Faculty Tutor
Nicole Phinazee, Faculty Program Director - Health
Regina Ricks, Advisor Senior
Richard Rosing, Mental Health Associate
Renata Russo, English - Qatar
Delores Saddler, Associate Degree Nursing
Chandeshwar Sharma, Biology
Mia Taylor, Business Administration
Geneva Tesh, Intensive English
Cherie Watts, Associate Degree Nursing
Lisa Wildermuth, Art
Penelope Williams, Vocational Nursing
Dorsetta Williams, Instructional Designer
Cynthia Williams, English
June Woest, Art

Part-Time Graduates

Indira Dortolina, Foreign Language
Bonnie Duhart, English – Second Language
Robert Frederick, Developmental Math
Karla Marling, Cosmetology
Bernice Njoku, Biology

Margarita Rodriguez, Foreign Language
Wendy Stickney, English – Second Language
Chidinma Udezeh, Business Administration
Derry Webb, Anthropology
Shuo Zhang, Biology

2014 Certificate of Teaching Excellence

Full-Time Graduates

Brian Baldwin, Instructional Designer
Aukje Tineke Berends, QEP Program Director
Judith Boykin, Chef/Culinary Arts
Laura Bozeman, Instructional Designer
Madeline Burillo, Associate Vice Chancellor Workforce Instruction
Gina Marie Calderone, English
James Campbell, Respiratory Therapist
James Connery, Manufacturing Process
Shane DeHorney, Instructional Designer
Michael Edwards, Executive Dean Instructional & Student Services
Betty Fortune, Executive Dean Instructional & Student Services
Ola George, Integrated Reading/Writing
Jennifer Graves, Sociology
Jeff Gricar, Faculty Program Director - Health
Robbe Hallmark, Medical Laboratory Technician
Butch Herod, VC Innovation, Planning and Instruction
Charles Imo, Biology

Desmond Lewis, Integrated Reading/Writing
Raul Lopez, Architecture, Construction, Manufacturing Technology
Mary Louis, Government
Cynthia Lundgren, Faculty Program Director – Health
Ali Nikzad, Computer Science
Jennifer O’Neil, Program Manager (QEP)
Janet Pena, Pharmacy Technician
Norma Perez, Executive Dean Instructional & Student Services
Cheryl Peters, Executive Dean Instructional & Student Services
Robin Raborn, Integrated Reading/Writing
Charles Rucker, Hotel/Restaurant
Malek Shawareb, Intensive English
Jennifer Stidham, Public Service Librarian
Mohamad Tlass, Pharmacy Technician
Teddy Tovar, Faculty Program Director - Health
Michele Voight, Faculty Program Director - Health
Pauline Warren, Dean Academic Development
Sheila Williams, Medical Assistant
2013 Certificate of Teaching Excellence

Full-Time Graduates

Evelyn Ballard, Government
Terri Bubb, Instructional Designer
Jane Cirillo, Psychology
Leslie Comfort, Child Development
Charles Cook, Vice Chancellor
Kimberly Davis, Instructional Designer
Jamshid Derakhshandeh, Computer Science
David Diehl, Director Center for Teaching & Learning Excellence
Cynthia Gostenhofer, Child Development
Judy Hayman, Associate Dean of Academics

Part-Time Graduates

Vanese Delahoussaye, Child Development
Aiden Eblimit, Chemistry

Robert Hume, Coordinator Training & Development
Eric W. Hunt, Coordinator Training & Development
Stephen Levey, Associate Vice Chancellor Academic Instruction
Wendy Maboudian, Instructional Designer
Cammy Shay, Faculty Division Chair
Jesse Shelton, Instructional Designer
Steven Tran, Government
Patricia Weisz, Instructional Designer

Deborah Irabor, Child Development
Symposium Presentation Abstracts

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Interactive Learning Rounds
Table Assignments
**Presenter:** Elizabeth Ho  
Program Director, Diagnostic Medical Sonography, HCC Coleman Campus

**Topic:** *Bingo*

This best practice directly affects how students learn in the following ways:

- Defines the flipped classroom concept.
- Explores the use of games as a review method in the classroom.

**Activity:** This activity will begin by introducing participants to the flipped classroom concept. After a brief discussion of the flipped classroom, the presenter will share how she uses a Bingo game to review prior knowledge and concepts learned using the flipped classroom technique. At the conclusion of the presentation, participants will create and engage in a Bingo game using the INSPIRE, IMAGINE, and FORWARD Campaign.

