ST. JOHNS RIVER STATE COLLEGE

OFFICE OF THE PRESIDENT
5001 ST. JOHNS AVENUE, PALATKA, FL 32177-3807

PALATKA CAMPUS 5001 ST. JOHNS AVENUE
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ST. AUGUSTINE CAMPUS 2990 COLLEGE DRIVE
ST. AUGUSTINE, FL 32084-1197 | (904) 808-7400

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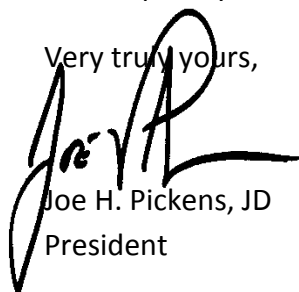
December 14, 2016

Greetings!

Thank you for participating in SJR State College's fifth annual Professional Development Institute. I am pleased that you are taking time to not only share but also learn some of the many great ideas and best practices that impact student success at SJR State.

Today's activities promise to bring you some innovative classroom strategies and methodologies designed to engage students and improve student success. Sessions at this year's Professional Development Institute include a wide variety of topics and best practices for student success. I encourage you to take advantage of today's program of activities and to consider how you might share your own innovations and ideas at the next professional development opportunity.

Finally, let me thank Dr. Melanie Brown, Dr. Anna Lebesch, the many presenters, and staff who have worked so hard to make today a success. I know you will find today's activities to be fun, informative and, hopefully, transformative.

Very truly yours,

Joe H. Pickens, JD
President

ST. JOHNS RIVER
S T A T E   C O L L E G E

OFFICE OF ACADEMIC AFFAIRS
5001 ST. JOHNS AVENUE, PALATKA, FL 32177-3807

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December 14, 2016

Welcome Conference Participants!

I am excited to once again welcome you to St. Johns River State College's Professional Development Institute. We have a full afternoon of faculty-led presentations on a variety of topics to choose from today, and I am confident that today's events will prove to be both informative and fun for us all.

This year's conference is cross-disciplinary with the overarching theme of encouraging student engagement and promoting student success. I'm proud that SJR State's own faculty and staff are leading our sessions on a wide variety of interdisciplinary topics. I'm also most appreciative of the many proposals that were submitted for this conference, and I am sincerely encouraged by the dedication SJR State's own faculty, administration, and staff have shown to both sharing their expertise and learning from each other.

Again, thank you for participating in our fifth annual Professional Development Institute. I look forward to sharing the day with you.

Sincerely,

Melanie A. Brown, Ph.D.
Vice President for Academic Affairs

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December 14, 2016

Conference Participants:

It is my pleasure to welcome our faculty to the Annual Professional Development Day at St. Johns River State College. Paramount to the success of our students and programs, are the faculty and staff who are committed to providing the highest quality of education to our region. To that end, this institute represents another opportunity for our faculty from all disciplines to learn, interact and share their best practices with each other. This event highlights the hard work and contributions of our faculty and staff in ensuring that our programs are high quality and student-focused. We continue to strive to increase student success, retention and completion to ensure that our students achieve their career goals. Today we celebrate our accomplishments and look for the next level of excellence.

As your participate in the activities of today keep in mind that we have provided critical education and training to the residents of Clay, Putnam, and St. Johns Counties. This enables our neighbors, friends, and family to enter respectable jobs, develop strong careers and continue their lifelong learning. Our graduates become our region's nurses, respiratory technicians, health information technicians, and radiologic technologists; they provide our information technology support; they fuel our local economies through businesses; they are public servants in law enforcement and corrections. We interact with SJR State graduates daily all because of you! Thank you for your service.