**Application:** Learning by playing has been a very successful teaching method for all ages. While instructors at the college level tend to lecture for an extended time, this can easily disengage the students. By offering a variety of activities that allow students to participate individually and in groups, it becomes easier to engage all students, regardless of their background, ethnicity, or level. These strategies have been successful in my classes that are comprised of traditional and non-traditional students.

**Personal Note:** The use of the Bingo game is most effective when reviewing the course materials. It helps students to assess their knowledge of the keywords used in the course. Instructors can enhance students’ learning by asking questions and facilitating discussions when playing the game.

**Format Variations:** The activity can only be applied to a face-to-face course. It can be used in any discipline.

**Critical Engagement Key:** 1 – Encourages student autonomy and responsibility for learning.

**Resources:** To download blank Bingo cards, visit Education World at  

To create an original Bingo card, visit Bingo Generator at  
**Presenter:** Ravi Brahmbhatt  
Director of Student Innovation and Entrepreneurship, HCC District  
Part-time Faculty, Computer Science

**Topic:** *Using Technology to Transform Student Engagement*

This best practice directly affects how students learn in the following ways:

- Introduces and explains tools to foster student engagement.
- Demonstrates the incorporation of 1-2 of the digital engagement tools.
- Offers a reflection and discussion regarding user experiences.

**Activity:** To set the tone, the presenter will share a list of tools and strategies that have been used in the classroom to engage and retain students. Following the brief presentation, participants will access a mobile device or laptop for a demonstration of tools such as Join.Me, Google Apps – Voice, and Basecamp for Teachers that allow mobile screen sharing and SMS (text) based communication to motivate students to communicate. Finally, a Q&A session will be conducted to illicit responses regarding participant experience, practical usage with students, and ideas on further incorporation into various subject areas.

**Application:** Mobile technology permeates the lives of today’s college students. As an integral part of students' daily lives, mobile technology has changed how they communicate, gather information, allocate time and attention, and potentially how they learn. Although 83 percent of adults between the ages of 18 and 29 own a smartphone, mobile device ownership among college students is even higher. According to a 2014 EDUCAUSE report, 86 percent of undergraduates owned a smartphone as of last year, and nearly half (47 percent) owned a tablet. The increase in student mobile device ownership and use for coursework gives instructors a new avenue for displaying content, creating activities, and interacting with students.

**Personal Note:** As a faculty member, I have tested many tools to engage the students in the course, and as a college administrator, I constantly look for new tools to engage them in college! Combining both of my roles, I have put together a list of tools that has helped me achieve higher collaboration and better communication with the students. This ultimately leads to better engagement and higher retention in the course. By using technology inside and outside the classroom, my students get a more personalize educational experience!

**Format Variations:** These tools are not specific to any one class format type and are applicable to all courses. For online and hybrid environments, HCC’s LMS, Eagle Online, gives instructors access to a wealth of interactive applications that can be included within the online platform.

**Critical Engagement Key:** 4 – Encourages student-faculty partnership in the learning enterprise.

**References:**  
Eden Dahlstrom and Jacqueline Bichsel, ECAR Study of Undergraduate Students and Information Technology, EDUCAUSE Center for Analysis and Research, 2014, 14.
This best practice directly affects how students learn in the following ways:

- Investigates your top 5 Talent Themes (Strengths).
- Employs the use your top 5 Strengths in defining your mission (the big picture).
- Incorporates your top 5 strengths within the subject area you teach.

Activity: This presentation will begin with introductions, a brief background of the HPRS course and use of strengths which will set the stage for the needs of the typical health science student. Next, the presenter will introduce the soundtrack exercise as an instrument to create a mission statement. The presenter will explain the connection between the soundtrack exercise, the mission and what success in a health science course should look like. Participants will explore the research behind the implementation of strengths and the purpose of HPRS 1201.

Application: Creating a mission statement connects who you are as a person with your career choice and/or the particular class for which students are enrolled. Several activities can be used to achieve this in innovative ways. One way is to create a Soundtrack of songs that portray the student’s life story. Three choices are given for students to pick from: 1. Theme Song (one song that sums up them and the world as they know it); 2. Genre of Music (a specific type of music that speaks to them or describes life to them). It can be folk music from their country of origin or music that typically has no words like classical, jazz, etc.; or 3. A track list of 2 or more songs that describe their life thus far.

Using this creative approach with students jump starts the ability to write a mission statement with their strengths as the focal point. Utilize small groups to have students present to each other or to the class by playing the songs or a video of their songs for the class.

Personal Note: As instructors, we should lead by example. This showcases transparency, personal examples and experiences to illustrate why the class is relevant to the teacher and why it can be relevant to the student. Example: If teaching Math, use songs to illustrate the relevance of math so that the “non-math” students may become more engaged in this study. By personalizing the subject, the students have a new opportunity to look at scary or difficult subjects in a new and more interesting light.

Format Variations: This can be applied in any format. If in-person, then have students present in class via playing the songs or using video. On-line classes can upload songs or videos or describe songs in discussions.

Critical Engagement Key: 2 – Encourages students to link to new information to existing knowledge and life experiences in meaningful ways through multiple learning styles.
This best practice directly affects how students learn in the following ways:

- Teaches concepts to show value in learning.
- Integrates engaging activities to motivate students.
- Incorporates competition as a method to stimulate students’ interest.

Activity: The presentation will begin with a short explanation of the “fishbowl” activity. Then, participants will receive a topic to discuss while simulating the learner-centered strategy. Several participants will form a small circle, and the remaining participants will form a second circle around the “inner circle.” Participants in the “inner circle” will discuss the topic for 2-3 minutes while the “outer circle” listens. When time has expired, participants in each circle will switch places and roles. At the end of the presentation, the presenter will debrief the process and discussion options for incorporating the strategy into various disciplines.

Application: The “fishbowl” is a teaching strategy that helps students practice being contributors and listeners in a discussion. Students ask questions, present opinions, and share information when they sit in the “fishbowl” circle, while students on the outside of the circle listen carefully to the ideas presented and pay attention to process. Then the roles reverse. This strategy is especially useful when you want to make sure all students participate in the discussion, when you want to help students reflect on what a “good discussion” looks like, and when you need a structure for discussing controversial or difficult topics. Fishbowls make excellent pre-writing activities, often unearthing questions or ideas that students can explore more deeply in an independent assignment.

Personal Note: It works because a fishbowl activity holds the students responsible for their learning. When students are given the chance to share their opinions with their peers, they want to fully understand the topic before they discuss it. They will take the time to question and understand the material before they express their take on it. They understand that what they bring to the table will ultimately affect the outcome of the discussion.

Format Variations: You can create an online version of the fishbowl game using the discussion section on Canvas. The same rules and procedures would apply, but instead of oral answers the students would be answering their peers through the discussion.

Critical Engagement Key: 4 – Encourages student-faculty partnership in the learning enterprise.

References:
Student Engagement Techniques: a handbook for college faculty / Barkley, Elizabeth F. p. cm. — [Higher and adult education series]
https://www.facinghistory.org/resource-library/teaching-strategies/fishbowl
Presenter: Brenda Arceneaux  
Part-time Faculty, HCC Northwest

Topic: Effective Learning Strategies for Diverse Classrooms (How to Deal with Diverse Age Groups in Your Classroom)

This best practice directly affects how students learn in the following ways:

- Communicates 4 effective learning strategies for student engagement.
- Simulates mock group activity concentrating on 1 learning strategy.
- Reflects on mock group activity.

Activity: Participants will initially introduce themselves to the group by sharing their name and disciplines. Following introductions, the presenter will discuss 4 different learning strategies. The roundtable will be guided through an actual group activity that the presenter usually facilitates in class, which includes summarizing a topic, choosing a spokesperson, and presenting findings to the class. Participants will then be guided through an interactive discussion with the presenter probing for understanding, possible missed topics, and questions from one another. After this group activity is completed, the roundtable will also be taken through a reflection of the group activity.

Application: This activity is learner-centered since it has the students mainly facilitating their own learning with the instructor merely guiding them through the activity and group process for participation, question probing, etc. Students present their results to the class with the instructor acting as a guide asking further probing questions. Another reason this is learner centered is that students come up with their own summarizations and conclusions from the book rather than only use what the book gives them.