Anna Lebesch, Ed.D
Vice President for Workforce Development
Executive Director, Orange Park Campus

Schedule At-a-Glance

2016 SJR State Professional Development Institute
<u>**Wednesday, December 14, 2016**</u>
<u>Schedule At A Glance</u>

8:30-9:00	Registration & Coffee, Palatka Campus, Florida School of the Arts
9:00-9:45	College Update, President Joe Pickens
10:00-10:45	Breakout Session #1
11:00-11:45	Breakout Session #2
11:45-12:45	Lunch Provided
12:45-1:30	Breakout Session #3
1:45-2:30	Breakout Session #4
2:30-2:45	Cookie Break
2:45-3:30	Breakout Session #5

<u>Session Tracks</u>

Topic themes are indicated as follows:

<u>Active Learning Workshop</u> **(ALW)**

Sessions in this track are led by current SJR State Active Learning Workshop Recruits and Coaches. Interested in knowing more about the Active Learning Workshop? Ask Sherry Colarusso or someone in a grey ALW shirt for more information. ALW sessions are open to everyone.

<u>Instructional Tools</u> **(IT)**

Sessions in this track focus on specific technologies or other tools that can be used in the classroom. Many but not all of these sessions are offered in a computer lab and give participants an opportunity to practice using the instructional tool.

<u>Teaching & Learning</u> **(T&L)**

Sessions in this track span a variety of topics related to impacting student learning through teaching strategies and techniques.

<u>Topics in Humanities</u> **(TiH)**

Sessions in this track span a variety of topics and give participants the opportunity to experience the speaker's area of research and expertise.

AGENDA At-a-Glance

Session #1 10:00-10:45	Session #2 11:00-11:45	Session #3 12:45-1:30	Session #4 1:45-2:30	Session #5 2:45-3:30
Beyond Grading: Becoming Present in Online Classes Jack Hall Room: T-204A T&L	Motivating Students through Self-Determination Dr. John Etienne Room: S-201 T&L	Expert Online Teaching Bootcamp: Best Practices for Online Course Delivery Jack Hall Heather Jones Room: T-204A T&L	Experiences in the 7-week Minimester Stacey Daniels Roger Vaccaro Clay Moore Ana Harvey Room: S-201 T&L	Proctoring with Respondus Monitor Heather Jones Jack Hall Room: T-204A IT
Discovering the Communication Process Patricia Crotty Emily Strickland Room: T-209 ALW, T&L	The Overly Politically Correct Class Environment Dr. Krista Ubbels Room: S-206 ALW, TiH	Art Meets Science: Drawing in the Sciences to Augment Learning James McCaughern-Carucci Room: S-206 T&L	Getting Organized Emily Strickland Patricia Crotty Room: T-209 ALW, T&L	Breathe, Move, Relax Mary Ward Jessica Mayhew Room: F-103 (FloArts) TiH
Keep Calm and Do the Math! QEP Update Billy Veczko *Repeated in Session 5* Room: S-207 IT	Challenge Your Students with Challenging Problems Mike Keller Room: T-208 T&L	Games Course: Enabling Your Students to be Better Critical Thinkers Stephen Dennis Room: T-208 T&L	Student Support for Writing: What's Available and What's Needed? Dawn Bergeron Michelle Mancil Room: T-208 T&L	Workforce Department Little 'Wigs' to Improve Student Persistence Joel Abo Dr. Mary Anne Laney Room: T-209 T&L
Engaging Faculty in SJR State Career Pathways: Resources Solutions Dr. Anthony Carboni Dr. Edward Jordan Room: T-207 T&L	Registration, Financial Aid, No Shows, and Rosters: A Primer for Faculty Daniel Barkowitz *Repeated in Session 5* Room: S-210 IT	Students with Disabilities (SWD) Student Success, Accessibility, and Transition Dr. Patrick Arnwine Room: S-210 IT	Cooperative Learning Aaron Knowles Jill Leggett Room: S-212 ALW, T&L	Keep Calm and Do the Math! QEP Update Billy Veczko *Repeated in Session 1* Room: S-207 IT
Films on Demand, Blackboard, and Your Classes Chris Kilmer Room: T-204B IT	Reducing Pain: Delivering Happiness Brittnee Fisher Royce Bass Room: S-212 IT	Exploring What is New in the MLA Handbook Eight Edition Eric Biggs Room: S-212 IT	Introduction to Conversational Spanish with Emphasis on Food and Restaurants Dr. Ben Gil Dr. Bruce Fox Room: T-209 TiH	Registration, Financial Aid, No Shows, and Rosters: A Primer for Faculty Daniel Barkowitz *Repeated in Session 2* Room: S-210 IT
The Bird and the Bees: Research in Brazil Dr. Caroline Efsthathion Room: S-212 ALW, TiH	Skitch: A Free App to Help Students Study Outside Lab Clay Moore Room: T-206 IT	You CAN Always Get What You Want: Fillable Forms for Lab Reports Dr. Rick White Room: S-207 IT	Collaborative Mood Board Exercise Tiffany Jordan Room: S-210 ALW, TiH	Active Shooter/Violent Intruder and Workplace Violence Awareness Training James Griffith *Repeated in Session 1* Room-S-201 IT
Deaf Culture Dr. Tiri Fellows Room: T-203 ALW, TiH	How We Use Clickers to Enhance Student Engagement Cathy Wright Thomas Flanagan Fraser Houston Diane Pagano Room: S-207 ALW, IT	Embracing Mistakes Dr. Melissa Perry Katelyn Bergen Room: T-204B T&L	Classroom Management Best Practices Leaa Cruce, Richard Jones Marcia Redding Sanders, Marilyn Reid Room: T-204B T&L	
Active Shooter/Violent Intruder and Workplace Violence Awareness Training James Griffith *Repeated in Session 5* Room: S-201 IT	Frankenstein's Monster: Juvenile Delinquency, Parental Abandonment, and Shelley's Gothic Villain Jason Whitmarsh Room: T-204A TiH	Bad Man or Bad Art: The Intrusion of Liberace in Stephen King's 'Misery' Dr. Matthew McAllister Room: S-206 TiH		