Personal Note: My class can range from students who are in high school, just graduated from high school, adults who started attending college but did not complete, to adults who never attended college. Group members change each week; therefore, every group consists of different age ranges. Each group member has to be a group facilitator during the semester; which encourages each student to practice standing before an audience, introducing themselves, introducing each group member, and sharing what major points the group decided on for the chapter.

Format Variations: This could be applied in an online class by utilizing the Discussion or Chat feature of Eagle Online. The discussions could be set so students cannot see the other posts until they have posted their response. The chat feature can be used to organize a session whereby instructors would be available for answering questions specific to chapters or particular course content. If other students are online, they could also provide further clarification on a specific chapter or particular course content.

Critical Engagement Key: 7 – Communicates high expectations for those involved in the learning partnership.
Presenter: Rosa M. Chaidez  
Professor, Cosmetology, HCC Southeast  

Topic: Prepare Students for the Demands for Success in the World of Work  

This best practice directly affects how students learn in the following ways:  

- Implements skills for communicating for success.  
- Demonstrates a particular set of life skills.  
- Illustrates professional dress for the workplace.  

Activity: The presentation will begin with an Introduction and brief background on strategies to improve student metacognition, study skills, and motivation. The presenter will demonstrate the use of Eagle Online to organize and present study materials for face-to-face classes. The presenter will explain the goal setting and stress reliever exercises as a method to reduce the students’ stress. To conclude the presentation, the presenter will demonstrate use of *Who Moved My Cheese* for college students.  

Application: This presentation helps to prepare students for the demands of college and for success in the world of work. As much as 80-85% of success in business depends on the ability to deal effectively with people, clients, co-workers, and supervisors. Instructors can teach a student to become a self-directed learner by focusing on two main concepts: Life Skills and Guest/Customer Relations. Students will also learn how to make career decisions and set goals that will make them productive and successful professionals. Emphasis is placed on setting priorities, time management, effective listening, note-taking, concentration techniques, retention of information, book analysis, comprehension techniques, and test taking skills.  

Personal Note: As a Cosmetology Instructor and current hair dresser, it is my goal and responsibility to prepare my students to become successful cosmetology professionals. For each class I teach, I provide orientation the first week of school by discussing the syllabus and posting it on the Learning Web/Eagle Online. I actively engage students in the classroom with hands-on projects, lectures, demonstrations, guest speakers, field trips, and community service. I prepare students for success in today’s work environment by providing current material and supervised instruction. My main focus when setting up my classroom is how I can create a positive atmosphere for all my students. I want my students to feel comfortable in the classroom. I motivate my students by supporting them every step of the way. My goal is to be the extra set of hands my students need to complete their cosmetology career.  

Format Variations: To adjust for online, present students with discussions that allow them the opportunity to interact with classmates and the instructor following the same main concepts: Life Skills and Guest Relations. Students can use technology to respond, and the instructor can give feedback individually.  

Critical Engagement Key: 1 – Encourages student autonomy and responsibility for learning.
Presenter: Shailaja Menon
Professor, Sociology, HCC Northwest

Topic: Peer Collaboration to Facilitate Classroom Discussion

This best practice directly affects how students learn in the following ways:

- Examines the use of discussion groups to facilitate student engagement.
- Discusses the role of peer collaboration in maintaining student motivation.

Activity: The presentation will begin with the presenter sharing information about why peer collaboration is effective and narrating a discussion surrounding the movie Help. Participants will receive strategies for involving students in class discussions groups, assigning a group coordinator and using a rubric to assess the group activity. The presentation will conclude with a discussion on how this activity assists in breaking down communication barriers and lead to meaningful discussions within the classroom.

Application: As instructor we all are familiar with those awkward pauses in the class when you enthusiastically invite the class to discuss an important issue, but the class is totally silent. You try to reframe the question and explain the issues again. Sometimes a brave student will say something, but usually it’s a brief response. Although discussions can be an excellent strategy for enhancing student motivation and fostering student engagement, conducting a meaningful discussion is a challenge.

To overcome this challenge, peer collaboration can be effectively used to facilitate discussions. The key is to form discussion groups and give time to prepare for the discussion. A discussion topic will be given at least a week before the scheduled class room activity. This is an important piece because many students do not feel confident to speak in the class.