Program Descriptions

Beyond Grading: Becoming Present in an Online Course / T-204A

Jack Hall, Director of eLearning

Did you know that some students don't believe that online courses are taught by real people? Is it obvious to your students that your course is on 'set it and forget it' mode? Take your course to the next level and give your course personality! Research has proven that instructor presence in online courses is critical to student performance. This session will give you proven tips and tricks to increase instructor presence and communicate your online teaching persona.

Discovering the Communication Process / T-209

Patricia Crotty,
Florida School of the Arts,
Theatre Faculty

Emily Strickland,
Florida School of the Arts
Costume Design Faculty

This workshop presents an exercise which is used in my Stage Management class to introduce the basic ingredients of effective communication. Participants in the session will engage as students with the assignment. The exercise presents a communication task which participants must complete together. Completion of the exercise then leads to identifying which tactics were most effective, what obstacles got in the way of completing the task, and what strategies might be employed in the future to improve the effectiveness of the communication process.

Keep Calm and Do the Math! QEP Update / S-207

Billy Veczko, Orange Park Campus Mathematics

This presentation will provide an update on the implementation of the college's Quality Enhancement Plan (QEP): Conquer Math. The session will begin with a brief overview of the goals and initiatives of the QEP. The focus of the presentation includes a discussion of the strategies used in mathematics classrooms to enhance student engagement.
Repeated in Session 5

Engaging Faculty in SJR State Career Pathways: Resources & Solutions / T-207

Dr. Edward Jordan Associate
Vice President for Academic Affairs

Dr. Anthony Carboni,
Orange Park Campus Social Science

Through an interactive presentation involving an introduction to the many tools and resources available from the SJR State Career Pathway website, faculty will learn about the mission and purpose of the SJR State Career Pathway effort, features about the current & future job market, and how faculty can help students make expertly informed decisions about the value of specific knowledge and skills in the job market. Faculty will engage in dialogue and analysis regarding their opinions about the most effective tools/strategies, the use of clubs as a potential resource, and the concepts of service learning & internships. Faculty should leave the session equipped to offer students an array of ideas as to how they should approach learning with a focus on constructing a career in the evolving job market.

Films on Demand, Blackboard, and Your Classes / T-204B

Chris Killmer, Palatka Campus Social Science

Films and film clips are wonderful supplements to other class materials. The problem is, they can eat up a lot of class time, perhaps more than you can spare. The good news is that the Films on Demand database has thousands of films (documentary and archival) in dozens of subject areas, and that these films (or segments of them) are easily embedded into Blackboard, so that your students can watch them as part of their out-of-class assignments, allowing them to watch all the supplemental videos you wish to assign without eating up too much class time. This session will show participants how to log into and find video resources in the Films on Demand database; how to add films or segments to playlists and folders; how to create custom film segments; and how to embed films and film segments into Blackboard.

The Birds and the Bees: Research in Brazil / S-212

Dr. Caroline Efstathion, Orange Park Campus Biological Science

Invasive Africanized honey bees are threatening the recovery efforts of the endangered Lear's Macaws in Northeast Brazil. This session will describe the issues they are causing and what protocols are being used to mitigate the problems. Recently, in October of this year, a two week expedition was conducted to initiate a plan to reduce the effects of these bees. This session will show highlights of this expedition and the hopes for the future. Additionally, I will show how data from conservation projects can be turned into classroom activates, as a way to engage students and expose them to conservation issues.

Deaf Culture / T-203

Dr. *Tiri Fellows, St. Augustine Campus Communications*

Each participant will have the opportunity to learn about and understand the history of Deaf Culture in terms of community pride/cohesiveness and how American Sign Language plays a vital role in education of deaf and hard of hearing students.

Active Shooter/Violent Intruder and Workplace Awareness Training / S-201

James Griffith, Director of Campus Safety and Security

Dictated by tragic events and statistics, SJR State Campus Safety and Security has developed its lockdown and response procedures to reflect the new standard of care developed and implemented by the Department of Homeland Security and other federal agencies designed to supplement/enhance protocols (response procedures) during an emergency. Between 2000 and 2015, there were 200 "active shooter" incidents, and about 65% of the incidents took place at schools or businesses. In order to mitigate casualties during an active shooter/violent intruder event, it is critical to train faculty, staff, and students on the concept of being proactive in order to build their confidence when reacting to time sensitive life threatening situations.

This training will use the concepts of RUN, HIDE, FIGHT, an active strategic response model designed to increase an individual's chances of surviving a violent intruder or active shooter event.

Repeated in Session 5

Motivating Students through Self-Determination / S-201

Dr. John Etienne, Director of Computer Education

Motivation is an area of study in education vital to addressing school retention, and student persistence in higher education. Students who have self-determination are more likely to stay in school. This session focuses on different components of self-determination theory (SDT). Intrinsic and Extrinsic motivation will be explored as they apply to two-year college students in particular. Examples will be given on how to develop and cultivate one versus the other and the resulting consequences in the educational environment.

The Overly Politically Correct Class Environment / S-206

Dr. Krista Ubbels, St. Augustine Campus Humanities

In an overly politically correct class environment, it is difficult at best to get students to talk about anything anymore. To talk about reactions to a beheading of an innocent man who protected his country's treasured antiquities is impossible. I did not seem to have this problem some ten years ago, but too much is happening within the world of culture to ignore the silence and 'move on to the next slide'. There has to be a way to get them engaged. I think I found one.

Challenge your Students with Challenging Problems / T-208

Mike Keller, Dean of Arts and Sciences

Do you want to challenge the top students in your mathematics classes? This session will present a few mathematical problems that will challenge your students and foster critical thinking. Participants will have the opportunity to work some of the problems and discuss the solutions. We will also discuss the difference between a challenging problem that fosters critical thinking and a hard problem that is just tedious. A few resources for finding challenging problems will also be identified.