Personal Note: I have used this strategy in my face-to-face class, and the results have been very encouraging. I see students meeting their group members to exchange emails, forming “whatsup” groups for communication. The idea of a group coordinator has worked very well. This allows students to take the leadership role and ownership of their work. The coordinator is responsible for the discussion grade for the whole group – this responsibility motivates them to do well. Peer grading has also worked well because for this activity because the students are in the driver’s seat.

Format Variations: This strategy works best for face-to-face classes. It can be easily used for hybrid classes, and can be adapted to use in an online class. The discussion platform available for online classes can be easily used to facilitate discussion. Use of a rubric for peer grading can also be easily adapted in an online class.

Critical Engagement Key: 8 – Promotes deep understanding of vital course concepts.

References:
This best practice directly affects how students learn in the following ways:

- Helps students to learn their learning strengths.
- Assists students in understanding why they may struggle with certain activities.
- Allows faculty to plan activities according to their student’s strengths.

Activity: Participants will learn about Howard Gardner’s Multiple Intelligences theory and experience an example of the Multiple Intelligences Assessment. Faculty will engage in discussions about its potential use in their class, and will be given to them strategies for learning activities for each learning style.

Application: Students come to the classroom bringing a variety of learning preferences and levels of experience. These learning styles and ability levels can be turned into strengths when students become aware of what works best for them. Additionally, this tool will allow instructors to gauge the intelligences present in each class to design learning activities to match them.

Personal Note: This activity has been very productive in EDUC 1300 classes as well as intro level classes. My students became excited about learning how they were wired to learn and why they needed to grow in other areas when faced with classwork that was outside of their natural preferences. In my experience, faculty also found this activity to be fun, enlightening, and distinct from other learning style theories.

Format Variations: The activity design for this presentation is for face-to-face classes, but it is also efficiently used in hybrid and online classes. The discussion platform available for online classes can be readily used to facilitate conversation and productive debate in class.

Critical Engagement Key: 2 – Encourages students to link to new information to existing
Presenter: Dr. Pauline Ward  
Professor, Biology, HCC Central  

Topic: Focusing on Learning Instead of Teaching - Classify  

This best practice directly affects how students learn in the following ways:  
- Creates awareness of strategies used in a “semi-flipped” classroom.  
- Offers “role model” the active learning technique, “Classify.”  
- Incorporates activities into the classroom setting through reflection and discussion.  

Activity: The presenter will give an overview of active learning strategies used in the classroom that involve both independent and group work. These activities, ranging anywhere from 1 to 20 minutes, give students the opportunity to switch to “teacher mode”, thus enhancing student metacognition and deeper learning. The presenter will, then, describe one of these activities, “Classify,” which focuses on higher order Bloom’s critical thinking skills followed by a “hands on” demonstration of how this activity is used in a General Biology class. The presentation will conclude with a discussion on how this technique and variants thereof can readily be adapted for use in any discipline or classroom setting.  

Application: It is important for educators to understand that the role they play in developing critical thinking is different than the role they are typically playing. In order to engage students in critical thinking, the educator needs to act as a facilitator to allow for discussion and encourage a freer thought process. Instructors must also encourage understanding that thinking critically does not always end with a right answer, but instead sometimes ends in more questions or differing evaluations of the topic. The educator’s role as facilitator also encourages a peer review process, and helps students to learn appropriate responses to conflicting evaluations and opinions.  

Personal Note: Ever since participating in the development of an interrupted case study QEP module for General Biology I with wonderful colleagues, I have become a proponent of active and collaborative learning, and I strive every semester to further “flip” my classroom. Students are much more engaged when they get to participate in activities and are better prepared when coming to class as they know they may be in the spotlight!  

Format Variations: This activity can be easily adapted for hybrid and online settings.  

Critical Engagement Key: 3 – Encourages students to use a repertoire of critical thinking and reasoning strategies to achieve higher-order learning outcomes.  

References:  
Student Engagement Techniques, Elizabeth F. Barkley; Teach Students how to learn, Saundra McGuire, Eric Simon, Textbook Author, Pearson
Table #10
Strategies for Active Participation

**Presenter:** Dr. China Jenkins
Manager, Faculty Development Services
Institute for Instructional Engagement & Development, HCC District

**Topic:** *Strategies for Active Student Participation in Classroom*

**This best practice directly affects how students learn in the following ways:**

- Creates a sense of belonging.
- Enhances student engagement.
- Encourages faculty to see their students as contributors to the class.