Registration, Financial Aid, No Shows, and Rosters - A Primer for Faculty / S-210

Daniel Barkowitz, Dean of Enrollment Management

As a faculty member there a number of administrative tasks and processes which rely upon your input. Registration, class rosters, grading, no show, withdrawals -- each of these items and actions have impact not only on a student's potential academic success, but also on their financial well-being and the financial health of the college. In this session we will address each of these items. *Repeated in Session #5*

Reducing Pain: Delivering Happiness / S-212

Brittnee Fisher, Palatka Campus Librarian

Royce Bass, St. Augustine Campus Librarian

Research shows that college libraries are a key player in student retention and success. Learn how the SJR State Libraries are encouraging student success and fostering student retention by focusing on user experience (UX). Through a grant partnership with the North East Florida Library Information Network (NEFLIN) the SJR State Libraries were able to work with national UX consultant Aaron Schmidt to learn what the students think of the library, and, how to improve it. Royce and Brittnee will share what UX is, what the library has done with it, and how you can use UX concepts to improve your classroom.

Skitch: A Free App to Help Students Study Outside Lab / T-206

Clay Moore, Palatka Campus Science

Skitch is a free app available in iPad that allows you to annotate photographs with arrows, shapes and text. This app can be used to label models and specimens that students actually see in lab rather than relying on images in lab books that do not match those in lab. These images can be loaded onto Blackboard giving students the opportunity to study laboratory materials traditionally limited to lab time at any time. It can also be used to create flow charts that can complement concepts covered in lectures.

Cathy Wright, Orange Park Biological Science   *Thomas Flanagan, Orange Park Mathematics*

Fraser Houston, Orange Park Biological Science   *Diane Pagano, Orange Park Nursing*

Attendees will observe how four professors in different disciplines use student clickers in their classes, and participate by using the clickers themselves.   Presenters will provide a brief tutorial on how to use the clicker system in the classroom and to track student learning in the classroom. Each presenter will demonstrate types of questions that they ask using clickers, and how clickers can be one method of increasing active learning to enhance student engagement and improve student participation in the classroom. Presenters will also discuss problems they have encountered while using clickers. There will be time for a question and answer session following the presentation.

Frankenstein's Monster: Juvenile Delinquency, Parental Abandonment, and Shelley's Gothic Villain / T-204A

Jason Whitmarsh, Orange Park Humanities Faculty

This presentation will focus on a paper given at the New Directions in the Humanities conference held in Chicago, IL, June 8-10, 2016. The paper analyzes the association between juvenile delinquency and parental abandonment by discussing a connection with Shelley's Gothic novel, 'Frankenstein.' I argue that the character of Frankenstein's Monster acts as a 'delinquent' cultural archetype (compared to the 'hero,' 'sage,' 'trickster,' etc.) The monster's perception and behavior is a response to neglect and abandonment on the part of his creator, and is comparable to contemporary cases of juvenile delinquency as a result of issues of parental neglect, abuse, and abandonment.

Session #3	12:45 – 1:30

Expert Online Teaching Bootcamp: Best Practices for Online Course Delivery / T-204A

Jack Hall, Diretor of eLearning *Heather Jones, Coordinator of Instructional Technology*

Are you looking for ways to design and deliver an online course that inspires your students? Are you looking for tools to promote student engagement and success? This session will focus on research-based best practices that promote student engagement, satisfaction, and success. Take your online course from blah to bling!

Art Meets Science: Drawing in the Sciences to Augment Learning / S-206

James McCaughern-Carucci, St. Augustine Campus Biological Science

The sciences are inherently visual, whether it be a diagram, a chart, a graph or an x-ray, visualization is crucial to understanding key concepts. Incorporating opportunities for students to generate their own visual representations allows students to process visual information on a higher level. In this presentation, you will learn how incorporating drawing into your courses can improve student learning, engagement and creativity.

Games Course: Enabling Your Students to be Better Critical Thinkers / T-208

Stephen Dennis, Palatka Campus Mathematics

Our mission in creating MAT 1930 (Games for Analytical Reasoning), a 3-credit hour elective, was to give students a way to learn the analytical thinking skills they must use to be successful in other math classes, but without the math. The majority of class time consists of students interacting with games, puzzles and other activities, then forming hypotheses, testing them, and reaching conclusions about their work. In this session, we will discuss how this course could be beneficial to your students, regardless of field of study. We will ask session attendees to work on some of the same games and puzzles we give our students, and discuss how their thought processes helped or hindered their success.