**Activity:** In this session, faculty will learn two tools for building a culture of active participation and students’ ownership of their learning. The first tool is a concept called Stop, Start, Continue in which students are asked to provide feedback and guidance for the class structure. The second tool, Flipgrid.com, is an application that allows students to have video discussions with their classmates. The presenter will present the steps of the activities with an explanation of their effectiveness. Next, participants will walk through the Flipgrid application and its uses for learning activities through video discussions.

**Application:** Stop, Start, Continue allows students to see themselves as contributors to their learning and the classroom experience. When they see that their input influences the direction of the class, it creates buy-in leading to trust in the instructor. It also helps the students see that they bring value to the class. The Flipgrid application is easy to use, compatible with Canvas and is free!

**Personal Note:** I learned Stop, Start, Continue from my professors in graduate school and experienced first-hand its benefit for me as a student. I have used the Start, Stop, Continue concept as a regular practice in all of my classes and have found that students deeply appreciate being included in the class creation process. The Flipgrid tool was foundational to building a strong class cohesion in my online class.

**Format Variations:** Start, Start Continue can be successfully done in face-to-face, hybrid and online classes. Flipgrid has mostly been used for online and hybrid classes but it also can be used in a face-to-face setting.

**Critical Engagement Key:** 5- Encourages active and collaborative engagement among students in the learning process.
**Presenter:** Dorsetta Williams  
Manager, Instructional Design Services  
Institute for Instructional Engagement & Development, HCC District

**Topic:** *Innovation in the Classroom*

**This best practice directly affects how students learn in the following ways:**

- Explores various models of teaching for classroom implementation.
- Facilitates reflection on current teaching strategies implemented by participants.
- Opens discussion and feedback related to best practices for accommodating students.

**Activity:** The presentation will begin with a brief survey of participants’ mindsets related to educational buzzwords. Participants will then partner up to explore one scenario that portrays the use of an instructional strategy within the classroom while completing a brief questionnaire. Participants will share their findings regarding best practices with the group until all scenarios have been discussed. The presenter will provide a brief explanation of each technique and ask participants to explain how the techniques might be used in their own discipline. To conclude the presentation, the presenter will conduct a final survey of participants’ beliefs.

**Application:** No two instructors are alike, and any instructor with classroom teaching experience will agree that their style of teaching is uniquely their own. An effective teaching style engages students in the learning process and helps them develop critical thinking skills. Today’s instructors must develop instructional styles that work well in diverse classrooms. Effective teaching methods engage gifted students, as well as those that learn at a slower pace. This is where using different methods of classroom instruction and a balanced mix of teaching styles can help reach all students — not just the few who respond well to one particular style of teaching.

**Personal Note:** Effective teaching can have an enriching effect on the daily lives of students and their lifelong educational and career aspirations. We now know that effective strategies also have a direct influence in enhancing student learning. When students are able to master content, they feel good about education and learning which results in increased student achievement.

**Format Variations:** The same strategies can be used in all course formats (online, hybrid, web-enhanced). The scenarios provided in this presentation include strategies that can be applied in face-to-face, online and hybrid classroom settings.

**Critical Engagement Key:** 8 – Promotes deep understanding of vital course concepts.

Presenter: Charles Rucker  
Professor, Culinary, HCC Central  

Topic: Learning with Students through Chopped

This best practice directly affects how students learn in the following ways:

- Supports learning instead of teaching.  
- Utilizes your own creativity to transform student learning.  
- Engages students in the critical thinking process.

Activity: Participants will partner with someone in the group to review a list of ingredients given to them. Participants will be instructed to create an imaginary recipe or dish from the list of items. Each group of two will have 15 minutes to look at the items and brainstorm possible recipes. Recipes will then be shared with the whole group for discussion and feedback.

Application: It is our job as educators to equip students with the skills and strategies to think critically in order to solve problems. The challenge is how to transform these important instructional objectives into real, developmentally appropriate activities that are integrated into lessons across the curriculum. Implementation of these objectives and strategies may appear difficult, but often requires only a slight shift in one’s approach to the curriculum. Instructors can provide daily opportunities for students to identify the materials they are working with, analyze their characteristics, and consider similarities and differences between them. Instructors can provide the time and space for brainstorming and for the making and testing of plans.