Students with Disabilities (SWD) Student Success, Accessibility, and Transition / S-210

Dr. Patrick O. Arnwine, Assistant Director, Academic Advising

After brief introduction and background information, the workshop will explore onboarding and coordinating services for students with disabilities (SWD). The discussion will then focus on implications in the classroom as they relate to SWD. Services for students with disabilities revolve around providing access and removing barriers to their education. Participants will consider transitioning of students with disabilities and what this means to this population.   Throughout the workshop empathy will provide the glue for the relationship between the instructor, advisor, and student. While no one may know exactly what the student is experiencing, information and discussions can help create empathy and a better working relationship. Finally, there will be an activity to wrap up. The presenter is proposing a specific syllabus for SWD services coordinator. Participants will be asked for their inputs as to what information they would like to see included in the syllabus.

Exploring What Is New in the MLA Handbook Eighth Edition / S-212

Eric Biggs, Orange Park Campus Librarian

The latest edition of the MLA Handbook (formerly MLA Handbook for Writers of Research Papers) takes a vastly different approach in formatting citations. Gone is the comprehensive list of correct formats for various types of sources. The new handbook is slimmed down and the approach to formatting citations has become modular. This new modular method is far more flexible and can be applied to any type of format (e.g. books, journals, videos, objects, works of art, etc.) These changes make working with the new MLA style easier overall, however, they also leave room for interpretation. The problem with interpretation is students will receive different examples of how to format specific materials from different sources (e.g. Bedford Handbook, Purdue University's OWL, Norton's various anthologies, etc.). Let's get together to explore and discuss these changes and their implications.

You CAN always get what you want: Fillable forms for lab reports / S-207

Dr. *Rick White, Orange Park Campus Physical Science*

Keyboarding is the standard for communicating information, whether it be a quick text message, an e-mail, or a finished report. Many scientific laboratories have now adopted electronic notebooks (ELN) for recording and retaining laboratory data (1). Scientific journals and Regulatory agencies require e-submissions that follow strict formatting requirements (2,3). Handwritten, or 'tear-out' lab reports are often incomplete, difficult to read, grade, and do not meet today's standard for communicating scientific information. Adobe® Acrobat is an open system reader for portable document format (.pdf) files, but Adobe is more than just a reader. This session will demonstrate how to create Adobe fillable forms for use as report templates, forcing students to submit typewritten (and legible!) reports, just the way you want them. (1)J. Laboratory Automation, 2011, p90; (2)ACS Style Guide, Oxford Press, 2006; (3)eCTD Submission Requirements, US FDA, 2016.

Embracing Mistakes / T-204B

Dr. Melissa Perry, Dean of Adult Education

Katelyn Bergen, Palatka Campus Adult Education Faculty

This session's focus will be about the value of making mistakes and the power of mistakes and struggle. Participants will gain knowledge about their brain's reaction to making mistakes as well as identify their own mindset. In addition, the presenters will discuss the differences between Eastern and Western culture regarding the education system's treatment of mistakes and struggle. The presenters will promote audience interaction and engagement about the topic. The hope of the presenters is for the participants to leave the workshop with new knowledge about mistakes, mindset and struggle and how each can use this knowledge in their professional and personal life. This session will be primarily based upon the work of Carol Dweck and Jo Boaler.

Bad Man or Bad Art: The Intrusion of Liberace in Stephen King's 'Misery' / S-206

Dr. Matthew McAllister, Orange Park Campus Humanities

In the film adaptation of Stephen King's Misery (1990) screenwriter William Goldman included a conceit that the murderous Annie is a Liberace fan. In an otherwise-faithful adaptation, this conspicuous addition permeates the film and delineates Annie's mental (and cultural) deformities. Liberace's music, persona, and social standing in the late 1980s are key to understanding her villainy and the dangers of low-brow art. By examining several drafts of the screenplay as well as Goldman's personal papers it is clear that Liberace was intended to have an even greater presence in the film but was negotiated into its final form throughout the rewriting process. This evolution offers insight into a singular conception of Liberace's place within culture, but also two wholly different views of art and celebrity. This presentation, given last May at N.Y.U's international conference on Music and the Moving Image, uses evidence left from the creation of the script, interviews given by both Goldman and Reiner, and a personal interview with composer Mark Shaiman to demonstrate how two largely-opposed notions of celebrity and power were negotiated and melded into a single form. Finally, this paper will compare how 1990's Misery and its use of Liberace compares with 2015's stage play, also written by William Goldman.

Experiences in the 7-week Minimester / S-201

Stacey Daniels, St. Augustine Campus Mathematics

Clay Moore, Palatka Campus Biological Science

Roger Vaccaro, St. Augustine Campus Communications   *Ana Harvey, Palatka Campus Social Science*

Come and participate in a roundtable discussion with teachers who took part in the 7-week semester pilot. You will hear their thoughts on the minimester and be able to ask questions about their classroom experience.

Getting Organized / T-209

Patricia Crotty,   *Emily Strickland,*
Florida School of the Arts,   *Florida School of the Arts,*
Theatre Faculty   *Costume Design Faculty*

In this session we will share and discuss all of our best tips, tricks, and methods for getting and staying organized. We will discuss the how the mind works and the need for different organization methods in a time where students are bombarded with information and distraction. Examples of different techniques like bullet journaling, notecards, visual cataloging, etc. will be shown. These techniques can be used by faculty and students alike to streamline our lives in a time of information overload.

Student Support for Writing: What's Available and What's Needed? / T-208

Michelle Mancil,
Orange Park Campus Academic Support Coordinator

Dawn Bergeron, Orange Park Campus Communications

The Academic Support Center on the Orange Park campus served nearly 9,000 students in 2015-2016. 57% of that population sought help in math, the subject area for which most students visit the ASC. Math tutoring has been very effective, but what about writing? Were our services helpful and effective too? The need for increased student support for writing was apparent, but one key fact that emerged from our pilot project caught our attention: the majority of visits were from students seeking help with writing in non-English disciplines. For this session, we invite faculty, especially those who require writing for non-English courses, to share and discuss the ways in which we can improve our students' writing skills and increase retention.

Cooperative Learning / S-212

Aaron Knowles,
Organizational Management Faculty

Jill Leggett,
Palatka Physics Faculty

Active Learning Workshop coaches to share strategies for improved student engagement through cooperative learning. Session objectives will include an explanation of what Cooperative Learning is, how to effectively use it in the classroom, regardless of department, and activities to actively engage participants in the practice. The participants will be actively engaged in communication and participative activities designed to engage their mind and thus improve the learning experience.

Introduction to Conversational Spanish with Emphasis on Food and Restaurants / T-209

Dr. Ben Gil, Orange Park Communications   *Dr. Bruce Fox, Palatka/St. Augustine Communications*

During this session, we will begin by introducing audience members to some basic conversational Spanish, and they will practice it in small groups. Likewise, since food is a key cultural factor that transcends borders and cultures, and it is a relevant aspect of society and life, today we will learn how to discuss it in Spanish. Spanish-speaking countries have a wide range of foods and drinks. Many are present in the United States, either at restaurants or supermarkets. However, most U.S. citizens are not able to order something at a restaurant in Spanish, or communicate with the individuals who wait on them in their native language. In this session, participants will learn about food and drinks consumed in Spanish-speaking countries, its rich variety, and, at the same time, how to order those exquisite dishes in Hispanic restaurants, and talk about their enjoyable experience.