Personal Note: This project will get the students to really begin to think like a team. Although they may have been working together in groups, they may not have had to do much brainstorming. This will not only help students with this task, but they will listen to one another and agree on a plan of action. This activity is a real-world simulation of the environment they might encounter while working in the industry. I have had many students who have told me that on an interview, one of the things that they are required to do is cook for the chef. They are given a few ingredients and told to “cook for me.” Even though I have tried to prepare my students for this task, they all seem a little shocked when reflecting on the interview during class. They are also usually very proud of what they did because they had the skills and confidence to think quickly and apply what they had learned.

Format Variations: This can be applied in any format. If the class meets in-person, then have students present in class or record a video. On-line classes can upload videos or describe the recipe in lab discussions.

Critical Engagement Key: 6 – Provides reinforcement of student learning through prompt feedback.
Presenter: Sofia John  
Professor, Nursing (RN), Associate Degree Nursing Program, Coleman  

Topic: *Using Discussion Tool to Enhance Student Learning*

**This best practice directly affects how students learn in the following ways:**

- Promotes student engagement prior to class.  
- Facilitates student engagement in the classroom.  
- Initiates active student participation.  

**Activity:** The presenter will give an overview of the discussion tool in Canvas. Following the overview, the presenter will show several examples of how the discussion tool is used within the class to motivate students and promote active participation. Participants will access a discussion prompt to respond to a sample question and discuss various methods for creating community within an online class.  

**Application:** Discussions can be an excellent strategy for enhancing student motivation, fostering intellectual agility, and encouraging democratic habits. They create opportunities for students to practice and sharpen a number of skills. Careful planning can help ensure that discussions are lively without being chaotic and exploratory without losing focus. When planning a discussion, it is helpful to consider not only cognitive, but also social/emotional, and physical factors that can either foster or inhibit the productive exchange of ideas.  

**Personal Note:** This activity encourages students to read prior to class, initiates active learning by having the student post the information they learn, and engages the student in class when they present their post. I have seen more students comprehend the specific topic they posted on and some do further research to get more information. They also do well on the tests when they are actively engaged in finding the information. Students are able to use this new knowledge in class and for exams, but also for clinical and working with patients. The students are overall more engaged.  

**Format Variations:** This can be applied to online only courses and tailored so that each student is not only posting but has to respond to 2 other students and add a question. This engages students in the learning process and initiates active learning.  

**Critical Engagement Key:** 5 – Encourages active and collaborative engagement among students in the learning process.
**Presenter:** Evelyn V. Velasquez  
Professor, Business Management, HCC Northwest

**Topic:** Working with Unprepared Students to Establish Clear Expectations and Define Student Success

This best practice directly affects how students learn in the following ways:

- Defines the term “unprepared students.”
- Identifies various strategies for working with unprepared students.
- Reviews strategies utilized in a TLE Certified Course with attendee participation in an activity.

**Activity:** The presenter will start by asking the group to define “unprepared students” during a discussion of academically unprepared versus access to the materials (textbook, Wifi, computer), or the computer skills to be able to navigate online necessary for the courses in which they enroll. The presenter will offer solutions to the students’ lack of computer skills via assessment. Next, the presenter will invite the participants to share their strategies for working with “unprepared” students. Finally, the presenter will review strategies and exercises used in her face-to-face course with an online supplement.

**Application:** Blended instruction is reportedly more effective than purely face-to-face or purely online classes. Blended learning methods can also result in high levels of student achievement more effective than face-to-face learning. By using a combination of digital instruction and one-on-one face time, students can work on their own with new concepts which frees teachers up to circulate and support students who may need individualized attention. Rather than playing to the lowest common denominator – as they would in a traditional classroom – teachers can streamline their instruction to help all students reach their full potential.

**Personal Note:** The key to working with academically unprepared students is allowing them to learn about themselves, what motivates them, what occupations are available, their leadership skills, their biases, interpersonal skills, communication, emotional intelligence, life/work/school balance, technical skills, and conceptual skills. These are skills and areas that they have rarely explored with the goal of understanding their strengths and weaknesses. Based on feedback from students about the interactive activities that I include in F2F/Hybrid courses, they are better able to apply the concepts learned.

**Format Variations:** The information can be easily used with certain modifications and additions in any class format.

**Critical Engagement Key:** 7 – Communicates high expectations for those involved in the learning partnership.
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