Collaborative Mood Board Exercise / S-210

Tiffany Jordan, Florida School of the Arts Costume Design Faculty

Before paint ever touches paper to create a costume rendering, there has to be a strong understanding of why each character would want to wear each piece of clothing.   The main goal of the Mood Board Exercise is to get students to start thinking about design in terms of a characters emotional qualities before they begin thinking about what clothing they are going to wear.   This exercise focuses on working around groups who are assigned a particular mood or emotion. The groups work together to create a collage that represents what they were assigned. The end result helps students to start their design process thinking about who people are, and once they have a solid foundation of character, then they can proceed with picking clothing choices for each character.

Classroom Management Best Practices / T-204B

Leaa Cruce, Palatka Campus Adult Education Faculty

Richard Jones, Palatka Campus Adult Education Faculty

Marilyn Reid Palatka Campus Adult Education Faculty

Marcia Redding Sanders, Palatka Campus Adult Education Faculty

Come join us for an enlightening discussion on the strategies that will help your classroom run smoothly and efficiently. This will be an open discussion about student behaviors that pose challenges in a classroom setting. We would like to hear about your personal experiences and the strategies you use to resolve these issues without negatively impacting other students' learning.

Proctoring With Respondus Monitor / T-204A

Jack Hall, Director of eLearning   *Heather Jones, Coordinator of Instructional Technology*

Respondus LockDown Browser and Respondus Monitor can be used together to create a secure online test-taking environment. Students are prevented from accessing other programs and resources while taking exams. They are recorded so that instructors can not only verify identity, but ensure academic integrity. Participants will learn how to use LockDown Browser and Monitor as an alternative to face-to-face proctored assessments. In this hands-on session, participants will be taken through the entire process from test creation and delivery to a review of post-exam video results.

Breathe, Move, Relax / F-103 (Flo-Arts)

Mary Ward, Florida School of the Arts Dance Faculty   *Jessica Mayhew, Florida School of the Arts Dance Faculty*

Come join us in a series of simple movement exercises to aide in relaxation and focus thinking. This 'movement meditation' will offer participants opportunities to learn methods to quite the mind, reduce stress, and promote creativity through simple improvisational movements and relaxation techniques. Participants should wear comfortable clothing and bring an exercise mat. Material covered in this session will draw from 'Brain Dance' research, guided meditation, yoga, and dance improvisational techniques.

Workforce Department Little 'Wigs' to Improve Student Persistence / T-209

Joel Abo, Director of Business Education   *Dr. Mary Anne Laney, Dean of Nursing and Allied Health*

Workforce Dean/Director will share what activities they are conducting in order to improve student persistence.

Keep Calm and Do the Math! QEP Update / S-207

Billy Veczko, Orange Park Campus Mathematics

This presentation will provide an update on the implementation of the college's Quality Enhancement Plan (QEP): Conquer Math. The session will begin with a brief overview of the goals and initiatives of the QEP. The focus of the presentation includes a discussion of the strategies used in mathematics classrooms to enhance student engagement. *Repeated in Session 1*

Registration, Financial Aid, No Shows, and Rosters - A Primer for Faculty / S-210

Daniel Barkowitz, Dean of Enrollment Management

As a faculty member there a number of administrative tasks and processes which rely upon your input. Registration, class rosters, grading, no show, withdrawals -- each of these items and actions have impact not only on a student's potential academic success, but also on their financial well-being and the financial health of the college. In this session we will address each of these items. *Repeated in Session #2*

Active Shooter/Violent Intruder and Workplace Awareness Training / S-201

James Griffith, Director of Campus Safety and Security

Dictated by tragic events and statistics, SJR State Campus Safety and Security has developed its lockdown and response procedures to reflect the new standard of care developed and implemented by the Department of Homeland Security and other federal agencies designed to supplement/enhance protocols (response procedures) during an emergency. Between 2000 and 2015, there were 200 "active shooter" incidents, and about 65% of the incidents took place at schools or businesses. In order to mitigate casualties during an active shooter/violent intruder event, it is critical to train faculty, staff, and students on the concept of being proactive in order to build their confidence when reacting to time sensitive life threatening situations. This training will use the concepts of RUN, HIDE, FIGHT, an active strategic response model designed to increase an individual's chances of surviving a violent intruder or active shooter event.
Repeated in Session 1

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